

Hastings Area Public Schools - ISD 200
School Board Meeting Agenda

Wednesday, December 8, 2021
Regular Meeting
Middle School Media Center

- I. **Call Meeting to Order**
 - a. Attendance
- II. **Motion to approve the agenda/table file**
 - a. Approval of the minutes from the November 23rd, 2021 Regular Board Meeting Minutes
- III. **Recognition of visitors**
- IV. **Announcements and Recognitions**
- V. **Items for Discussion**
 - a. Policies
 - i. Second Reading
 - 1. Policy 103 - Complaints - Students, Employees, Parents, Other Persons
 - 2. Policy 203.2 - Order of the Regular School Board Meeting
 - 3. Policy 215 - Addressing School Board Member Violations
 - 4. Policy 401 - Equal Employment Opportunity
 - 5. Policy 402 - Employment Non-Discrimination
 - 6. Policy 412 - Expense Reimbursement
 - 7. Policy 412.1 - Administrative Procedures
 - 8. Policy 499 - COVID-19 Vaccination Emergency Temporary Standard: Vaccination, Testing, and Face Covering Policy
 - 9. Policy 601.1 - School District Curriculum and Instruction Goals
 - 10. Policy 606.1 - Textbooks and Instructional Materials - Responsibility of Selection
 - 11. Policy 606.2 - Textbooks and Instructional Materials - Reconsideration of Textbooks or Other Instructional Materials
 - b. Board Meeting Calendar Draft
 - c. 22-23 Budget Adjustment Discussion
- VI. **Administrative Reports**
 - a. Superintendent
 - b. Truth in Taxation
 - c. World's Best Workforce
 - d. Student Enrollment
 - e. Policy Committee
 - f. Community Engagement Committee
- VII. **Action Items**
 - a. Consent Agenda
 - i. Personnel Report
 - ii. School Board Handbook
 - b. Items for Individual Action
 - i. School Board Handbook
 - ii. 2021 Payable 2022 Levy
 - iii. 21-22 Revised Budget
 - iv. Policies for approval: 103, 203.2, 215, 401, 402, 412, 412.1, 499, 601.1, 606.1, and 606.2
- VIII. **Future Meetings**
- IX. **Adjournment**

**Board of Education
Independent School District 200
Hastings, Minnesota**

A Regular Meeting of the School Board of Independent School District No. 20, Hastings, Minnesota, was held on Wednesday, November 23rd, 2021 at the Hastings Middle School Media Center.

The meeting was called to order by Chairperson Kelsey Waits at 6:01 PM.

The following board members were present: Brian Davis, Scott Gergen, Lisa Hedin, Dave Pemble, Becky Beissel, Stephanie Malm, and Kelsey Waits. Superintendent McDowell was also present.

A motion to approve the agenda was made by Brian Davis and seconded by Dave Pemble. The vote was: 7 ayes, 0 nays, motion carried unanimously.

A motion to approve the minutes from the October 27th, 2021 Regular Board Meeting and the November 10th, 2021 Special Board Meeting was made by Lisa Hedin and seconded by Dave Pemble.

Chairperson Waits took a moment to recognize community members attending the meeting both in-person and remotely.

The time was then turned over to Superintendent McDowell who took a moment to recognize the Hastings High School Marching Band to recognize them for all of their accomplishments during this fall season.

The Board discussed the first readings of the following policies: Policy 103 Complaints - Students, Employees, Parents, Other Persons, Policy 203.2 Order of the Regular School Board Meeting, Policy 215 Addressing School Board Member Violations, Policy 401 Equal Employment Opportunity, Policy 402 Disability Nondiscrimination, Policy 412 Expense Reimbursement, Policy 412.1 Administrative Procedures Tracked Changes, Policy 499 COVID-19 Vaccination Emergency Temporary Standard: Vaccination, Testing, and Face Covering Policy, Policy 601.1 Curriculum Advisory Committee Purpose, Role and Membership, the Curriculum Advisory Council Application, Policy 606.1 Textbooks and Instructional Materials - Responsibility of Selection, and Policy 606.2 Textbooks and Instructional Materials - Reconsideration of Textbooks or Other Instructional Materials.

There was a second reading of Policy 204 School Board Meeting Minutes. A motion to move this policy to an action item was made by Stephanie Malm and seconded by Lisa Hedin. The vote was: 7 ayes, 0 nays, motion carried unanimously.

There was a second reading of Policy 503 Student Attendance. A motion to move this policy to an action item was made by Dave Pemble and seconded by Scott Gergen. The vote was: 7 ayes, 0 nays, motion carried unanimously.

After the second reading of Policy 710.1 Athletic Transportation Policy a motion to move the policy to an action item was made by Lisa Hedin and seconded by Dave Pemble. The vote was: 7 ayes, 0 nays, motion carried unanimously.

There was a presentation of the 20-21 Audit report and the School Board discussed the ALC lease cancellation. The Board was then presented with the most recent budget adjustment updates.

The time was turned over to the Superintendent for the Superintendent's report. Jennifer Seubert, the Director of Finance, presented the Board with the building construction fund project update and the student enrollment. The Superintendent presented the Board with the fall fundraiser report and Chairperson Waits provided the Board with the Policy Committee update.

With no further reports or items to discuss the Board moved on to the items of business starting with the consent agenda. A motion to approve the consent agenda was made by Stephanie Malm and seconded by Dave Pemble. The vote was: 7 ayes, 0 nays, motion carried unanimously.

The following 2022 combined polling placed resolution was read:

Hastings ISD 200 Combined Polling Place Resolution

Pursuant to due call and notice thereof a regular meeting of the School Board of Independent School District No. 200 (Hastings Public Schools), State of Minnesota, was held in the said school district on November 23rd, 2021, at 6:00 o'clock p.m.

The following members were present:

Kelsey Waits, Dave Pemble, Stephanie Malm, Brian Davis, Scott Gergen, Lisa Hedin and Becky Beissel.

The following members were absent:

None

Member, **Stephanie Malm**, introduced the following resolution and moved its adoption: A RESOLUTION ESTABLISHING COMBINED POLLING PLACES FOR MULTIPLE PRECINCTS AND DESIGNATING HOURS DURING WHICH THE POLLING PLACES WILL REMAIN OPEN FOR VOTING FOR SCHOOL DISTRICT ELECTIONS NOT HELD ON THE DAY OF A STATEWIDE ELECTION.

BE IT RESOLVED by the School Board of Independent School District No. 200, state of Minnesota, as follows:

1. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for school district elections are those precincts located within the boundaries of the school district which have been established by the cities or towns located in whole or in part within the school district. The board hereby confirms those precincts and polling places so established by those municipalities.
2. Pursuant to Minnesota Statutes, Section 205A.11, the board may establish a combined polling place for several precincts for school district elections not held on the day of a statewide election. **Each combined polling place must be a polling place that has been designated by a county or municipality.** The following combined polling places are established to serve the precincts specified for all school district special and general elections not held on the same day as a statewide election:

The combined polling places for this election shall be as follows:

COMBINED POLLING PLACE - 1: Hope Lutheran Church

16898 Michael Ave.
Hastings, MN 55033

This combined polling place serves all territory in Independent School District No. 200 located in the City of Hastings, W-1 P-2 and W-1 P-3; Dakota County, Minnesota.

COMBINED POLLING PLACE - 2: Our Saviour's Lutheran Church
400 9th Street West
Hastings, MN 55033

This combined polling place serves all territory in Independent School District No. 200 located in the City of Hastings, W-2 P-1 and W-2 P-2; and Nininger Township, Dakota County, Minnesota.

COMBINED POLLING PLACE - 3: United Methodist Church
615 15th Street West
Hastings, MN 55033

This combined polling place serves all territory in Independent School District No. 200 located in the City of Hastings, W-3 P-1 and W-3 P-2; Dakota County, Minnesota.

COMBINED POLLING PLACE - 4: St. Phillips Lutheran Church
1401 15th Street West
Hastings, MN 55033

This combined polling place serves all territory in Independent School District No. 200 located in the City of Hastings, W-4 P-1 and W-4 P-2; Dakota County, Minnesota.

COMBINED POLLING PLACE - 5: St. John's Lutheran Church
202 8th Street West
Hastings, MN 55033

This combined polling place serves all territory in Independent School District No. 200 located in the cities of Rosemount, P-2, Vermillion, Hampton, Miesville and New Trier; and Marshan, Vermillion, Ravenna, Douglas and Hampton Townships, all in Dakota County, Minnesota; the City of Afton, W-2 P-1, the City of Cottage Grove, P-3 and P-7, the City of Hastings, W-1 P-1 and Denmark Township, all in Washington County, Minnesota and Welch Township in Goodhue County, Minnesota.

Note: See Section 2.3.2 of the Election Manual regarding changing polling places in the case of an emergency or if the polling place is no longer available.

3. Pursuant to Minnesota Statutes, Section 2015A.09, the polling places will remain open for voting for school district elections not held on the same day as a statewide election between the hours of 7:00 o'clock a.m. and 8:00 o'clock p.m.

Note: See Section 3.6 of the Election Manual regarding certain restrictions on voting hours.

4. The clerk is directed to file a certified copy of this resolution with the county auditors of each of the counties in which the school district is located, in whole or in part, within the thirty (30) days after its adoption.

5. As required by Minnesota Statutes, Section 204B.16, Subdivision 1a, the clerk is hereby authorized and directed to give written notice of new polling place locations to each affected household with at least one registered voter in the school district whose school district polling place location has been changed. The notice must be a non-forwardable notice mailed at least twenty-five (25) days before the date of the first election in which it will apply. A notice that is returned as undeliverable must be forwarded immediately to the appropriate county auditor, who shall change the registrant's status to "challenged" in the statewide registration system.

(if a combined polling place is changed, the change must be adopted at least ninety (90) days prior to the first election where it will be used unless that polling place has become unavailable for use.)

The motion for the adoption of the foregoing resolution was duly seconded by **Dave Pemble**.

On a roll call vote, the following voted in favor:

Kelsey Waits, Dave Pemble, Stephanie Malm, Brian Davis, Scott Gergen, Lisa Hedin and Becky Beissel.

The following voted against:

None

WHEREUPON the said resolution was declared duly passed and adopted.


Stephanie Malm
ISD 200 School Board Clerk

The following 2021 Election Certification resolution was read:

**RESOLUTION AUTHORIZING ISSUANCE OF CERTIFICATES
OF ELECTION AND DIRECTING THE SCHOOL DISTRICT CLERK
TO PERFORM OTHER ELECTION-RELATED DUTIES**

Pursuant to due call and notice thereof, a Regular Meeting of the School Board of Independent School District No. 200 (Hastings Public Schools), State of Minnesota, was held in said school district on the 23rd day of November 2021, at 6 o'clock p.m.

The following members were present:

Kelsey Waits, Dave Pemble, Stephanie Malm, Brian Davis, Scott Gergen, Lisa Hedin and Becky Beissel.

The following members were absent:

None

Member Stephanie Malm introduced the following resolution and moved its adoption:

WHEREAS, the board has canvassed the general election for school board members held on November 2, 2021.

NOW THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 200, State of Minnesota, as follows:

1. The chair and clerk are hereby authorized to execute certificates of election on behalf of the school board of Independent School District No. 200 to the following candidates:

- a. Carrie Banaszewski Tate
- b. Mike Reis
- c. Jessica Dressely

who have received a sufficiently large number of votes to be elected to fill vacancies on the board caused by expiration of term on the first Monday in January next following the election, based on the results of the canvass.

2. The certificate of election shall be in substantially the form attached hereto.

3. After the time for contesting the election has passed and the candidate has filed all campaign financial reports required by Minnesota Statutes, Chapter 211A, the clerk of the school board is hereby directed to deliver a certificate to each person entitled thereto personally or by certified mail.

4. The clerk is hereby directed to enclose with the certificate a form of acceptance of office and oath of office in substantially the form attached hereto.

The motion for the adoption of the foregoing resolution was duly seconded by

Scott Gergen and upon vote being taken thereon the following voted in favor thereof:

Becky Beissel
Brian Davis
Lisa Hedin
Scott Gergen
Dave Pemble
Stephanie Malm
Kelsey Waits

and the following voted against the same:

None

whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA)
)SS
COUNTY OF DAKOTA)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 200 (Hastings Public Schools), State of Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the school board of said school district duly called and held on the date therein indicated, so far as such minutes relate to authorizing the issuance of certificates of election, and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such clerk this 23rd day of November 2021.



Stephanie Malm
ISD 200 School Board Clerk

A motion to accept the 220-2021 Audit Report was made by Scott Gergen and seconded by Dave Pemble. The vote was: 7 ayes, 0 nays, motion carried unanimously.

A motion to approve the cancellation of the ALC lease was made by Dave Pemble and seconded by Stephanie Malm. The vote was: 7 ayes, 0 nays, motion carried unanimously.

A motion to approve the School Board Handbook was made by Scott Gergen and seconded by Dave Pemble. The vote was: 7 ayes, 0 nays, motion carried unanimously.

There was a motion to approve the following policies: Policy 204 School Board Meeting Minutes, Policy 503 Student Attendance, and Policy 710.1 Athletic Transportation Policy. This motion was made by Scott Gergen and seconded by Dave Pemble. The vote was: 7 ayes, 0 nays, motion carried unanimously.

With no further business, a motion to adjourn the meeting was made by Stephanie Malm and seconded by Dave Pemble. The meeting was adjourned by Chairperson Waits at 7:32 PM.



103 COMPLAINTS – STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS

I. PURPOSE

The school district takes seriously all concerns or complaints by students, employees, parents or other persons. If a specific complaint procedure is provided within any other policy of the school district, the specific procedure shall be followed in reference to such a complaint. If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure that may be used.

II. GENERAL STATEMENT OF POLICY

- A. Students, parents, employees or other persons, may report concerns or complaints to the school district. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the principal or immediate supervisor of the receipt of the complaint. ~~Persons are encouraged to file a complaint with the lowest level supervisor. The supervisor shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the superintendent. A person may file a complaint at any level of the school district, i.e., principal, superintendent or school board. However, persons are encouraged to file a complaint with at the lowest level supervisor, building level when appropriate.~~
- B. Depending upon the nature and seriousness of the complaint, the supervisor or other administrator receiving the complaint shall determine the nature and scope of the investigation or follow-up procedures. If the complaint involves serious allegations, the matter shall promptly be referred to the superintendent who shall determine whether an internal or external investigation should be conducted. In either case, the superintendent shall determine the nature and scope of the investigation and designate the person responsible for the investigation or follow-up relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate administrator concerning the status or outcome of the matter.
- C. After a complaint is addressed by the school district, the ~~supervisor or~~ administrator responsible for handling the complaint will provide follow-up information to the complainant in a manner that is appropriate under the circumstances. The follow-up information will not include the disclosure of any data that is protected from disclosure under state or federal law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Cross References: Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
Policy 401 (Equal Employment Opportunity)
Policy 402 (Disability Nondiscrimination)
Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Policy 413 (Harassment and Violence)
Policy 514 (Bullying Prohibition)
Policy 522 (Sex Nondiscrimination Policy, Title IX Grievance Procedure and Process)

Policy Reviewed: 11.30.2021

Policy Adopted:

Policy Revised: 11.30.2021



203.2 ORDER OF THE REGULAR SCHOOL BOARD MEETING

I. PURPOSE

The purpose of this policy is to ensure consistency in the order of business at regular school board meetings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school board to consider matters that come before it in a consistent and orderly manner.

III. LISTENING SESSION

IV. ORDER

A. The school board shall conduct an orderly school board meeting. The school board will, at all regular school board meetings, follow an agenda order similar to:

1. Call to order.
2. Pledge of Allegiance
3. Approval of agenda, table agenda, and minutes.
4. Recognition of visitors, and correspondence.
5. Items for discussion.
6. Reports.
7. Action Items.
8. Future Meetings.
9. Adjournment.

- B. Items in this order may be considered as part of a consent agenda.
- C. The school board may depart from the order of business with the consent of the majority of members present.

Legal References: Minn. Stat. § 123B.09, Subd. 7 (School Board Powers)

Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)
MSBA/MASA Model Policy 203.6 (Consent Agendas)

Policy Reviewed: 11.30.2021

Policy Adopted: 08.26.2020

Policy Revised: 11.30.2021



Hastings Public School District
ISD #200

215 Addressing School Board Member Violations

I. Purpose

- A. The Board and each of its members are committed to faithful compliance with the provisions of the Board's policies.

II. General Statement

The Board recognizes that its failure to deal with violations of its policies and Board member misconduct risks the loss of public confidence in the Board's ability to govern effectively. Therefore, in the event of a member's violation of policy, or other forms of misconduct, the Board shall address the issue by using the following steps:

1. Conversation in a private setting between the offending member and the School Board Chair or other individual member; such conversation will be reported to the balance of the Board
2. Discussion in a public meeting between the offending member and the full School Board
3. Public censure, by simple majority vote, of the offending member of the School Board, as well as removal from committees and leadership positions, to which the member has been appointed or elected.
4. Removal from the school board for proper cause by a concurrent vote of at least four members. The board member to be removed will be duly notified of the time and place of the meeting for which the vote is to be taken, and for the reasons for the proposed removal. The board member will be given an opportunity to be heard in defense against the removal.

Most board member issues and situations are intended to fall into Category 1. Categories 2, 3, and 4 are intended for extreme and/or repeated instances of violations where Category 1 has not resulted in a change in member behaviors.

Legal References:

MN 123.B.09; Subd. 9. Removing board members.

Reviewed: 11.30.2021

Revised:

Adopted: 11.30.2021



401 EQUAL EMPLOYMENT OPPORTUNITY

I. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for school district employment and school district employees.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, age, family care leave status, or veteran status. The school district also makes reasonable accommodations for disabled employees.
- B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to the school district's Policy 413 on harassment and violence and Policy 522 on sex nondiscrimination and Title IX grievance procedures.
- C. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities, or privileges of employment.
- D. Every school district employee shall be responsible for following this policy.
- E. Any person having a question regarding this policy should discuss it with the Director of Human Resource or the District Superintendent.

Legal References:

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. § 621 et seq. (Age Discrimination in Employment Act)
29 U.S.C. § 2615 (Family and Medical Leave Act)
38 U.S.C. § 4211 et seq. (Employment and Training of Veterans)
38 U.S.C. § 4301 et seq. (Employment and Reemployment Rights of Members of the Uniformed Services)
42 U.S.C. § 2000e et seq. (Title VII of the Civil Rights Act)

42 U.S.C. § 12101 et seq. (Equal Opportunity for
Individuals with Disabilities)

Cross References:

**Policy 103 (Complaints - Students, Employees, Parents,
Other Persons)**

Policy 402 (Disability Nondiscrimination)

Policy 405 (Veteran's Preference)

Policy 413 (Harassment and Violence)

Policy 522 (Sex Nondiscrimination Policy, Title IX
Grievance Procedure and Process)

Policy Reviewed: 11.30.2021

Policy Adopted:

Policy Revised: 11.30.2021



402 Disability Nondiscrimination

I. PURPOSE

The purpose of this policy is to provide a fair employment setting for all persons and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.
- B. The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- C. The school district shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the school district.
- D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact the school district's Director of Human Resources.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
29 U.S.C. 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C., Ch. 126 § 12112 (Americans with Disabilities Act)
29 C.F.R. Part 32
34 C.F.R. Part 35
34 C.F.R. Part 104

Cross References: Policy 103 (Complaints - Students, Employees, Parents, Other Persons)
Policy 401 (Equal Employment Opportunity)
Policy 521 (Student Disability Nondiscrimination)

Policy Reviewed: 11.30.2021
Policy Adopted:
Policy Revised: 11.30.2021



412 EXPENSE REIMBURSEMENT

I. PURPOSE

The purpose of this policy is to identify school district business expenses that involve initial payment by an employee and qualify for reimbursement from the school district, and to specify the manner by which the employee seeks reimbursement.

II. AUTHORIZATION

All school district business expenses to be reimbursed must be approved by the supervising administrator or manager of the corresponding budget for the expense. Such expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district business-related expenses.

III. REIMBURSEMENT

- A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator or budget manager. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.
- B. Automobile travel shall be reimbursed at the mileage rate set by the IRS. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.
- C. ~~Conference request and~~ Expense reimbursement forms must clearly state the type of expenditures incurred and the reason for the expenditure. This information should include: place visited, business or school purpose, function attended, and the actual costs.

IV. AIRLINE TRAVEL CREDIT

- A. Employees utilizing school district funds to pay for airline travel are required to ensure that any credits or other benefits issued by any airline accrue to the benefit of the school district rather than the employee.
 - 1. To the extent an airline will not honor a transfer or assignment of credit or benefit from the employee to the school district, the employee shall report receipt of the credit or benefit to the designated administrator within 90 days of receipt of the credit or benefit.
 - 2. Reports of the receipt of an airline credit or benefit shall be made in writing and

shall include verification from the airline as to the credit or benefit received. Reimbursement for airline travel expenses will not be made until such documentation is provided.

- B. Employees who have existing credits or benefits issued by an airline based upon previously reimbursed airline travel for school district purposes will be required to utilize those credits or benefits toward any subsequent airline travel related to school district purposes, prior to reimbursement for such travel, to the extent permitted and/or feasible.
- C. The requirements of this section apply to all airline travel, regardless of where or how the tickets are purchased.

V. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent or designee shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent or designee shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

Legal References: Minn. Stat. § 15.435 (Airline Travel Credit)
Minn. Stat. § 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. 1035 (Aug. 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. 161b-12 (Aug. 4, 1997) (Transportation Expenses)
Minn. Op. Atty. Gen. 161B-12 (Jan. 24, 1989) (Operating Expenses of Car)

Cross References: MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)
Administrative Procedures 412.1 Travel & Related Expenses

Policy Reviewed: 11.30.2021
Policy Adopted:
Policy Revised: 11.30.2021



412.1 Administrative Procedures Expense Reimbursement

I. Purpose

This document provides procedures for qualified expense reimbursements that ISD 200 employees have incurred while performing their required duties on behalf of the District. It is understood that budgetary constraints may call for more restrictive guidelines.

II. Definitions – Travel and related expenses include the cost of transportation (by public carrier, private automobile, district-owned vehicles), meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district business-related expenses.

III. Mileage Reimbursement – District employees and School Board members traveling in their personal vehicle on District 200 business may request reimbursement based on the Internal Revenue Service (IRS) standard mileage rate.

- A. Travel is reimbursable from the employee's regular job location to the employee's temporary work location.
- B. Travel is *not* reimbursable from the employee's home to the employee's regular place of work, *even if* travel occurs multiple times daily or outside of regular work hours.
- C. Employees shall keep a record of travel from one district building to another and a record of mileage for other travel, and complete the "Expense Reimbursement Form" to collect reimbursement. Documentation of miles should be attached to the form and the form must be signed and approved by the appropriate supervisor prior to sending to Accounts Payable.
- D. The district mileage matrix should be used to calculate travel from one district building to another.
- E. Mileage reimbursements will be processed through Accounts Payable on designated check run days throughout the year. Mileage reimbursements incurred during the current fiscal year (July 1 – June 30) must be submitted for payment prior to the last check run in July. No reimbursements will be issued after that date.

IV. Expense Reimbursement – District employees and School Board members may request reimbursement for expenses incurred while in attendance at or traveling to

and from conferences, seminars and workshops, or while engaged in other travel in accordance with district policy.

- A. **Out of State Travel** – All out of state travel must be approved by the Superintendent in advance of the event.
- B. **Other Travel** – Other travel may be permitted, with supervisor approval, for district employees and School Board Members under the following conditions:
 - 1. The purpose of the travel fits with district and/or school goals and/or curriculum;
 - 2. There is a sufficient balance in the appropriate budget to cover the expenses to be incurred;
 - 3. Consideration is given to the number of employees from that particular school and/or department and/or the district planning to attend the same event;
- C. The administrator approving attendance and travel is responsible for determining the reasonableness and necessity of the expense claimed within district policy and has the authority to disallow unreasonable or unnecessary expenses.

V. **Airline Travel**

- A. Airline tickets should be booked online or by the least expensive method, preferably using a district procurement card (P-Card). The district provides for travel on coach class or tourist class only.
- B. In accordance with state law, frequent flyer miles and other airline travel credit resulting from district-paid airfare will accrue to the district and may not be used for personal travel. If the airline will not honor a transfer or assignment of any credit or benefit, the employee must report receipt of the credit or benefit to the district within 90 days of receiving it.

VI. **Personal Vehicle**

- A. In some circumstances, use of a personal vehicle is preferable to travel by commercial air or some other commercial means (i.e., when the meeting is nearby or where travel arrangements are extremely difficult). Such travel will be reimbursed at the prevailing IRS rate.
- B. Transportation to and from conferences, seminars or workshops shall be selected on the basis of that which is as reasonable in cost as consistent with comfort, safety and convenience. If the cost of travel by personal vehicle exceeds the cost of coach air fare, the district will reimburse to the extent of the lesser amount.

- C. If more than one person is attending an activity and transportation will be by personal vehicle, the individuals are encouraged to travel together.
- D. It is permissible for employees or board members to take their own vehicle on a trip to enable them to use some vacation time; however, the same standard regarding reimbursement at the lesser amount, whether airline or private vehicle, will apply.

VII. Accommodations

- A. Individuals are expected to select accommodations, when they have an option, at the most reasonable rate. Lodging shall be selected on the basis of reasonable cost in conjunction with comfort, safety and convenience.
- B. When an individual is traveling with a non-employee, the district will reimburse expenses for the employee only.
- C. Itemized receipts are required for all accommodation claims.

VIII. Meals – The maximum reimbursement for meals per person (which is meant to include the cost of the meal itself, tax and tip) is as follows:

- \$12 for breakfast
 - \$16 for lunch
 - \$22 for dinner
 - \$50 per day
-
- A. The district will not reimburse the cost of alcoholic beverages.
 - B. The meals expenditures should not be placed on the district P card.
 - C. Reimbursement will be based upon actual expenditures; individuals must provide itemized receipts for meal expenditures.
 - D. The district will reimburse the cost of banquets or special functions related to an individual's responsibility or participated in by the general audience attending a particular conference, workshop or seminar. It is necessary to document these additional expenses.

IX. Other Costs

- A. The district will reimburse registration fees relating to conference, workshop or seminar attendance.

- B. The district will not reimburse for entertainment or recreation costs that are either part of or separate from the conference, workshop or seminar.
- C. Printed and audio publications which contain the proceedings or supplementary to attendance at a given conference, workshop or seminar, and which are relevant to the employee's or board member's attendance at the conference, may be purchased with the approval of the appropriate supervisor.
- D. The district will reimburse a reasonable cost of baggage handling when necessary.
- E. Individuals are expected to select transportation at the conference, workshop or seminar, when they have an option, at the most reasonable rate. Transportation shall be selected on the basis of that which is as reasonable in cost as consistent with comfort, safety and convenience. Individuals are expected to use conference transportation (i.e., shuttle buses) whenever it is available.
- F. Reimbursement for the use of rental cars by employees and board members is allowed only with prior approval by the superintendent or designee or, in the case of board members, by the board chairperson.
- G. Exceptions to allowed travel expenses must be approved by the superintendent or designee for employees and by the board chairperson for board members.
- H. Gifts of travel, given to the school district, or specific school district personnel must be accepted by the school board via board action prior to the event.

X. Miscellaneous Purchases

- A. The School District is exempt from the cost of sales tax for all materials and supplies that are purchased.
- B. Therefore, all employees should purchase supplies and materials through the purchase order system within the District's finance software system, when possible.
- C. While the District may reimburse employees for purchases made on behalf of the School District, no employee will be reimbursed for any sales tax associated with said purchases.

Policy Reviewed: 11.30.2021
Policy Adopted:
Policy Revised: 11.30.2021



499 COVID-19 VACCINATION EMERGENCY TEMPORARY STANDARD: VACCINATION, TESTING, AND FACE COVERING POLICY

I. PURPOSE

The school district has adopted this policy on mandatory vaccination to safeguard the health of its employees from the hazard of COVID-19. This policy complies with the Occupational Safety and Health Administration's ("OSHA") Emergency Temporary Standard on Vaccination and Testing (29 CFR Part 1910, Subpart U) ("ETS").

II. DEFINITIONS

For purposes of this policy, the following definition applies:

A. "Fully vaccinated" means:

- i. A person's status two weeks after completing primary vaccination with a COVID-19 vaccine with, if applicable, at least the minimum recommended interval between doses in accordance with the approval, authorization, or listing that is:
 - a. Approved or authorized for emergency use by the U.S. Food and Drug Administration ("FDA");
 - b. Listed for emergency use by the World Health Organization ("WHO"); or
 - c. Administered as part of a clinical trial at a U.S. site, if the recipient is documented to have primary vaccination with the active (not placebo) COVID-19 vaccine candidate, for which vaccine efficacy has been independently confirmed (e.g., by a data and safety monitoring board) or if the clinical trial participant at U.S. sites had received a COVID-19 vaccine that is neither approved nor authorized for use by FDA but is listed for emergency use by WHO; or
- ii. A person's status two weeks after receiving the second dose of any combination of two doses of a COVID-19 vaccine that is approved or authorized by the FDA, or listed as a two-dose series by the WHO (i.e., a heterologous primary series of such vaccines, receiving doses of different COVID-19 vaccines as part of one primary series). The second dose of the

series must not be received earlier than 17 days (21 days with a four-day grace period) after the first dose

B. **“COVID-19 test”** means a test for SARS-CoV-2 that is:

- i. Cleared, approved, or authorized, including in an Emergency Use Authorization (“EUA”), by the FDA to detect current infection with the SARSCoV-2 virus (e.g., a viral test);
- ii. Administered in accordance with the authorized instructions; and
- iii. Not both self-administered and self-read unless observed by the school district or an authorized telehealth proctor. Examples of tests that satisfy this requirement include tests with specimens that are processed by a laboratory (including home or on-site collected specimens which are processed either individually or as pooled specimens), proctored over-the-counter tests, point of care tests, and tests where specimen collection and processing is either done or observed by the school district.

C. **“Face covering”** means a covering that:

- i. Completely covers the nose and mouth;
- ii. Is made with two or more layers of a breathable fabric that is tightly woven (i.e., fabrics that do not let light pass through when held up to a light source);
- iii. Is secured to the head with ties, ear loops, or elastic bands that go behind the head. If gaiters are worn, they should have two layers of fabric or be folded to make two layers;
- iv. Fits snugly over the nose, mouth, and chin with no large gaps on the outside of the face; and
- v. Is a solid piece of material without slits, exhalation valves, visible holes, punctures, or other openings.

This definition includes clear face coverings or cloth face coverings with a clear plastic panel that, despite the noncloth material allowing light to pass through, otherwise meet this definition and which may be used to facilitate communication with people who are deaf or hard-of-hearing or others who need to see a speaker’s mouth or facial expressions to understand speech or sign language respectively.

III. SCOPE

A. **Only in Effect if Legally Required.** This policy will only be in effect if OSHA or Minnesota OSHA are enforcing the ETS and the District or its employees could be subject to sanctions for noncompliance with the ETS. The school district will not

enforce the provisions of this policy if the ETS is expired, subject to a court order staying its implementation, or otherwise not legally binding on the school district.

- B. **Application to All Employees.** This policy applies to all employees of the school district, except for employees who do not report to a workplace where other individuals (such as students, coworkers, or visitors) are present; employees while working from home; and employees who work exclusively outdoors.
- C. **Application to Independent Contractors and Volunteers.** Independent contractors and volunteers are not considered school district employees for purposes of this policy. Independent contractors and volunteers will be required to comply with COVID-19 mitigation protocols established for building visitors.
- D. **Intersection with Other Policies and Procedures.** If this policy or any subsection of this policy conflicts with any other school district policy or procedure, this policy will be followed.

IV. VACCINATION

- A. **Employee Choice.** The school district is not imposing a vaccine mandate for its employees in order to comply with the requirements of the ETS. Employees may choose to be vaccinated against COVID-19. Any employee not fully vaccinated by January 4, 2022, or when the ETS is legally enforceable against the school district, whichever occurs later, will be subject to the weekly testing and face covering requirements of this policy until they become fully vaccinated. The face covering requirements set forth in this policy will begin on December 6, 2021, or when the face covering requirement in the ETS is legally enforceable against the school district, whichever occurs later. Weekly testing requirements set forth in this policy will begin on January 4, 2022, or when the testing requirements set forth in the ETS become legally enforceable against the school district, whichever occurs later.
- B. **Deadlines.** To be considered fully vaccinated by January 4, 2022, an employee must receive the final dose of a primary COVID-19 vaccination by no later than December 21, 2021. The January 4, 2022, deadline may be adjusted in order to coincide with the date the ETS becomes legally enforceable against the school district.
- C. **Vaccine Availability.** Employees are responsible for scheduling their own vaccination appointments. Employees may schedule a vaccination appointment through their own medical provider, local pharmacies, mass-vaccination clinics, community vaccination sites, or any other place where COVID-19 vaccines are offered. Information about vaccination locations is available through Minnesota's COVID-19 Response webpage at:
<https://mn.gov/covid19/vaccine/find-vaccine/locations/index.jsp>.
- D. **Time to Receive Vaccination.** The school district will provide a reasonable amount of time to each employee to receive their primary vaccination dose or doses. An employee may take up to four hours of paid duty time, at the employee's regular rate

of pay, per primary vaccination dose to travel to a vaccination site, receive a vaccination, and return to work. This means a maximum of eight hours of paid duty time for employees receiving two primary vaccine doses.

- i. If an employee spends less time getting the vaccine, only the amount of paid duty time needed for a primary vaccination appointment will be granted. Given the widespread availability of the COVID-19 vaccine in Minnesota, the school district expects that employees will schedule vaccination appointments in a way that minimizes the need to be absent from work.
- ii. Employees who take longer than four hours to get the vaccine must contact Human Resources immediately and must explain the reason for the additional time (e.g., they may need to travel long distances to get the vaccine). Any additional time requested will be granted, if reasonable, but will not be paid. In that situation, the employee can elect to use accrued paid leave to cover the additional time needed to obtain a primary vaccination dose.
- iii. If an employee is vaccinated outside of their approved duty time, the employee will not be compensated.
- iv. The school district will not reimburse employees for transportation costs (e.g., gas money, train/bus fare, etc.) incurred to receive the vaccination.

E. **Time for Recovery.** The school district will provide reasonable time and paid sick leave to employees who are unable to work due to side effects experienced following any primary vaccination doses.

- i. The school district will provide no more than two days of paid leave per primary vaccination dose for employees who are unable to work due to vaccination side effects. Any request for additional leave will be governed by the school district's established procedures for requesting a medical leave.
- ii. Employees who have available accrued sick leave or other paid leave will be required to use their available accrued leave for recovery time. Employees who have no sick leave will be granted up to two days of paid sick leave immediately following each dose, if necessary for the employee to recover from side effects.
- iii. The following procedures apply for requesting and granting duty time to obtain the COVID-19 vaccine or sick leave to recover from side effects:
 - a. If an employee has available accrued leave, the employee must report the use of leave for vaccine side effects in the same manner as the employee would ordinarily report leave due to personal illness or other absences.

- b. If an employee does not have sufficient accrued sick leave, or other paid leave, to cover the time period needed to recover from side effects of the vaccination, the employee must notify their supervisor upon learning of the need for leave. The school district will provide up to two days of paid leave if the employee is unable to work due to side effects from a primary vaccination dose.

V. **REPORTING VACCINATION STATUS**

- A. **Obligation to Report.** All employees are required to report their vaccination status and, if vaccinated, provide proof of vaccination as set forth in this section. Employees must provide truthful and accurate information about their COVID-19 vaccination status. Employees who do not comply with this policy may be subject to discipline. Vaccination status information must be reported to the school district by the deadline set forth by school district administration. This deadline will be based on the date the ETS will be legally enforceable against the school district. In order to comply with this reporting requirement, employees must provide proof of their vaccination status, including whether they are fully or partially vaccinated. Acceptable forms of proof are outlined below. Employees who are not vaccinated must also report their vaccination status.
- B. **Reporting.** The superintendent will be responsible for developing a system through which employees will report their vaccination status.
- C. **Proof of Vaccination.** All vaccinated employees are required to provide proof of vaccination status, regardless of where they received their vaccination.
 - i. Acceptable “proof of vaccination status” includes:
 - a. The record of immunization from a health care provider or pharmacy;
 - b. A copy of a COVID-19 Vaccination Record Card;
 - c. A copy of medical records documenting the vaccination;
 - d. A copy of immunization records from a public health, state, or tribal immunization information system; or
 - e. A copy of any other official documentation that contains the type of vaccine administered, date(s) of administration, and the name of the healthcare professional(s) or clinic site(s) administering the vaccine(s).
 - ii. Proof of vaccination generally should include the employee’s name, the type of vaccine administered, the date(s) of administration, and the name of the healthcare professional(s) or clinic site(s) that administered the vaccine. In some cases, state immunization records may not include one or more of these

data fields, such as clinic site. In those circumstances, the school district will still accept the state immunization record as acceptable proof of vaccination

- iii. Employees may submit a physical copy of a vaccination record or employees may provide a digital copy, including, for example, a digital photograph, scanned image, or PDF of such a record that clearly and legibly displays the necessary vaccination information.
- iv. An employee who does not possess their COVID-19 vaccination record card (e.g. because it was lost or stolen) should contact their vaccination provider to obtain a new copy or other acceptable documentation of their vaccination status. If the employee is unable to produce acceptable proof of vaccination after contacting the vaccine provider, then they may attest to their vaccination as described below.
- v. In instances where an employee is unable to produce acceptable proof of vaccination status, the employee may submit a signed and dated statement by the employee:
 - a. Attesting to the employee’s vaccination status (fully vaccinated or partially vaccinated);
 - b. Attesting that the employee has lost or are otherwise unable to produce proof of vaccination; and
 - c. Including the following language in the attestation: “I declare that this statement about my vaccination status is true and accurate. I understand that knowingly providing false information regarding my vaccination status on this form may subject me to criminal penalties.”

An employee who attests to their vaccination status should, to the best of their recollection, include the following information in their attestation: the type of vaccine administered; date(s) of administration; and the name of the health care professional(s) or clinic site(s) administering the vaccine(s).

- D. **Treated as Unvaccinated if No Proof or Attestation.** An employee who does not provide acceptable proof of vaccination status, or an attestation, is treated as not fully vaccinated for purposes of this policy.
- E. **Penalty for Providing False Information.** Employees are prohibited from knowingly supplying false statements or documentation regarding their vaccination status under 18 U.S.C. § 1001 and section 17(g) of the Occupational Safety and Health Act (“OSH Act”). Employees who violate those laws may be subject to criminal penalties.
- F. **Recordkeeping.** The school district will maintain a roster of each employee’s vaccination status and maintain records of acceptable proof of vaccination for each

employee who is fully vaccinated or partially vaccinated. These records are considered to be employee medical records, and will be maintained in a confidential manner as required by law.

VI. FACE COVERINGS

- A. **Mandatory if Not Fully Vaccinated.** Employees must comply with all district requirements for masking, as stated in the District’s Health and Safety Plan for the 2021-2022 school year. In addition, beginning Monday, December 6, 2021 or when the ETS is legally enforceable against the school district, whichever occurs later, any employee who is not fully vaccinated must wear a face covering over their nose and mouth while indoors at school or while in a school vehicle while occupied by any other passengers. Employees must replace their face covering if it becomes wet, soiled, or damaged (e.g., ripped, has holes, or has broken ear loops).
- B. **Exceptions to Face Covering Requirement.** Any employee who is not fully vaccinated does not have to wear a face covering:
- i. When the employee is alone in a room with floor to ceiling walls and a closed door;
 - ii. For a limited time while the employee is eating or drinking at the workplace or for identification purposes in compliance with safety and security requirements;
 - iii. When the employee is wearing a “respirator” or “facemask”, as defined by the ETS;
 - iv. Where the school district has advised the employee a face covering is not required because it has determined that the use of face coverings is infeasible or creates a greater hazard (e.g., when it is important to see the employee’s mouth for reasons related to their job duties, when the work requires the use of the employee’s uncovered mouth, or when the use of a face covering presents a risk of serious injury or death to the employee.)
- C. **Cost for Face Coverings.** Employees are generally responsible for acquiring their own face coverings. The school district will not pay or reimburse employees for any costs associated with acquiring their own face coverings.

VII. COVID-19 TESTING

- A. **Test Requirement.** Beginning Tuesday, January 4, 2022 or the date on which the mandatory testing requirement in the ETS becomes legally enforceable against the school district, whichever occurs later, any employee who is not fully vaccinated must participate in weekly COVID-19 testing. Any employee who is not fully vaccinated and who reports to the workplace at least once every seven days:

- i. Must be tested for COVID-19 at least once every seven days; and
- ii. Must provide documentation of the most recent COVID-19 test result to the school district no later than the seventh day following the date on which the employee last provided a test result.

The superintendent is responsible for developing a protocol for employees to report COVID-19 test results and will communicate the protocol to all employees.

B. Testing Following Longer Absences. Any employee who is not fully vaccinated and who does not report to the workplace during a period of seven or more days:

- i. Must be tested for COVID-19 within seven days prior to returning to the workplace; and
- ii. Must provide documentation of that COVID-19 test result to the school district in the manner to be determined by the superintendent upon return to the workplace.

C. Failure to Provide Test Result. If an employee who is not fully vaccinated does not provide documentation of a COVID-19 test result as required by this policy, they will be removed from the workplace until they provide a test result and may be subject to disciplinary action.

D. Exemption for Recent Infection. Employees who are not fully vaccinated and who have received a positive COVID-19 test, or have been diagnosed with COVID-19 by a licensed healthcare provider, are not required to undergo COVID-19 testing for 90 days following the date of their positive test or diagnosis.

E. Record of Testing. The District will maintain a record of each test result provided by each employee under this policy. These records are considered to be employee medical records and will be maintained in a confidential manner as required by law.

F. Cost of Testing. The school district will not pay or reimburse employees for any costs associated with COVID-19 testing. The district may, however, provide testing kits to employees. Any costs associated with the purchase and processing of these test kits will be paid for by the district.

G. Availability of Testing. Employees may schedule their own testing appointments. Information about testing locations is available online at:
<https://mn.gov/covid19/get-tested/testing-locations/index.jsp>.

VIII. MANDATORY REPORTING OF COVID-19 DIAGNOSIS OR POSITIVE TEST

A. Reporting and Removal from Workplace Following Positive Test. Regardless of an employee's vaccination status:

- i. The school district requires all employees to promptly notify Mary Ellen Fox, Health Services Supervisor, when they have tested positive for COVID-19 or have been diagnosed with COVID-19 by a licensed healthcare provider; and
- ii. The school district will immediately remove from the workplace any employee who receives a positive COVID-19 test or is diagnosed with COVID-19 by a licensed healthcare provider and keep the employee removed until the employee:
 - a. Receives a negative result on a COVID-19 nucleic acid amplification test (NAAT) following a positive result on a COVID-19 antigen test if the employee chooses to use a NAAT test for confirmatory testing;
 - b. Meets the return to work criteria in CDC’s “Isolation Guidance” (available online at https://www.osha.gov/sites/default/files/CDC's_Isolation_Guidance.pdf); or
 - c. Receives a recommendation to return to work from a licensed healthcare provider.

B. Return to Work after Positive Test. Under CDC’s “Isolation Guidance,” asymptomatic employees may return to work once ten days have passed since the positive test, and symptomatic employees may return to work after all the following are true:

- i. At least ten days have passed since symptoms first appeared, and
- ii. At least 24 hours have passed with no fever without fever-reducing medication, and
- iii. Other symptoms of COVID-19 are improving (loss of taste and smell may persist for weeks or months and need not delay the end of isolation).

If the CDC’s Isolation Guidance changes following the adoption of this policy, the school district will follow the current version of the guidance for purposes of this policy.

C. Status of Leave After Positive Test. The District will not provide any paid time off to any employee for removal from the workplace as a result of a positive COVID-19 test or diagnosis of COVID-19. Employees may use accrued paid leave to receive pay for their absences.

D. Exposure to COVID-19. Employees who are exposed to an individual with a confirmed case of COVID-19 will be subject to the quarantine protocols set forth in the school district’s overall COVID-19 mitigation strategy.

IX. NEW HIRES

- A. All new employees are required to comply with the vaccination, testing, and face covering requirements outlined in this policy as of the start date of their employment. Candidates for employment will be notified of the requirements of this policy following a job offer and prior to the start of employment.
- B. New employees must provide acceptable proof of vaccination prior to their first day of work. A new employee who cannot provide acceptable proof of vaccination must submit results from a COVID-19 test taken within the previous seven days prior to the employee's first day of work.

X. EXEMPTIONS

- A. **Accommodations.** An Employee may be entitled to a reasonable accommodation from the District if the employee is unable to comply with the requirements of this policy because of a medical condition, disability, or a sincerely held religious belief, practice or observance.
- B. **Requests for Reasonable Accommodation.** Requests for reasonable accommodations must be initiated by the individual employee and submitted in writing to Cathy Moen, Director of Human Resources at cmoen@ISD200.org.
- C. **Determination of Reasonable Accommodation.** Requests for reasonable accommodations will be addressed on a case-by-case basis by school administration.

XI. QUESTIONS

- A. Questions regarding this policy should be directed to:

Cathy Moen
Director of Human Resources
1000 11th Street West
Hastings, MN 55033
651.480.7002
cmoen@ISD200.org

XII. DISSEMNATION OF THIS POLICY AND INFORMATION TO EMPLOYEES

- A. **Dissemination of Policy.** The superintendent will distribute a copy of this policy to all employees via the school district's e-mail system following its adoption.
- B. **Other Required Disclosures to Employees.** The ETS requires the District to provide the following information to employees:

The full text of OSHA's ETS is available online at:

<https://www.federalregister.gov/documents/2021/11/05/2021-23643/covid-19-vaccination-and-testing-emergency-temporary-standard>.

The CDC has published information about COVID-19 vaccine efficacy, safety, and the benefits of being vaccinated. This information can be accessed by visiting:

<https://www.cdc.gov/coronavirus/2019-ncov/vaccines/keythingstoknow.html>.

Federal regulation, specifically 29 CFR § 1904.35(b)(1)(iv), prohibits the school district from discharging or in any manner discriminating against an employee for reporting a work-related injury or illness.

Section 11(c) of the OSH Act prohibits the District from discriminating against an employee for exercising rights under, or as a result of actions that are required by, the ETS. Section 11(c) also protects the employee from retaliation for filing an occupational safety or health complaint, reporting a work-related injury or illness, or otherwise exercising any rights afforded by the OSH Act.

Federal law, specifically 18 U.S.C. § 1001 and of section 17(g) of the OSH Act, prohibits employees from knowingly supplying false statements or documentation in accordance with this Policy. Anyone who violates those provisions may be subject to criminal penalties.

Policy Reviewed: 11.30.2021

Policy Adopted:

Policy Revised:



*Hastings Public School District
ISD #200*

601.1 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

A. Purpose

The Purpose of the Curriculum Advisory Council (CAC) is to:

1. Ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards, and
2. Recommend to the School Board student achievement goals and measures, district assessments and other components of the World's Best Workforce and the North Star Accountability System under the Every Student Succeeds Act (ESSA).

B. Role

1. A districtwide Curriculum Advisory Council (CAC) will be established and maintained by the district to serve in advisory capacity to the School Board on matters related to curriculum, instruction, student assessment, program review/evaluation and implementation of the state academic standards.
2. CAC activities may include the following:
 - a. Reviewing improvement plans for subjects which have undergone curriculum review and evaluation;
 - b. Annually reviewing the district's strategic work in line with the components of the World's Best Workforce and the North Star Accountability System; and suggesting revisions for School Board adoption, if necessary, and
 - c. Reviewing other curriculum-related matters and programs.

C. Membership

To the extent possible, the council represents the diversity of the district communities and learning sites. The membership of the council should include parents, teachers, support staff, students and other community residents. Whenever possible, parents and other community residents shall comprise at least two-thirds of the council members.

1. The CAC is made of up to 14 parents/residents, eight employees, two students and the Director of Teaching and Learning.
 - a. Committee member representation should include:
 - One parent/resident for Early Education,
 - Hastings Area Learning Center,
 - STARRS

- Native American Parent Advisory Committee (NAPAC)
 - Two parents/residents for Kennedy Elementary, McAuliffe Elementary, Pinecrest Elementary, Hastings Middle School, Hastings High School.
- b. Student representatives will be actively enrolled at Hastings High School.
- c. Employee representation should include:
- One staff for Early Education,
 - Kennedy Elementary,
 - McAuliffe Elementary,
 - Pinecrest Elementary,
 - Hastings Middle School,
 - Hastings High School,
 - equity and diversity department,
 - administration.
2. Terms of Office – Terms of office run from August 15 through the last day of school in June.
- a. Parents, residents and employees serve three-year terms. Terms are established to ensure the continuity of a portion of the membership each year.
- b. Students serve up to a two-year term.
- c. The Director of Teaching and Learning serves on an ongoing basis.
- d. No member may serve more than two three-year terms, whether or not the terms are consecutive, however, a person selected to complete an unexpired term may not serve more than a maximum of eight years.
3. Selection of CAC Members
- a. Parents/residents must complete and submit an application form (Curriculum Advisory Committee Parent/Resident Application Form). Employees may be recommended to serve or may apply by completing and submitting an application form to the Director of Teaching and Learning.
- b. Openings on the CAC are advertised in district publications and on the district website. Applications are accepted until the published deadline for terms beginning the following August 15. Applicant recruitment may take place after the published deadline for openings for which there are no applicants meeting the guidelines in section 3.1.1 above.
- c. After the published deadline, district staff on the CAC meet to review applications based on membership criteria described in sections C through C.1.b above.
4. Filling Unexpired Terms – When a position becomes vacant before the end of its term, the position remains open until the next application (see section C.3 above).
5. Expectations and Roles of Members
- a. Members are expected to attend a minimum of two of the four regular CAC meetings each year.
- b. A member who isn't able to fulfill their commitment may resign or may be asked to resign by the Director of Teaching and Learning.

D. Meetings

The CAC holds at least four regular meetings each year, from September through May. The meetings are publicized in district publications and on the district website, and are open to the public.

E. Relationship to the School Board

The CAC serves in an advisory capacity to the School Board.

Legal References: Minnesota Statute 120B.11, School district process for reviewing curriculum, instruction, and student achievement; Striving for the world's best workforce

Policy Reviewed: 11.30.2021

Policy Adopted:

Policy Revised:



*Hastings Public School District
ISD #200*

Curriculum Advisory Council Parent and Resident Application Form

Date of Application: _____

Name: _____

Mailing Address: _____

Phone Number: _____

Email Address: _____

Please check the building or program in which your child(ren) attend:

Early Childhood
Kennedy Elementary
McAuliffe Elementary
Pinecrest Elementary
Hastings Middle School
Hastings High School
Hastings Area Learning Center
STARRS

Please check the grade level your child(ren) are in:

Pre-kindergarten	Kindergarten	First	Second
Third	Four	Five	Six
Seven	Eight	Nine	Ten
Eleven	Twelve	STARRS	

List any school or community groups in which you have served or are currently participating in:

Please describe any interests and skills you have that would add value and contribute positively to the committee:

Why are you interested in serving on this committee?

Check as many as apply (optional)

American Indian or Alaska Native

Asian

Black or African American

Hispanic or Latino

Native Hawaiian or Pacific Islander

White

Two or more

Thank you for your interest in serving on our Curriculum Advisory Council. Applications may be accepted at any time. If you are invited to serve on the committee, you will receive notification by August 1. Terms of office run from August 15th through the last day of the school year in June.

The information requested above is collected in order to assist with the selection of members. The information will be used to help ensure that members reflect diverse perspectives among the families and community members served by the school district. You are not required to provide the information; however, failure to do so may result in the selection team's inability to fully consider your potential contributions. Applicants must be residents of ISD200. If you are selected as a member, your name and information may become public data, in accordance with Minn. Statute 13.43.



Hastings Public School District
ISD #200

606.1 TEXTBOOKS AND INSTRUCTIONAL MATERIALS - RESPONSIBILITY OF SELECTION

A. Purpose

The Board of Education of Hastings Public School District provides a wide range of instructional materials, on all levels of difficulty, with diversity of appeal, and the presentation of different points of view for all learners. The primary purpose of library media materials and all other instructional materials is to implement, enrich, and support the educational programs of the school.

1. The Hastings Public School District supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States as expressed in official statements of the following professional associations:
 - a. American Association of School Librarians
 - b. International Reading Association
 - c. American Library Association
 - d. International Society for Technology in Education
 - e. National Council of Teachers of English

B. Procedure for Selection

1. In selecting resources, professional personnel will evaluate the available resources and curriculum needs and will consult reputable, professionally prepared aids for selection, the recommendations of professional associations and other appropriate resources.
2. Administrators, teachers, media specialists and other School District personnel, students, parents and other community persons may make recommendations for purchase.
3. Gift resources will be judged by criteria outlined and will be accepted or rejected based on those criteria.
4. Selection is an ongoing process which includes the removal of resources no longer appropriate and replacement of resources which have been lost or damaged.

C. Criteria for Selection Form

Professional staff shall select materials which:

1. support the goals and objectives of the educational programs;
2. consider the needs, age, and maturity of students;
3. foster respect and appreciation for cultural diversity and varied opinion;
4. fit within the constraints of the school district budget;
5. permit grade level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism;
6. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
7. be relevant to today's world;
8. reflect problems, aspirations, attitudes, and ideals of a society;
9. represent differing viewpoints on controversial subjects;
10. are in accordance with ISD 200 Gender Inclusion and ISD 200 Equity and Diversity Policy.

Policy Reviewed: 11.30.2021

Policy Adopted:

Policy Revised:



606.2 TEXTBOOKS AND INSTRUCTIONAL MATERIALS - RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

A. Procedures for Review and Reconsideration of Textbooks or Other Instructional Materials

1. Each objector will contact the appropriate building principal or designee.
2. The principal and/or other appropriate staff will explain to the objector the school's selection procedure and criteria.
3. If the objector wishes the district reevaluate the selection of a resource, they will be provided a Request Form for Reconsideration of Textbooks or Other Instructional Materials. They will be provided information on the evaluation process. If the objector fails to return the form, the objection will be regarded as waived or withdrawn.
4. The objector will complete one Request Form for Reconsideration of Textbooks or Other Instructional Materials form for each resource to which they object.
5. Upon the receipt of a completed and signed Request Form for Reconsideration of Textbooks or Other Instructional Materials form the principal will promptly inform the classroom teacher, Director of Teaching and Learning, and Superintendent.
6. Within ten regular school days, a Committee for Reconsideration of a Resource will be formed. The Committee of Reconsideration of a Resource will:
 - a. Be notified of the objection
 - b. Read, view, or listen to the questioned resource,
 - c. Meet to consider the questioned resource and make a decision
 - d. Follow all procedures outlined in Committee for Reconsideration of a Resource Guidelines
7. Use of the questioned resource will not be restricted during the reconsideration process.

B. Committee for Reconsideration of Resource

The committee will be comprised of:

1. The Director of Teaching and Learning and/or Superintendent
2. One building principal
3. One teacher who teaches at the level the concern was raised
4. One member of the Curriculum Advisory Committee
5. Two teachers from the site where the objection was raised serve on the site leadership team.
6. One ISD200 parent selected by administration
7. Media Specialist representative

C. Committee for Reconsideration of a Resource Guidelines

The district level committee representative will:

1. Notify committee members and set a meeting date within 30 days of receiving the objection
2. Obtain and arrange for reading/viewing/listening to the objected resource
3. Provide committee members with all the documents and information relevant to the objection

D. The Committee for Reconsideration of a Resource Procedure

1. Examine the resource in its entirety using the Reconsideration Checklist
2. Evaluate the resource as a whole rather than on passages or sections taken out of context
3. Discuss the resource in the context of the educational program
4. Assign a secretary to take meeting notes
5. Obtain signatures from committee members
6. Report committee findings and recommendation to Superintendent

E. Reconsideration of a Resource Committee Checklist

Title

Author

Genre

Purpose

What is the purpose, theme or message of this resource?

Who is the intended user?

How well is this purpose accomplished?

Will this resource contribute to a more compassionate understanding of human beings? Yes or No

This resource is well written/produced. Yes or No

Does the resource make a contribution to the history of literature or ideas? Yes or No

Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various groups of people? Yes or No

Are any questionable elements of the resource an integral part of a worthwhile theme or message?
Yes or No

Content

Does a story about modern times give a realistic picture of life as it is now? Yes or No

When factual is part of the story, is it presented accurately? Yes or No

Is prejudicial appeal readily identifiable by the potential reader? Yes or No

Are concepts presented appropriate to the ability and maturity of the potential readers? Yes or No

Do characters speak in a language true to the period and section of the country in which they live?
Yes or No

Does the material offend in some special way the individual or group by the way it presents the
main character or other characters? Yes or NO

Is there a preoccupation with sex, violence, cruelty, brutality and aberrant behavior that would
make this material inappropriate? Yes or No

Does the story give a broader understanding of human behavior without stressing differences of
class, race, color, sex, education, religion, ability or philosophy in any adverse way? Yes or No

Does the material make a significant contribution to the history of literature or ideas? Yes or No

Are the illustrations appropriate to the story? Yes or NO

Reviews

Are sources of review favorable or unfavorable?

Does this title appear in one or more reputable selection aids? Yes or No. List.

Has this material won any awards? Yes or No. List.

Does this resource align with the teaching of state and content academic standards? Yes or No.

Additional comments by committee members:

Recommendation of committee:

Committee signatures:

Policy Reviewed: 11.30.2021

Policy Adopted:

Policy Revised:



Hastings Public School District
ISD #200

Received by _____

Date Received _____

REQUEST FORM FOR RECONSIDERATION OF A RESOURCE

Initiated by _____ Date _____

Address _____ Telephone _____

Please select one:

Parent/Guardian Student Staff District Resident

Representing: Self Organization or Group

Resource Questioned _____

Author _____

Title _____

Publisher _____

Type of Resource (book, pamphlet, video, audio, etc) _____

Copyright Date _____

School _____

Please select one:

Location Media Center Classroom Course Teacher

Please answer all of the following questions. If sufficient space is not provided, please use an additional sheet of paper.

1. Please describe your objection to this resource. Citing specific passages, pages, etc. would be helpful.

2. Have you seen, heard or listened to this resource in its entirety?

3. What are your concerns about consequences from the use of this resource? Please specify.

4. If this was a required material for a course, did you discuss alternate materials with staff? If so, please indicate and summarize. If not, why not?

5. Have you read reviews or considered other opinions of this resource? If so, please indicate, list and summarize those reviews/opinions.

6. Do you feel that this resource might be suitable for another age group?

7. What actions do you recommend that the school take on this resource?

8. Do you have alternate resources to recommend in place of this one that would address the topic?

Signature

Date

Please return this form to the building principal in a sealed envelope

January 2022

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

February 2022

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

March 2022

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

April 2022

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

May 2022

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

June 2022

M	T	W	Th	F
		1	2	3
6	7	8	9*	10**
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

*Last Day of School / **HHS Graduation

July 2022

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

August 2022

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

September 2022

M	T	W	Th	F
			1	2
5	6*	7**	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

*First Day 1-5 & 9 / **GrK, 6-8 & 10-12

October 2022

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

November 2022

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

December 2022

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

2022 School Board Calendar



Key

- Work Session - 2nd Wednesday of the Month
- Regular Board Meeting - 4th Wednesday of the Month
- No Meetings Allowed

BOLD - Election Days (no public meetings until after 8 PM)

Jan. 5	Work Session
Jan. 26	Regular Board Meeting
Feb. 9	Work Session
Feb. 23	Regular Board Meeting
March 9	Work Session
March 23	Regular Board Meeting
June 8	Work Session
June 22	Regular Board Meeting
July 13	Work Session
July 27	Regular Board Meeting
Aug. 10	Work Session
Aug. 24	Regular Board Meeting
Sept. 14	Work Session
Sept. 28	Regular Board Meeting
Oct. 12	Work Session
Oct. 26	Regular Board Meeting
Nov. 9	Work Session
Nov. 22	Regular Board Meeting
Dec. 7	Regular Board Meeting**
Jan. 4, 2023	Tentative Board Org. Meeting

** Truth in Taxation Meeting in conjunction with Regular Board Meeting

NOTE: All school Board Meetings and Board Work Sessions begin at 6:00 PM and are held in the Middle School Media Center. If the time, date, or location of any meeting is changed, notice will be posted at least 3 days in advance of the meeting on the School District's official posting board located at the District Office.



Budget Adjustment Discussion

December 8, 2021



Guiding Change: 2021-22 Budget Adjustments (Desirable, Feasible, Sustainable)

Hastings Public Schools Mission Statement: We Care, We Empower, We Achieve. Students are the heart of all we do.

Context and Current Reality	Desired Results	Unacceptable Means
<p>External and Internal:</p> <ul style="list-style-type: none"> • We are committed to equity focused programming. • Our enrollment continues to decline as larger classes graduate. • Deficit of \$646,000/\$481,000 for 2020-21. • Anticipated deficit of \$1.3M for 2022-2023. • We have a supportive and engaged community for programming, athletics, scholarships, etc. • Fine arts programming is a showcase program for the district. • Our schools are becoming more diverse • We support and prepare students for multiple options once graduated. • Mental health/special services are a priority through COVID. • 2013-14 budget adjustments were substantive at the elementary and middle school levels, and included site closures, and school day/schedule modifications. 19-20 and 20-21 adjustments mainly impacted secondary staffing. • Anticipate subsidising 21-22 reductions with fund balance. • Contract settlements. 	<p>What do we want?</p> <ul style="list-style-type: none"> • A balanced and sustainable budget through 2024. • All programming, departments, and daily schedules will meet all three criteria of desirable, feasible, and sustainable. • Outcomes developed through multiple voices. • Decisions will be made with an equity lens and a lens of removing systemic racism. • Mental Health programming and support will be overtly recognizable. • Allied Arts will continue k-4. • Class sizes at or slightly higher than the mean of regional Metro ECSU, if sustainable. • District dollars align to program priorities. • Technology updates, including 1:1 funding sustainment will be prioritized. • Annual monitor and adjustments for “right sizing.” • High school scheduling practices that support efficiencies and address class size issues. • Supplemental/After School programming development • Study and address actual need for credits above state requirements. 	<p>What won't we do? What will we not impact?</p> <ul style="list-style-type: none"> • We won't violate federal/state law. • We won't do anything that would impact the health and safety of our staff and students. • We won't use COVID funds to balance budgets. • We won't move to a six period day at the high school for 2022-23.

Updated Adjustments for 2022-2023

2022-2023 Adjustment Assumption

\$1.3M (\$1.6M with Technology set aside)

Board Discussions

- October 13
- October 27
- November 10
- November 23
- December 1
- December 8
- December 15



Adjustment Areas Under Consideration

Use of Fund Balance		\$650,000
Middle School Athletics/Activities		\$50,000
Right Sizing Adjustment		\$521,040
Elementary (3 FTE)	\$ 234,000	
Middle School (3.18 FTE)	\$ 248,040	
High School (.5 FTE)	\$ 39,000	
Secondary Programming		\$78,000 - \$250,000
ESSER II & ESSER III		\$172,000
Total		\$1,471,040

Technology Sustainability Plan

\$300,000

NOTE: Fund Balance, Technology, and ESSER dollars are **one time** monies and not sustainable solutions.



Right Sizing Staffing Adjustment

Elementary	Middle School	High School
1 FTE 2nd grade KEL	1.6 FTE -Section reductions based on enrollment (7th & 8)	0.3 FTE - Low enrollment classes (ELA)
1 FTE 2nd grade MEL	0.6 FTE Math Lab (.2 FTE HS Algebra removed)	0.3 FTE - Program Change (Drivers Education)
1 FTE 4th grade MEL	0.2 FTE PE	
	0.2 FTE Art	
	Other potential reductions in PE (max .5 FTE)	
TOTAL = 2 - 3 FTE reduction	TOTAL = 2.6 - 3.1 FTE reduction	
Total Right Sizing = 5.2 - 6.7 FTE or \$405,600 - \$522,607		

Note: Right sizing based on projected enrollment numbers



Activity and Athletics - Middle School

Option	Description
Athletic Participation Fees	Raising fees by 33% - \$40 to \$60 for 5th grade and \$60 to \$90 for grades 6-8 generates a projected \$16,000-\$20,000 annually. Raising fees by 50% (\$80 and \$120) generates a projected \$34,000-\$38,000 annually.
Athletics	Three sports have less than 30 participants per year - girls basketball, boys tennis, softball. Total projected savings \$18,000.
Activity Fees	Outdoor Club, Art Club, Student Council, Youth in Government, Speech, Knowledge Bowl, Writing Club, Future Teachers (210 participants). \$50 per club generates a projected \$10,500.
Total	\$44,500 - \$66,500 (Goal of \$50,000)



Secondary Programming Options

Option	Description	
Yearbook (HS)	0.2 FTE Move Yearbook to an after school activity and no credit.	\$15,600
Music (HS)	0.5 FTE Eliminate Orchestra - students may re-register for band and/or choir	\$39,000
Music (HS)	1.0 FTE Reduce individual student lessons - 0.5 FTE Band, 0.4 FTE Choir and 0.1 FTE Orchestra	\$78,000
Social Studies (HS)	1.0 FTE Reduce 4 year to state requirement of 3.5 years.	\$78,000
Phy. Ed. (HS)	1.0 FTE Reduce 2 year requirement to 1.5 years (.5 above state requirement).	\$78,000
Music (MS)	(.6 FTE) Reduce student lessons - Band, Choir and Orchestra	\$46,800
Music (MS)	(.3 FTE) Orchestra - Dependent on how many students register. Remove 5th orchestra, but require 5th grade music for all students	\$23,400
Total		\$358,800

Additional Information - Music Enrollment/Lessons

	17-18	18-19	19-20	20-21	21-22	Current FTE	Lesson Requirements
HS Band	118	126	102	86	89	1.5	8 lessons per semester
HS Choir	262	282	261	235	213	2.4	2-4 lessons per semester
HS Orchestra	10	9	31	25	29	0.5	6 lessons per semester
MS Band	304	275	283	216	214	1.4	6 lesson per semester (6th -8th)
MS Choir	533	518	485	373	412	1.5	1 lesson per semester (6th -8th)
MS Orchestra	99	101	105	88	99	.5	6 lessons per semester (6th -8th)

Note: Students are typically able to sign up for additional lessons as available



Technology Sustainability Plan

Student devices annual replacement	Kindergarten	\$100,000
Student devices annual replacement	5th & 9th grade	\$179,000
Staff devices annual replacement	50 per year	\$85,000
Classroom technology updates	On 5 year cycle	\$300,000
Annual technology cost projection		\$664,000

Current technology assigned balance	\$ 934,543
Current annual general fund amount (deferred in 2020)	\$ 100,000
Proposed annual set aside amount from fund balance	\$ 300,000



Option With ESSER Dollars

Adjustment Goal = \$1.3M (\$1.6M with Technology set aside)	
Right sizing adjustments	\$522,607
MS Athletics/Activities	\$50,000
Secondary Programming (1 - 2 FTE)	\$78,000 - \$156,000
ESSER Dollars (Offset Secondary Programming)	\$94,000 - \$172,000
Fund Balance (One time allocation to offset deficit)	\$650,000
Total	\$1,472,607
Fund Balance Transfer (technology)	\$300,000



Timeline

November 15 - 19	Meetings with Building administration
November 22-24	Administration detail work and Board Update (23rd)
November 29- December 3	Administration detail work and Board Work Session (1st) to finalize line by line options
December 6-10	Board meeting (8th) to continue discussion and/or make decisions
December 15	Board meeting to finalize decision





Truth in Taxation Meeting 2021 Payable 2022

Hastings Public Schools
Presented by: Jennifer Seubert, Director of Business
December 8, 2021

Agenda

- Background on Property Tax Levies
- Legislative Changes that Affect the 2022 Levy
- Information on School Current Year Funding & District Budget
- Proposed Taxes Payable in 2022
- Estimated Impact on Taxpayers
- Minnesota Property Tax Refunds
- Public Comments



Background on Property Tax Levies

Truth in Taxation Meeting Requirements

- Presentation of proposed property tax levy for taxes payable in 2022 (fiscal year 2022-23)
- Presentation of 2021-22 budget
- Levy may be adopted at same meeting
- Must allow for public comment

- *Minnesota Statute 275.065*

Tax Levy Calendar for Taxes 2021 Payable 2022

School Year 7/1/2022-6/30/2023

- May 2021 Legislature sets school finance formulas
- July 2021 LTFM project applications due
- August 2021 Pupil projections and other school data necessary to complete initial levy run are due
- August 2021 Date and location of levy hearing is set
- September 2021 Schools receive initial levy limitation from MDE
- September 2021 Certify proposed levy
- November 2021 County mails parcel-specific notice of proposed property taxes to each property owner
- December 2021 Public hearing on levy
- December 2021 Certify final tax levy (except for new voter approved tax levies; the final levy cannot exceed the proposed levy)

The certification of the levy is a culmination of a five month process, which began the previous spring.

Property Tax Background

- Every owner of taxable property pays property taxes to various “taxing jurisdictions” (county, city/township, school district, special districts) in which property is located.
- Each taxing jurisdiction sets their own tax levy, often based on limits in state law.
- County sends bills, collects taxes from property owners, and distributes funds back to other taxing jurisdictions.

Authority for School Levies

A school district tax levy must be either:

Voter approved
or
Set by state law

Minnesota Department of Education (MDE) calculates detailed levy limits for each district.



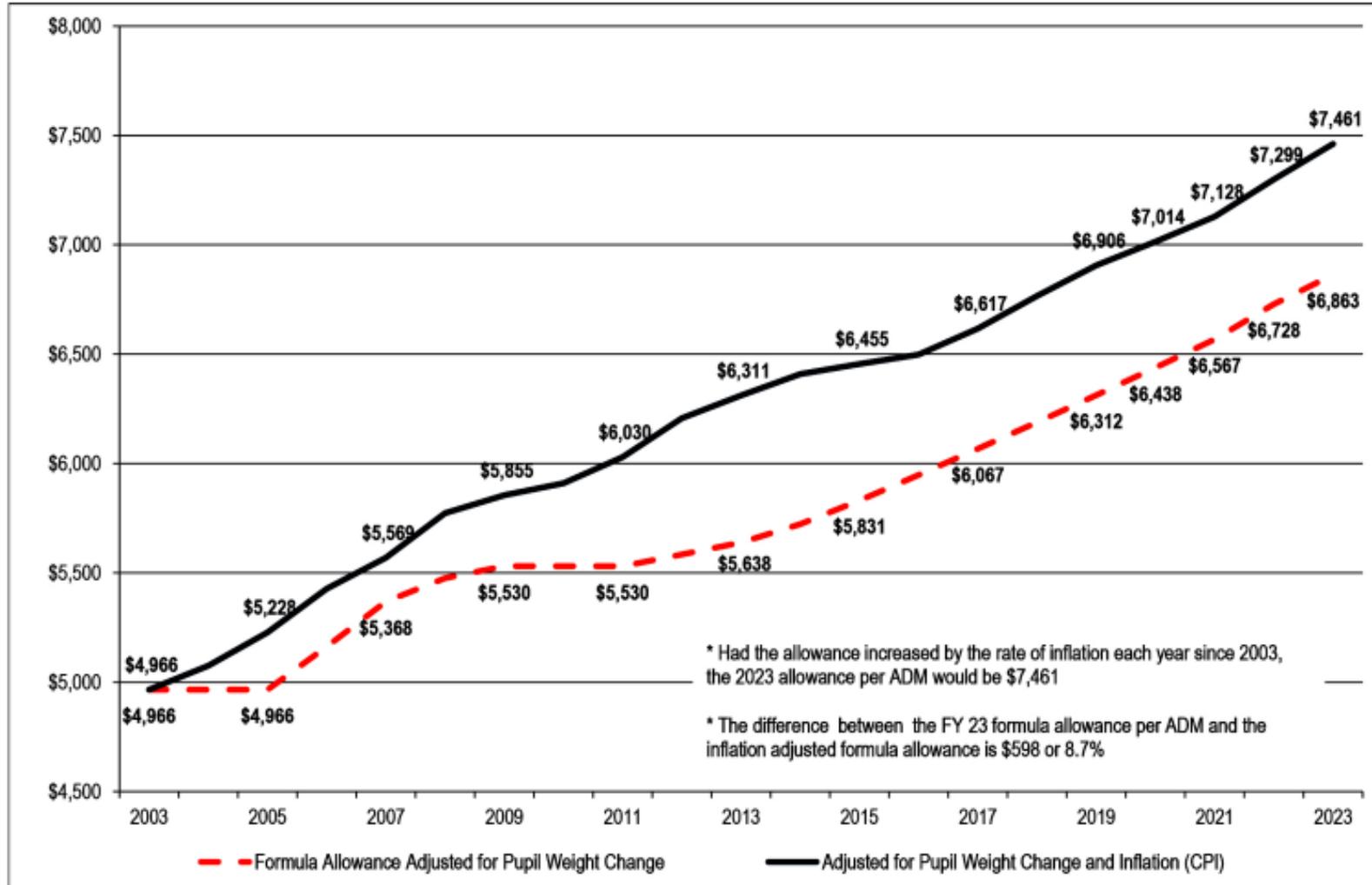
Legislative Changes That Affect the 2022 Levy

Legislative Changes That Affect the 2022 Levy

- The 2021 legislature approved an increase in the school General Education formula by 2.45% for the 2021-22 and 2% for the 2022-23 school years. The Pay 2022 levy reflects the change in the General Education formula for the 2022-23 school year.
- At this time, no legislative changes affect the Pay 2022 levy.
- It is possible that legislation that will be passed during the 2022 legislative session will impact school district funding for the 2022-23 school year.

General Education Formula Allowance, 2003-2023

Adjusted for Pupil Weight Change and Inflation (CPI)



Source: MDE Inflation Estimates, July 2021



Information on School Funding & District Budget

School District Funds

The School District is required to record revenues and expenses in different *funds*. Each fund has a specific purpose.

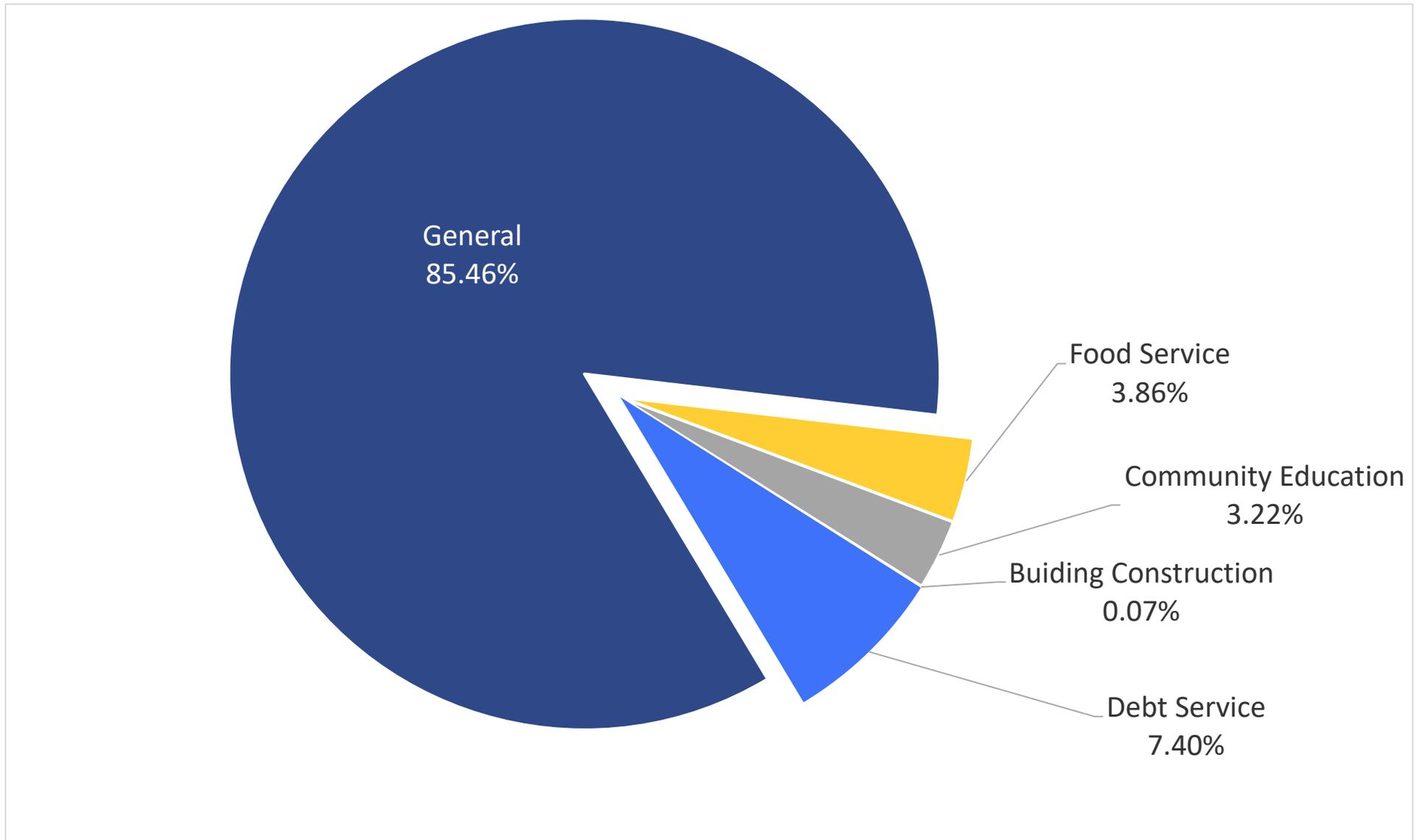
- **General Fund**
- **Food Service**
- **Community Education**
- **Building Construction**
- **Debt Service**
- **Trust Fund**
- **Internal Service**
- **OPEB Trust**

Fiscal Year 2021-22 Budget Overview

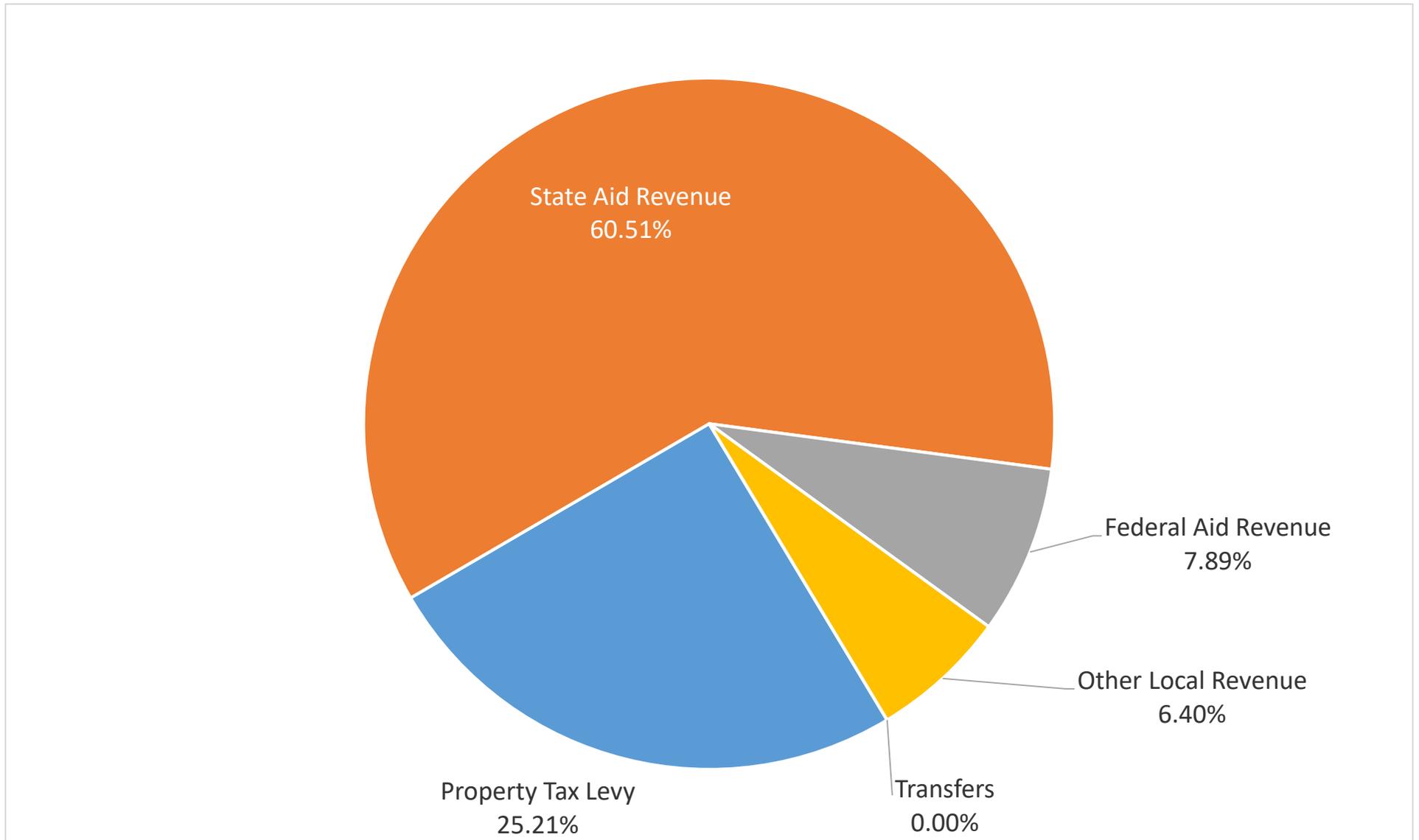
Revenues	General	Food Service	Community Education	Building Construction	Debt Service	Trust	Total
Property Tax Levy	12,695,734	-	457,798	-	4,166,093	-	17,319,625
State Aid Revenue	40,696,542	64,667	392,866	-	418,614	-	41,572,689
Federal Aid Revenue	3,045,014	2,373,398	-	-	-	-	5,418,412
Other Local Revenue	2,280,596	211,502	1,359,820	45,228	496,312	2,500	4,395,958
Transfers	-	-	-	-	-	-	-
Total Revenues	58,717,885	2,649,567	2,210,484	45,228	5,081,019	2,500	68,706,683
Expenses	General	Food Service	Community Education	Building Construction	Debt Service	Trust	Total
Salaries/Benefits	45,868,485	1,151,469	2,109,610	-	-	-	49,129,564
Purchased Services	8,569,091	107,765	188,042	726,332	-	-	9,591,230
Supplies	2,549,619	1,336,224	73,730	300,000	-	11,185	4,270,758
Capital Expenditures	3,218,441	40,000	1,201	7,437,842	-	-	10,697,484
Debt Service	-	-	-	-	3,871,863	-	3,871,863
Misc.	472,405	8,210	43,324	-	-	-	523,939
Total Expenses	60,678,041	2,643,668	2,415,907	8,464,174	3,871,863	11,185	78,084,837
Budget Balance	(1,960,155)	5,899	(205,423)	(8,418,946)	1,209,156	(8,685)	(9,378,154)

Excludes Irrevocable Trust Fund 45 and Self-Funded Insurance Fund 20/21

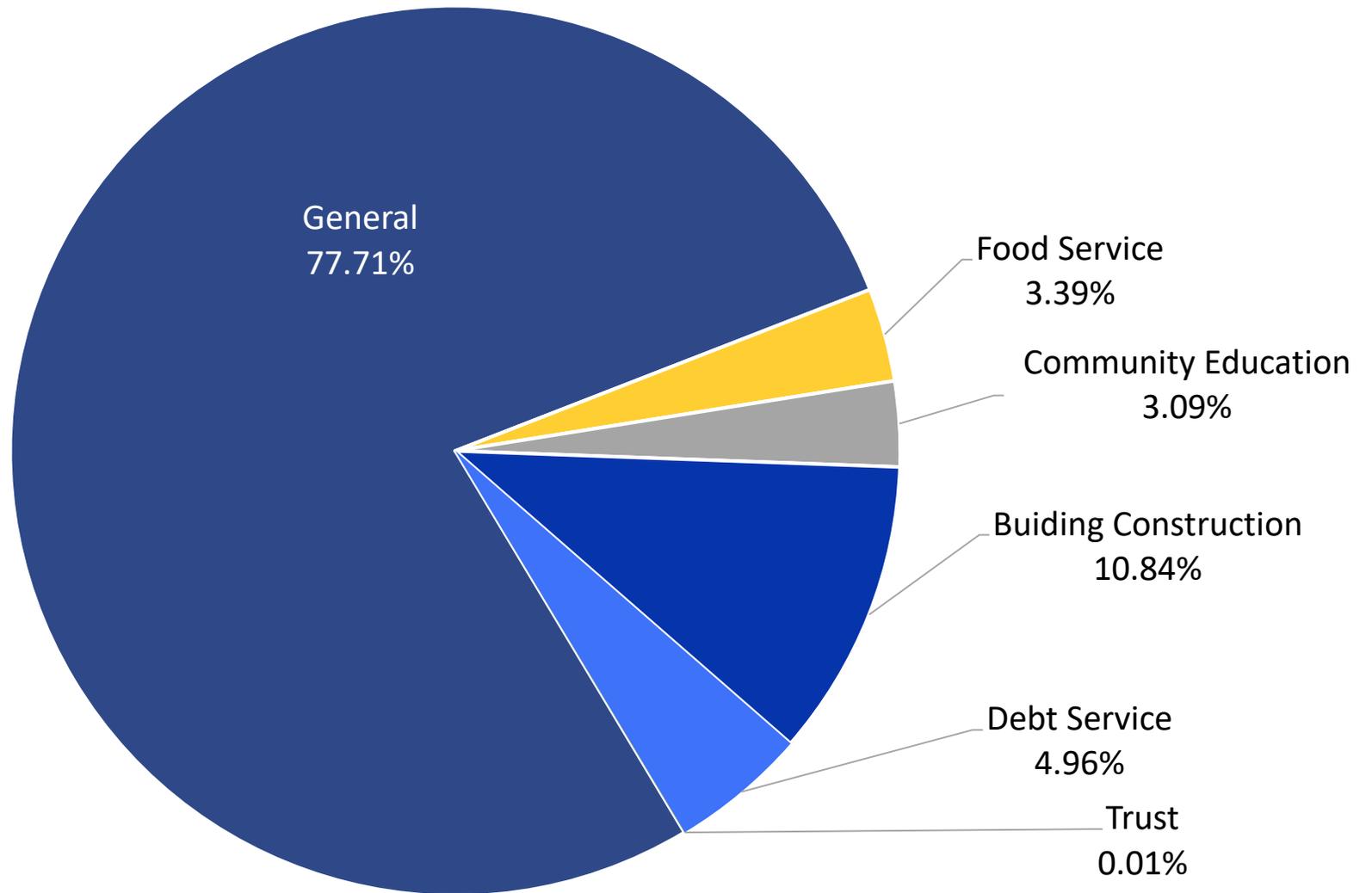
Revenues by Fund 2021 - 2022



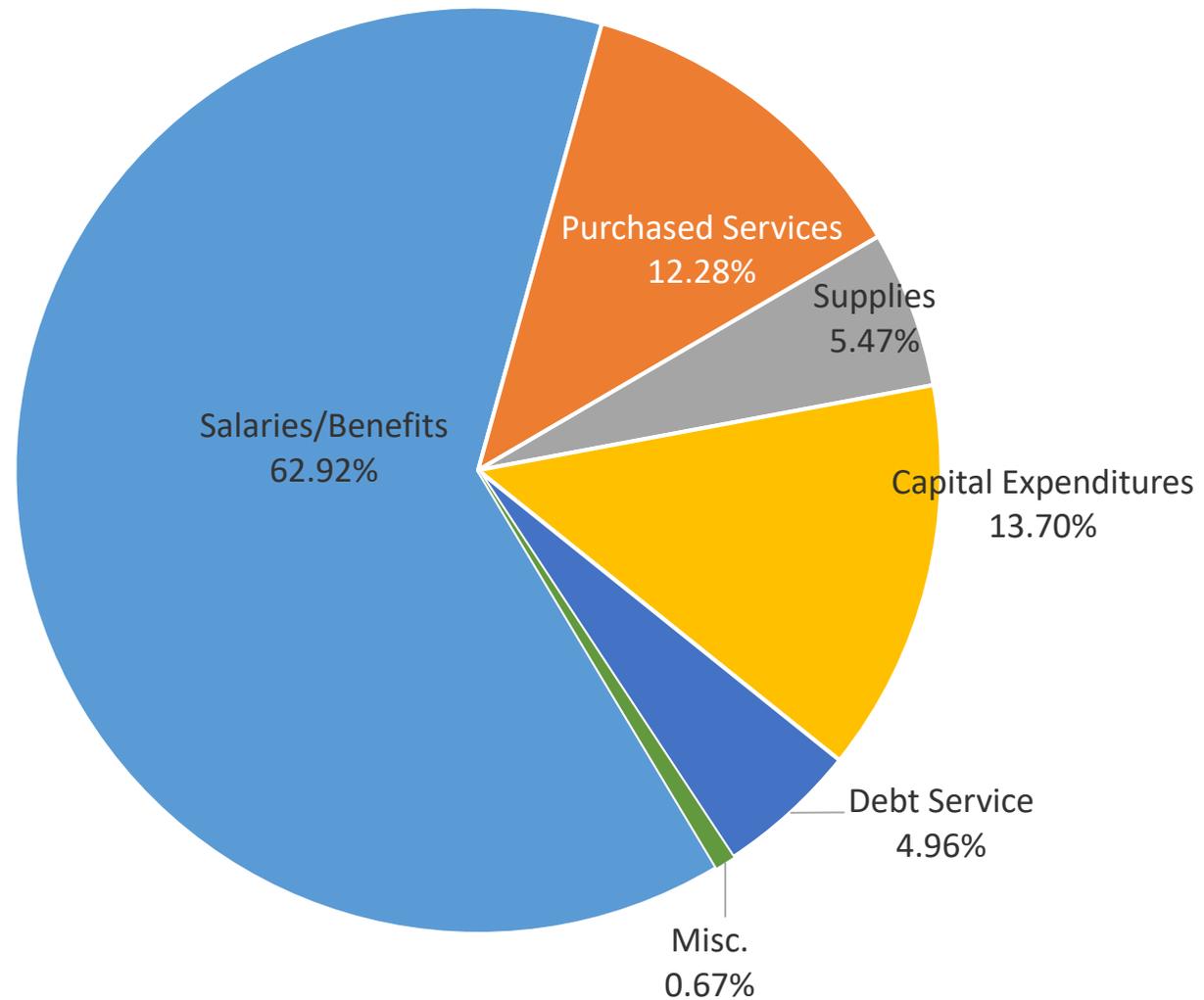
Revenues by Source 2021-22



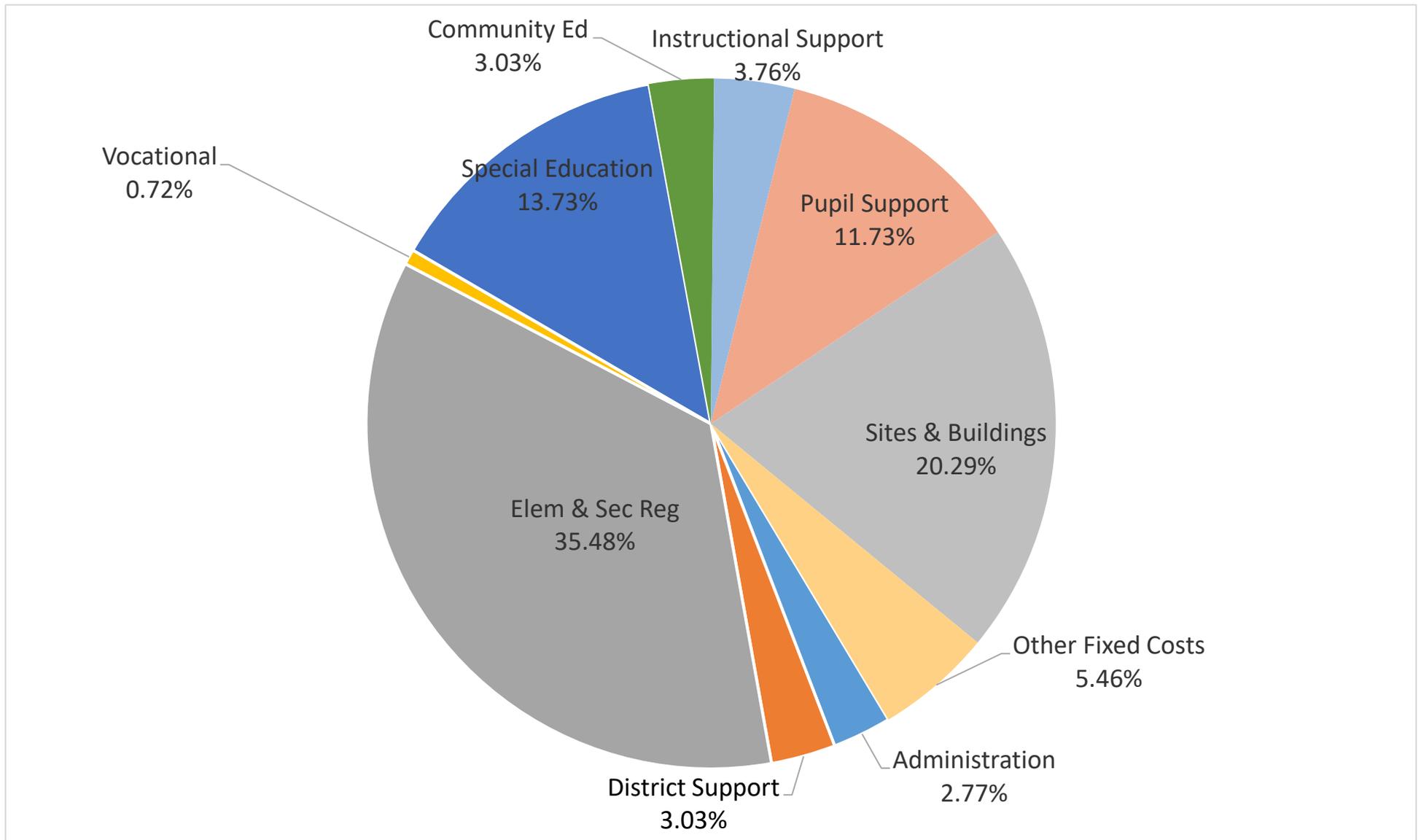
Expenses by Fund 2021-22



Expenses by Object Area 2021-22



Expenses by Program Area 2021-22





Proposed Taxes Payable in 2022

Proposed Property Taxes Payable in 2022

	Certified Pay 2021 Levy	Proposed Pay 2022 Levy
Voter Approved Levies	\$ 10,350,777	\$ 10,545,494
Other Local Levies	<u>\$ 7,160,352</u>	<u>\$ 6,976,013</u>
School District Total	\$ 17,511,129	\$ 17,521,507

Proposed Tax Levy Payable in 2022

Funds	Certified Payable 2021 (\$)	Proposed Levy Payable 2022 (\$)	Difference from Pay 2021 (\$)	% Change
General Fund				
Referendum	6,149,281	6,195,455	46,174	
Local Optional Revenue	3,092,278	3,075,205	-17,073	
Equity	442,441	422,456	-19,985	
Transition	21,858	20,960	-898	
Operating Capital	434,024	486,243	52,219	
Integration	89,397	89,893	496	
Reemployment Insurance	24,000	24,000	0	
Safe Schools	168,862	161,921	-6,941	
Safe Schools Intermediate	70,359	67,467	-2,892	
Career Technical	95,631	102,675	7,044	
LT Facilities	1,507,843	1,479,665	-28,178	
Lease	513,067	270,177	-242,891	
General Fund Adjustments	-38,612	17,395	56,006	
Total General Fund	12,570,429	12,413,511	-156,918	-1.25%
Community Service	457,990	463,351	5,362	1.17%
Debt Service	4,482,709	4,644,645	161,936	3.61%
Total Proposed Levy	\$17,511,129	\$17,521,507	\$10,379	0.06%

Factors That Cause Property Tax Changes

Many factors may cause the individual property tax statement to increase or decrease from year to year:

- Voter approved referendums
- Changes in enrollment
- Levy adjustments to prior years
- Legislative changes
- Changes in market values
- Changes in class rates/history

Major Areas of Change in Proposed Levy

Significant changes occurred in the following areas in this years proposed levy

- Operating Capital – increase of \$52,219
- Lease – decrease of \$242,891
- General Fund Adjustments– increase of \$56,006
- Debt Service – increase of \$161,936

Major Areas of Change in Proposed Levy

Category: General Fund – Operating Capital

Change: +\$52,219

Use of Funds: Reserved for purchasing textbooks, equipment, etc.

Cause of Change: Levy ratio increased from 0.4084 to 0.4735 due to declining enrollment and increasing property values.

Major Areas of Change in Proposed Levy

Category: General Fund – Lease Levy

Change: -\$242,891

Use of Funds: Reserved for lease payment for building and/or land rental.

Cause of Change: No longer levying for lease costs of Kennedy Media Center and City of Hastings – Maintenance Center.

Major Areas of Change in Proposed Levy

Category: General Fund – Adjustments

Change: +\$56,006

Use of Funds: Adjustments have some effect on all categories of the general fund.

Cause of Change: Net increase is caused by changes in enrollments from estimated to actual numbers.

Major Areas of Change in Proposed Levy

Category: Debt Service

Change: +\$161,936

Use of Funds: Used for semi-annual debt service payments on bonded debt.

Cause of Change: Smaller debt excess reduction this year than last year results in overall increase in this area of over \$160K.



Impact on Taxpayer

Factors Impacting Individual Taxpayers' School Taxes

Many factors can cause tax bill for an individual property to increase or decrease from year to year:

- Changes in value of individual property
- Changes in total value of all property in District
- Increase or decreases in levy amounts caused by changes in state funding formulas, local needs and costs, voter-approved referendums, and other factors

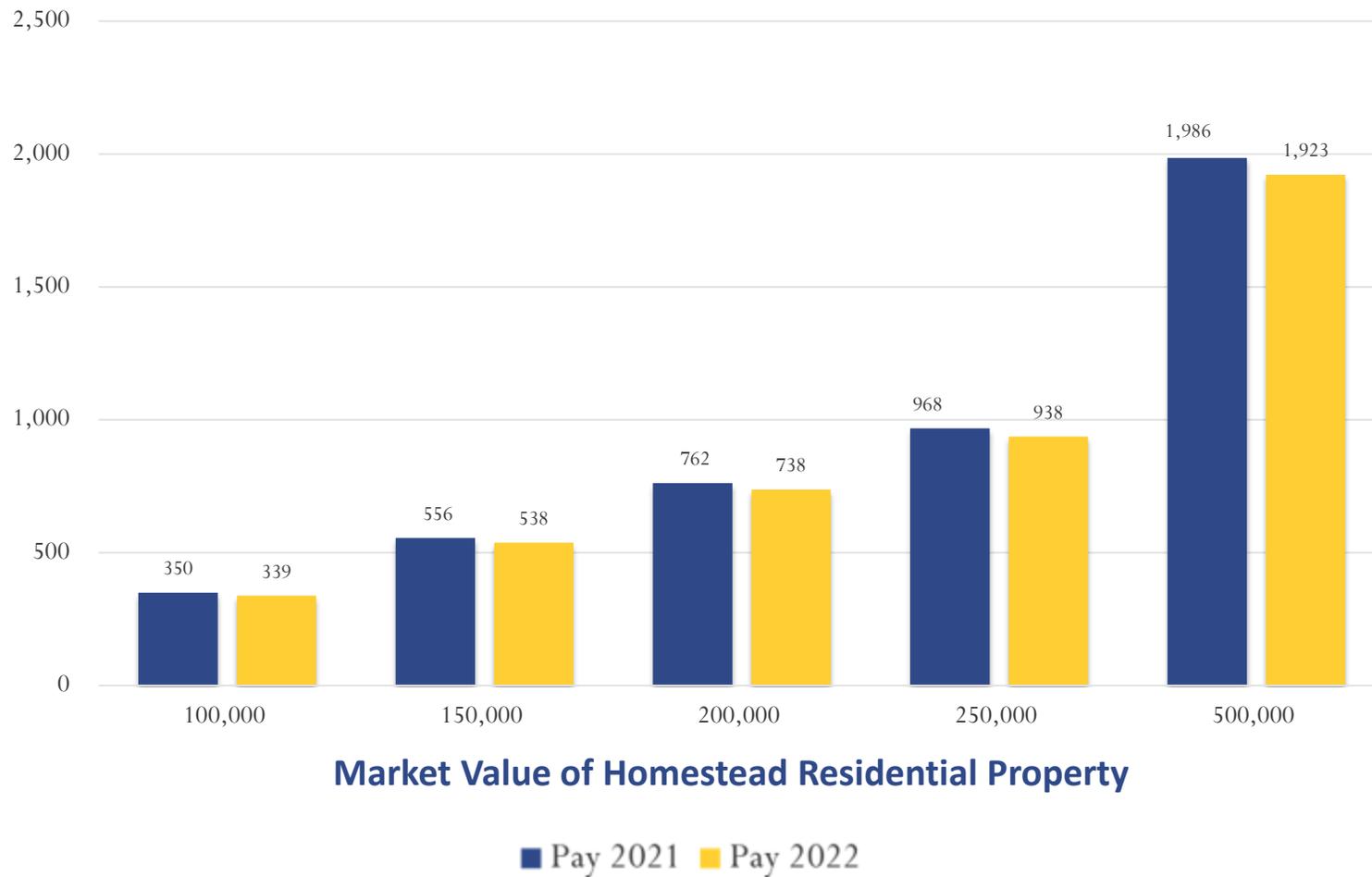
* Tax Base (Adjusted Net Tax Capacity for District) increased by 6.64%

* Referendum Market Value increased by 5.86%

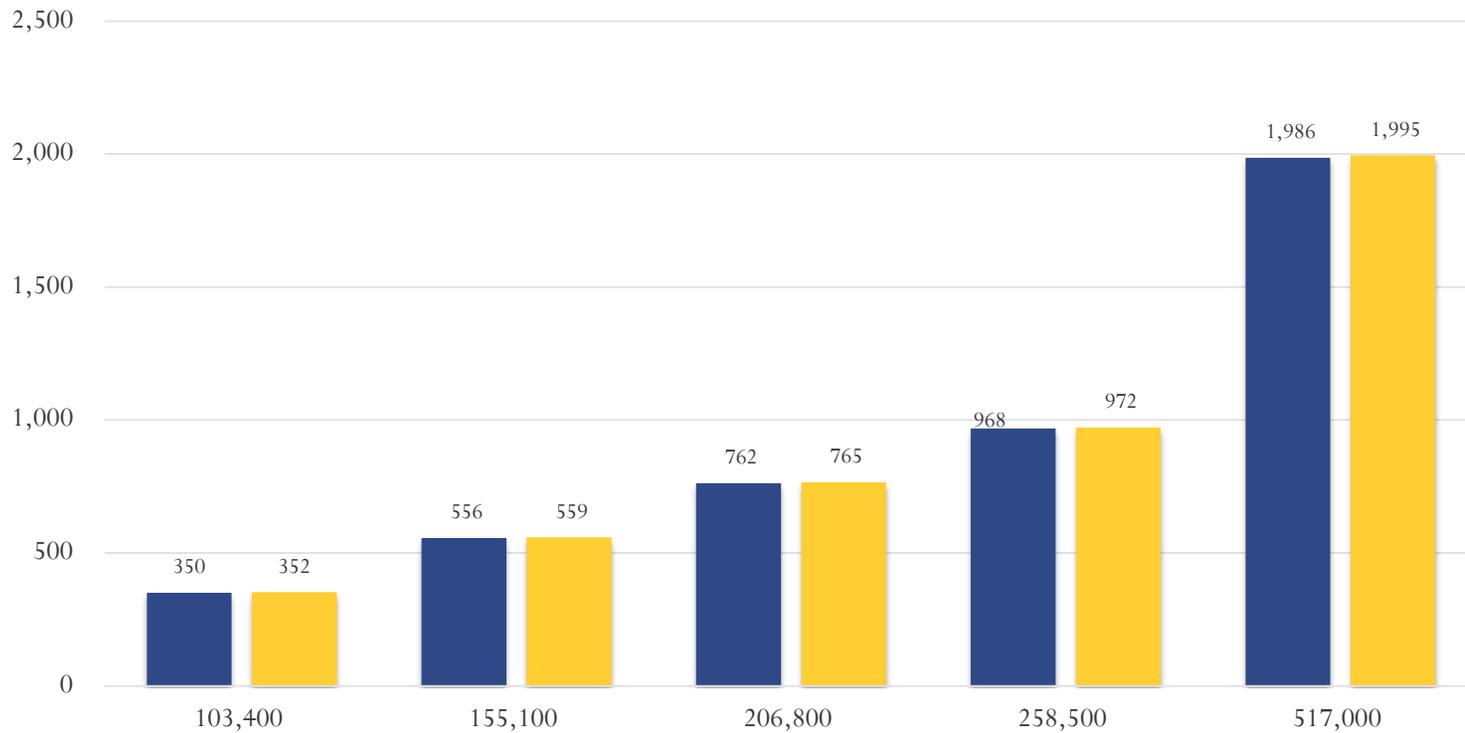
Impact on Taxpayer

- Following, are charts showing examples of changes in the School District portion of property taxes
- Examples include School District taxes only
- Figures for 2022 are estimates based on data available from the County (final figures may change slightly)

Property Tax Comparisons – Pay 2021 versus Pay 2022



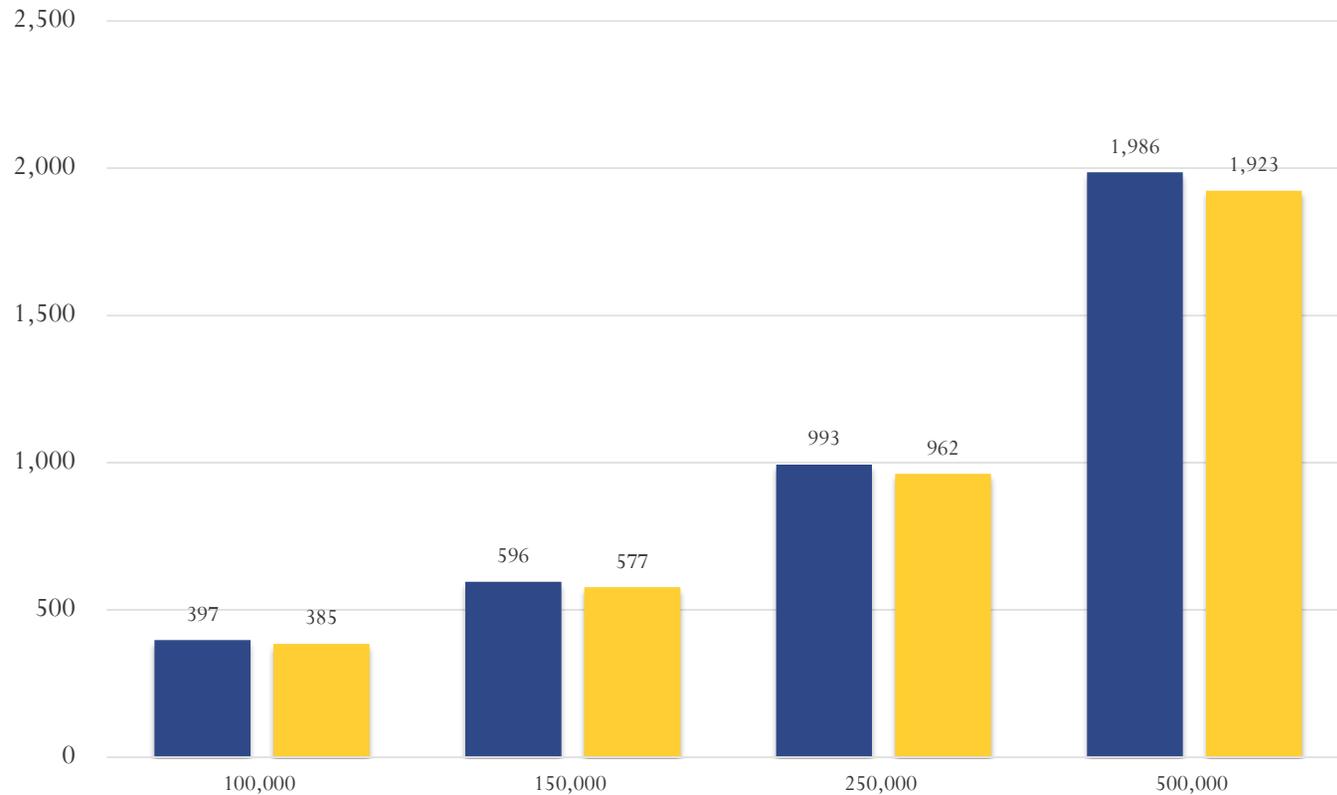
Property Tax Comparisons – Pay 2021 versus Pay 2022



**Market Value of Homestead Residential Property
With 3.4% Valuation Increase**

■ Pay 2021 ■ Pay 2022

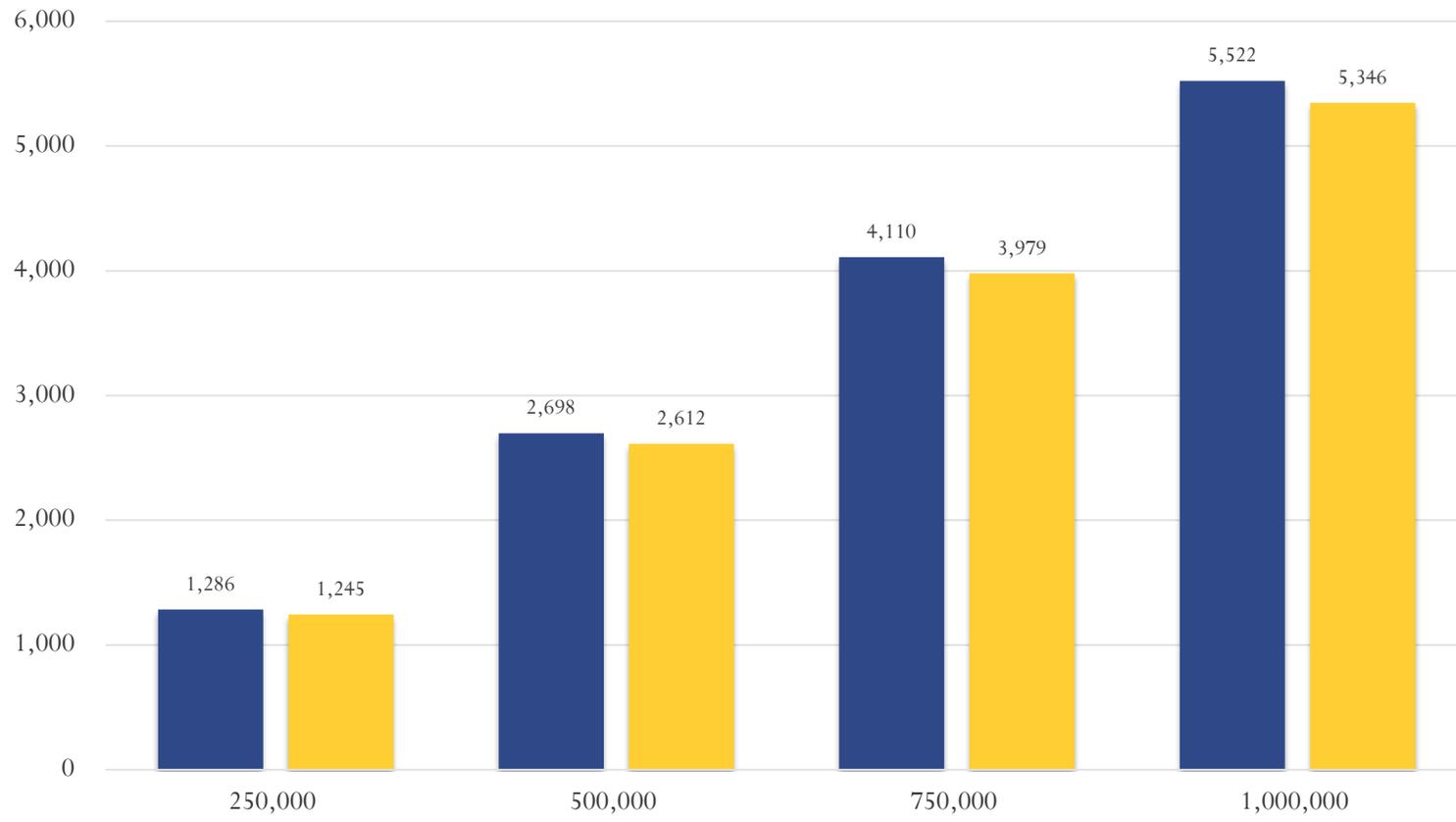
Property Tax Comparisons – Pay 2021 versus Pay 2022



Market Value of NonHomestead Residential Property

■ Pay 2021 ■ Pay 2022

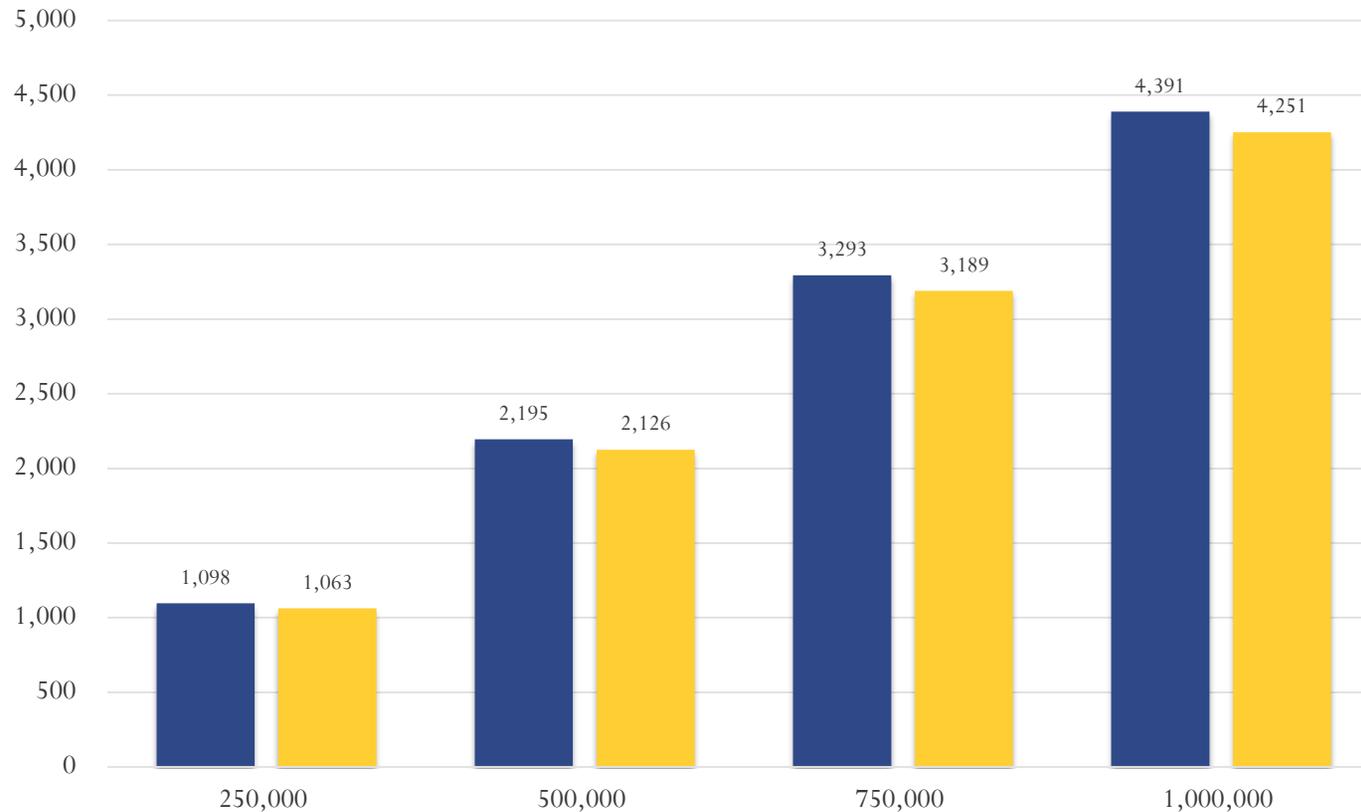
Property Tax Comparisons – Pay 2021 versus Pay 2022



Market Value of Commercial/Industrial Property

■ Pay 2021 ■ Pay 2022

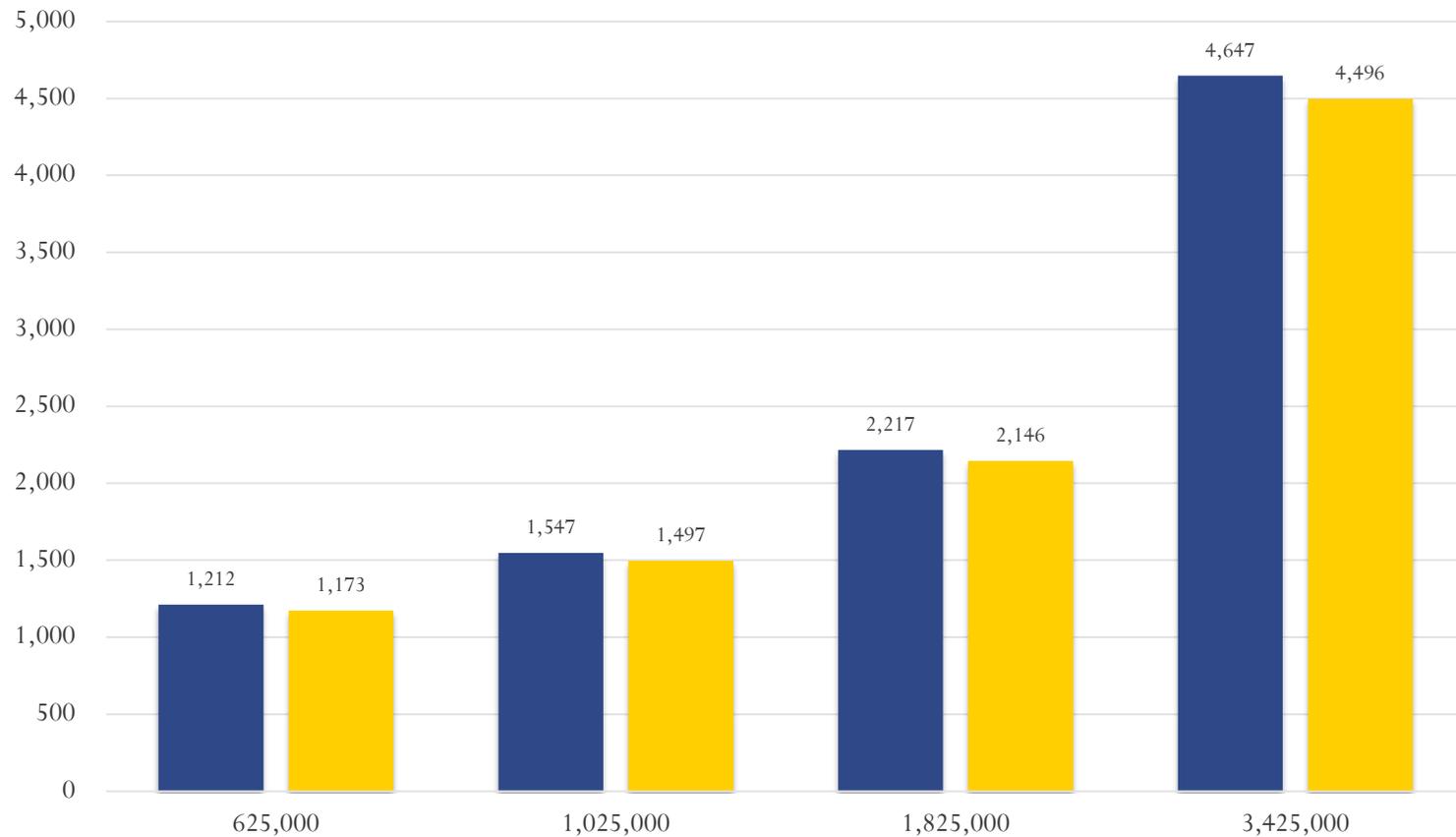
Property Tax Comparisons – Pay 2021 versus Pay 2022



Market Value of Apartments (4 or more Units) Property

■ Pay 2021 ■ Pay 2022

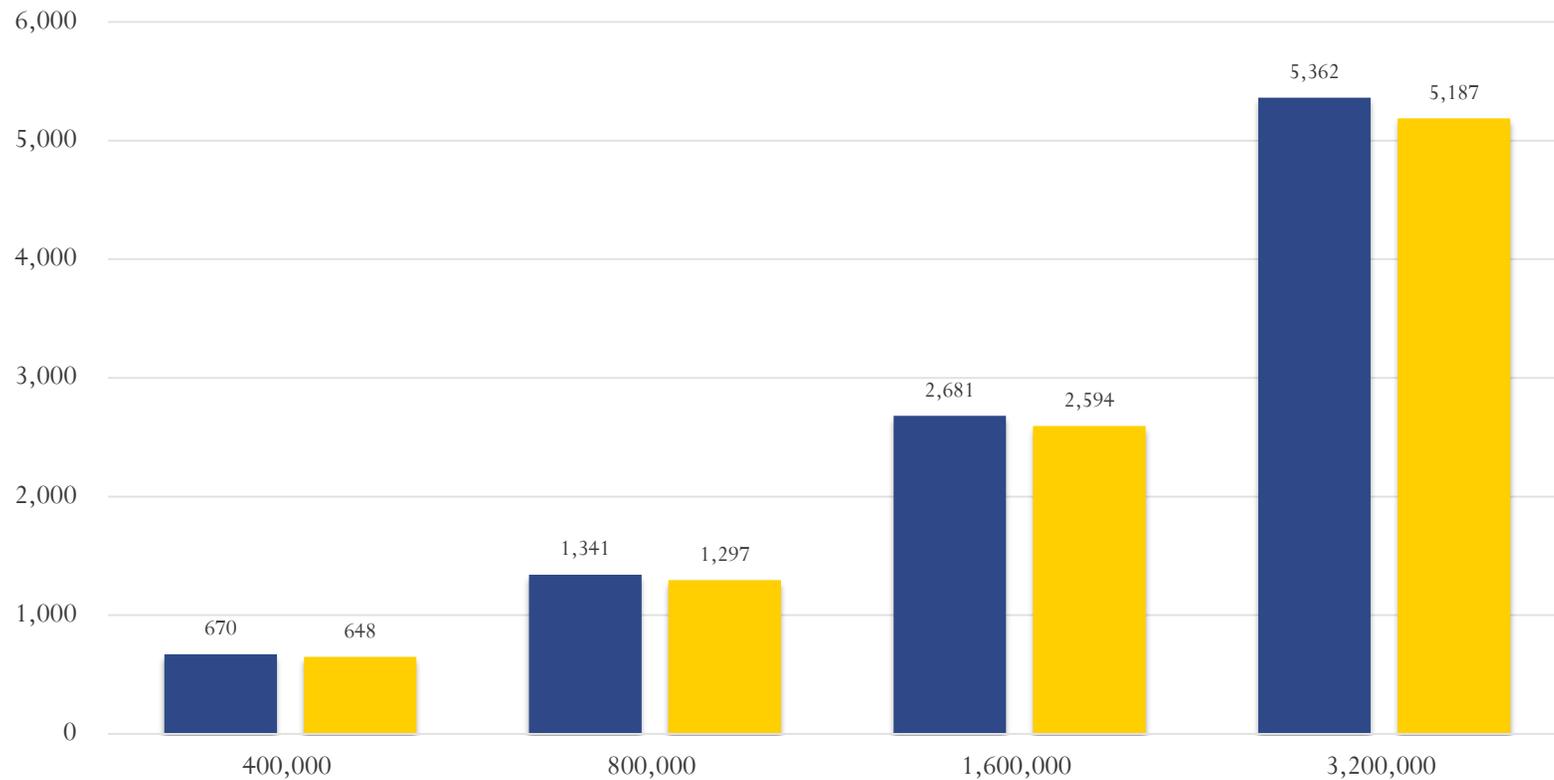
Property Tax Comparisons – Pay 2021 versus Pay 2022



Market Value of Agricultural Homestead Property

■ Pay 2021 ■ Pay 2022

Property Tax Comparisons – Pay 2021 versus Pay 2022



Market Value of Agricultural Non-Homestead Property

■ Pay 2021 ■ Pay 2022



Minnesota Property Tax Refunds

Minnesota Property Tax Refunds

Tax refund programs available from the state

- Minnesota Property Tax Refund (aka “circuit breaker” refund)
- Special Property Tax Refund
- Senior Citizen Property Tax Deferral

Complete form M-1PR

For help with the forms and instructions contact:

- Your tax professional
- Minnesota Department of Revenue
 - (651) 296-4444
 - www.taxes.state.mn.us



Public Comment



MISSION

Our Core Purpose

We Care

We Empower

We Achieve

Students are the heart of all we do

World's Best Workforce Annual Report

School Board Meeting

December 8, 2021



[▶ World's Best Workforce](#)**Contact**

Calvin Lewis
World's Best Workforce Team
651-582-8682

World's Best Workforce

What is World's Best Workforce?

The World's Best Workforce (WBWF) was developed in 2013 ([Minnesota Statutes, section 120B.11](#)) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports. School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address the following five WBWF goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

What is a WBWF strategic plan?

A WBWF strategic plan is a multi-year, detailed document that illustrates how a district or charter school will execute its goals or initiatives concerning the five WBWF goals. MDE recommends that districts and charter schools develop goals that are specific, measurable, attainable, realistic and timely (SMART).



Achievement and Integration Program





MDE

World's Best Workforce

- All students are ready for school.
- All 3rd graders can read at grade level.
- All racial and economic achievement gaps are closed.
- All students are ready for career and college.
- All students graduate from high school.

Achievement & Integration Plan

MISSION

Our Core Purpose

We Care
We Empower
We Achieve

Students are the heart of all we do

OUR CORE VALUES

Drivers of Our Words and Actions

- 1 Student-Centered** - Students at the heart of our words, actions, and decisions
- 2 Compassion and Respect** - How we treat each other daily
- 3 Agility** - Building capacity and skill to proactively respond to the signs of the times, the conditions, and the needs of oneself and others
- 4 Innovation** - Constantly striving to improve and to creatively address challenges and opportunities
- 5 Voice and Choice** - Expressing one's experiences and pursue one's passions
- 6 Partnership** - Seeking to connect, to engage, to leverage the assets and interests of others to improve our students, schools, and communities
- 7 Empathy** - Aspiring to understand and share the feelings of another

VISION

What We Intend to Create

Hastings Public Schools is The Choice of Families for:

A Caring and Inclusive Culture for All

- Safe, accepting, and respectful schools where individual uniqueness, talents, and interests are nurtured
- One's voice is expressed, heard, and valued
- A united and resilient culture of family and community

That Empowers Students, Families, and Staff

- Opportunities and choices are accessible and diverse
- Community collaborations and connections are abundant, robust, and engaging
- Service and support to school and community is energized, recognized, and celebrated

Focused on Achievement and Engagement in All We Do

- All students and staff realize the depth and breadth of their passions and are supported academically, socially, and emotionally to achieve
- Learning and development as a whole person is energizing, empowering, engaging, and excelling for students and staff

STRATEGIC ANCHORS

Drivers of Our Continuous Improvement

- A. Engaged Learners**
- B. Effective Operations**
- C. Communication and Collaboration**



Who is responsible for WBWF?

Minnesota Department of Education's Role

- Offer support to districts to help implement their WBWF plan in compliance with MN Stat., sect. 120B.11

School District's Role

- Create a WBWF plan to align curriculum and instruction so that students are college and career ready

School Board's Role

- Adopt a long-term, comprehensive strategic plan to support and improve teaching and learning
- Hold annual public meetings to report progress

WBWF Advisory Committee's Role

- Help engage the community in plan development
- Make recommendations on rigorous academic standards and student achievement goals and measures

Community's Role

- Provide input on the plan
- Support the community strategies



Policy 601 School District Curriculum and Instruction Goals



Hastings Public School District
ISD #200

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with creating the world's best workforce.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the “World’s Best Workforce” in which all learning is the school district should be directed and for which all school district learners should be held accountable.

III. LONG-TERM STRATEGIC PLAN

The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce

601.1 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

A. Purpose

The Purpose of the Curriculum Advisory Council (CAC) is to:

1. Ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards, and
2. Recommend to the School Board student achievement goals and measures, district assessments and other components of the World’s Best Workforce and the North Star Accountability System under the Every Student Succeeds Act (ESSA).

B. Role

1. A districtwide Curriculum Advisory Council (CAC) will be established and maintained by the district to serve in advisory capacity to the School Board on matters related to curriculum, instruction, student assessment, program review/evaluation and implementation of the state academic standards.
2. CAC activities may include the following:
 - a. Reviewing improvement plans for subjects which have undergone curriculum review and evaluation;
 - b. Annually reviewing the district’s strategic work in line with the components of the World’s Best Workforce and the North Star Accountability System; and suggesting revisions for School Board adoption, if necessary, and
 - c. Reviewing other curriculum-related matters and programs.

C. Membership

To the extent possible, the council represents the diversity of the district communities and learning sites. The membership of the council should include parents, teachers, support staff, students and other community residents. Whenever possible, parents and other community residents shall comprise at least two-thirds of the council members.

1. The CAC is made of up to 14 parents/residents, eight employees, two students and the Director of Teaching and Learning.



All Children Are Ready For School

2020-2021 Goal

Working toward all students being academically ready for kindergarten, we will increase the percentage of students who meet district criteria of identification of 13 upper and lower case and 8 letter sounds upon entering Kindergarten from 47.1% to 50%.

Results

We had 41.5% of incoming kindergarteners meet all three benchmarks.



All 3rd Graders Can Read At Grade Level

2020-2021 Goal

Working toward a goal of all 3rd grade students being proficient in reading, increase from 53.6% to 56% of third graders meeting or exceeding expectations on the MCAs.

Results

We had 47.5% of our 3rd grade students demonstrate proficiency.



All Racial and Economic Achievement Gaps Between Students Are Closed

2020-2021 Goal

Working toward closing the achievement gap of all of our students, increase from 74.9% to 77% of all students making medium or high growth as measured by 2021 MCAs.

Results

MDE did not provide the multiple measure ratings due to COVID-19 disruption.



All Students Are Ready For Career and College

2020-2021 Goal

Increase from 93.2% to 95% of Hastings High School seniors who indicate a high level of confidence in their college and career readiness as measured by student survey of Hastings' College and Career Readiness indicators.

Results

The 2021 spring survey indicated that 80% of seniors had a high level of confidence in their college and career readiness.



All Students Graduate From High School

2020-2021 Goal

Working toward a goal of all students graduating, maintain or improve the 4 year graduation rate from 94.4% (340-360) in June, 2020.

Results

We met our goal! We increased our graduation rate to 96.1%.

We ranked #6 in the Twin Cities Metro Area for its graduation rate of 96.10%!

1. Mahtomedi Public School District: 98.61%
2. Minnetonka Public School District: 97.75%
3. Orono Public School District: 97.32%
4. Randolph Public School District: 97.22%
5. Wayzata Public School District: 96.95%
- 6. Hastings Public School District: 96.10%**



MDE Achievement and Integration

Purpose

The purpose of the Achievement and Integration (A&I) for Minnesota program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

Goals

1. increase racial and economic integration;
2. reduce achievement disparities;
3. increase access to effective and diverse teachers.



Achievement and Integration

Goal 1

Increase the number of students of color and American Indian students who enroll in AP and CIS courses from 18 in 2018-2019 to at least 24 in 2021-2022.

Results

We met our goal! We have 30 students of color and American Indian students enrolled in AP or CIS course for the 2021-2022 school year.

Enrollment history: 2018-2019 was 18, 2019-2020 was 35 , 2020-2021 was 35.



Achievement and Integration

Goal 2

Increase the number of high school teachers who have been formally trained in Culturally Relevant Teaching strategies from 2 in 2018-2019 to at least 30 in 2021-2022.

Results

We met our goal! We have had 30 teachers formally trained in Culturally Relevant Teaching strategies.

We have had 40 staff attend over 357 professional development sessions.



Achievement and Integration

Goal 3

On a district-created 5 point Likert scale survey, students will report an increase in their understanding of diversity and intentionally making decisions to be inclusive from the baseline as collected in the Fall of 2019 to an average of 4 by the end of the 2022 school year.

Results

We met our goal! Students reported an average likert survey score of 4.7.



Achievement and Integration

Goal 4

Increase the 4 year graduation rates of students of poverty by 3% each year; the 2017-2018 graduation rate was 86% (86/100).

Results

Our graduate rate for the 2020-2021 school year was 86.1% (62/72).

Past graduation rates were:

2019 90.5%

2018 87.1%

2017 86%



Next Steps

- Establish a district Curriculum Advisory Committee to offer recommendations on World's Best Workforce Annual Goals and conduct analysis and assessment of progress and performance measures related to the World's Best Workforce Annual Goals
- Examine and recommend revised World's Best Workforce goals with our Bridge to Learning Strategic Plan
- Seek school board approval for World's Best Workforce goals in May/June



World's Best Workforce Annual Report Questions & Comments



Student Enrollment	
<i>December 20-21</i>	4118
<i>December 21-22</i>	4079
<i>First Day of School 20-21</i>	4165
<i>First Day of School 21-22</i>	4106



BRIDGE TO SUCCESS

Hastings Public Schools

INDEPENDENT SCHOOL DISTRICT 200
1000 11TH STREET WEST
HASTINGS, MN 55033-2597
Phone (651) 480-7000
Fax (651) 480-7004

Policy Committee Mission

This ad-hoc board committee serves to review current policies and make recommendations for revision or adoption of new policies. The current goal of the committee is to add critical new policies, insure the mandatory annual review of specific policies per statute, and complete a cycle of policy review to ensure that the district policy manual is complete and in a standardized format within a two-year period (January, 2022).

Policy Committee Meetings

Time: November 30 2021 5:00 PM Central Time

Policies for Second Reading

- Policy 401: Equal Employment Opportunity – Policy 103 has been added as a cross-reference. Recommend for second reading and approval.
- Policy 402: Employment Non-Discrimination – Policy 103 has been added as a cross-reference. Recommend for second reading and approval.
- Policy 412: Expense Reimbursement – After board discussion during the first read, we had removed the reference to conference request since this goes through supervisors. Recommend for second reading and approval.
- Policy 412.1: Administrative Procedures – Formatting has been fixed since first read. Recommend for second reading and approval.
- Policy 103: Complaints – Students, Employees, Parents, Other Persons – Changes were made after board feedback. Committee work on ensuring that verbiage aligned throughout the policy and any repetition was removed. Recommend for second reading and approval.
- Policy 606.2: Textbooks and Instructional Materials – Reconsideration of Textbooks or Other Instructional Materials – A media specialist representative was added to the Committee for the Reconsideration of Resource. Recommend for second reading and approval.

Other Policies Discussed

- Policy 613: Graduation Requirements – Committee acknowledged that this policy may need to be adjusted depending on budget adjustment discussions.
-



Hastings Public Schools

INDEPENDENT SCHOOL DISTRICT 200
1000 11TH STREET WEST
HASTINGS, MN 55033-2597
Phone (651) 480-7000
Fax (651) 480-7004

BRIDGE TO SUCCESS

Community Engagement Committee Mission

The Community Engagement Committee is a link between the Hastings School District and the ISD200 community. The committee focuses on identifying avenues to continuously improve the district’s communication process for increased transparency. It also aims to articulate the district’s goals more effectively with community stakeholders. The committee seeks opportunities for shared learning, knowledge, awareness, experience, and growth to create a stronger, more united community.

Community Engagement Committee Meeting

Date: November 30, 2021

Time: 6:00 PM – 7:00 PM Central Time (US and Canada)

Location: ISD 200 District Office

Members:

Becky Beissel – Board Member	Kari Gorr - District Communications Director
Stephanie Malm – Board Member	Marta Tierney, Marty Weber, Anthony Cournoyea – IDEA
Bob McDowell – Superintendent	Don Olson – Veterans Rep
Mari Mellick – United Way	Craig Beissel – Rotary
Jessica Monson – Hastings Parents Groups	Kristy Barse – Chamber of Commerce
Jen Fox and Tina Folch – City of Hastings	Rachel Koenigs – Dakota County

11.30.2021 Agenda

1. Discussion with Mike Johnson, Steve Kovach, and Trent Hanson on what programs are currently going on in the district.

a. High School (Mike Johnson): college field courses (studying rivers, ponds, buckthorn, etc.), work programs and matching employers in the district with students, special education work experience, STARRS has ~70% of their curriculum in the community, activities such as National Honor Society, Global Honor Society, change drive that is going on right now, Youth in Government, Youth Impact Council. English language learner engagement, partnerships with Allina Health and support with depression screeners, crisis response teams. College fair, trade fair, and having businesses come in and talk to students about careers. Community involvement through Boosters clubs, and events and concerns in the building.

Job site supervisors through work programs such as skills development and most of the people involved with this are local community members. Dakota County college fair and working with ISD 917 on this event. Trades programs in the schools and getting guest speakers/demonstrators involved to talk about carpentry, metal works, auto, etc. During distance learning last year, Ford Motor Company offered the first two phases of their mechanics training online to our students.

b. Middle School (Steve Kovach): EL reading program, volunteer opportunities through Promise Fellows, , community education involvement – working with low attendance students, community connections

with “lunch bunch” (community ready to get this going again), senior center volunteer opportunities. Middle School has a lot of room for growth including growing the PTA.

c. Athletics (Trent Hanson): collaborative and providing services (30 different sports), teams and groups have done their own volunteering but this year they’re trying to get each kid 2-3 hours of community service. They will have one adult (coach usually) for every 8-10 volunteer athletes and have done around 300 hours this Fall so far! Opportunities and challenges – we need to be able to plan to get the community what they need with getting our students out in the community. Trent is the point of contact for these requests.

d. Next Steps:

Having one accessible area that outlines all the opportunities, programs, what and when are volunteer opportunities available. Last minute requests are very difficult to fulfill and having a “one-stop-shop” for the community and district would be useful.

e. Is there anything we can do? Is anything missing?

Connections with the community and having people come in as guest speakers - Kristy Barse can help facilitate getting community members/guest speakers into the Middle Schools to have those career talks with the kids.

Job Fairs – getting the kids involved and working with Parks & Recreation, lifeguards, and working with other government agencies for our youth (High School level).

Kristy Barse – replicating “Lakeville Works” partnership with the school and the community. Posters of what jobs are available in the community around the High School.

2. Conversation about CNN article:

The entire table expressed their concerns for our town. We need to have the tough conversations and take action to ensure we provide a safe learning environment for all our students and educators and making sure our parents and guardians are welcome in our community. I anticipate this will be a continuous conversation with hopeful partnerships around the community to overcome these concerns.

3. . Continue development of the [request for potential members](#) (please contact Kari Gorr if you are unable to access the link).

4. Next committee meeting is Tuesday, January 25th at 6pm. We will not meet in December.

HR PERSONNEL REPORT

Board Meeting Date:

12/8/2021

RETIREMENT/RESIGNATION/TERMINATION

NAME	STATUS	ASSIGNMENT	EMPLOYEE GROUP	EFFECTIVE DATE
Beattie, Joe	Retirement	Science Teacher; 1.0 FTE Hastings High School	ED MN Teachers	February 15, 2022
Fleming, Deb	Retirement	ECFE Teacher; .8 FTE Tilden	ED MN Teachers	January 31, 2022
Guettler, Tiffany	Resignation	Cook; 5.75 hours/day High School	Food Service	December 22, 2021
Gubin, Megan	Resignation	Cook; 3 hours/day Middle School	Food Service	December 3, 2021
Lawson, Garnett	Resignation	Cleaner; 4 hours/day Middle School	Custodian	November 17, 2021
Sibenaler, Colleen	Resignation	Paraprofessional; 3.25 hours/day Middle School	ED MN ESP	November 24, 2021

HIRES

NAME	ASSIGNMENT	SALARY PLACEMENT/HOURLY RATE	EMPLOYEE GROUP	EFFECTIVE DATE
Robertson, Sam	SAC Program Coordinator; 8 hours/day Tilden	\$63,336 / year	Comm. Ed Coordinators	December 1, 2021

LEAVE APPROVAL

NAME	STATUS	ASSIGNMENT	EMPLOYEE GROUP	EFFECTIVE DATE(S)
Black, Melissa	Approved	Grade 3 Teacher; 1.0 FTE Pinecrest Elementary	ED MN Teachers	November 17, 2021 - June 10, 2022 (non-contract intermittent work January 3, 2022 - June 10, 2022)

ASSIGNMENT CHANGES

NAME	FROM	TO	EMPLOYEE GROUP	EFFECTIVE DATE(S)
Chandler, Laurie	Admin Support Asst II; 8 hours/day Tilden	Admin Support Asst III; 8 hours/day Tilden	HESA	December 15, 2021
Rasmussen, Brittany	Paraprofessional; 5.75 hours/day	Paraprofessional; 6.25 hours/day	ED MN ESP	November 16, 2021

BOARD MEMBER HANDBOOK

An Informational Guide for
Hastings Public Schools
Board of Education Members



1000 WEST 11TH STREET
HASTINGS, MN, 55033
[HTTP://WWW.HASTINGS.K12.MN.US](http://www.hastings.k12.mn.us)

Table of Contents

<u>Leadership Directory</u>	<u>3</u>
<u>The History of Hastings Public Schools</u>	<u>4</u>
<u>Hastings Public Schools Today</u>	<u>4</u>
<u>Mission, Vision, Strategic Anchors, Core Values</u>	<u>5</u>
<u>Community Support</u>	<u>6</u>
<u>District Demographics</u>	<u>7</u>
<u>Becoming a School Board Member</u>	<u>8</u>
<u>Standards for School Board Leadership</u>	<u>9</u>
<u>Expectations of a School Board Member</u>	<u>12</u>
<u>Addressing School Board Accountability</u>	<u>13</u>
<u>Characteristics of an Effective School Board</u>	<u>13</u>
<u>Duties of School Board Members</u>	<u>14</u>
<u>Governance and Management</u>	<u>15</u>
<u>Application of Excellence in Governance in Real</u>	
<u>Life Scenarios</u>	<u>16</u>
<u>Election and Roles of Officers</u>	<u>18</u>
<u>Board Meetings</u>	<u>19</u>
<u>Committees</u>	<u>21</u>
<u>Board Policies</u>	<u>22</u>
<u>Liaisons/Partnerships</u>	<u>23</u>
<u>Positions that Report to the School Board</u>	<u>24</u>
<u>Educational Definitions and Acronyms</u>	<u>25</u>
<u>Work Cited</u>	<u>30</u>

HASTINGS PUBLIC SCHOOLS 2021 LEADERSHIP DIRECTORY

BOARD MEMBERS



Kelsey Waits, Chair



Dave Pemble, Vice Chair



Stephanie Malm, Clerk



Brian Davis, Treasurer



Becky Beissel, Director



Scott Gergen, Director



Lisa Hedin, Director

EXECUTIVE STAFF

Dr. Bob McDowell, Superintendent
Becky Garcia-Carrasco, Executive Assistant

SUPERINTENDENT'S LEADERSHIP CABINET

Kari Gorr, Community Education Director
Rachel Larson, Learning Director
Megan Miller, Special Education Director
Cathy Moen, Human Resource Director
Cam Peterson, Building and Grounds Director
Jen Seubert, Finance Director

Missy Williams, Technology Director
Paul Bakker, Pinecrest Principal
Matt Esterby, McAuliffe Principal
Kyle Latch, Kennedy Principal
Steve Kovach, Middle School Principal
Mike Johnson, High School Principal

THE STORY OF HASTINGS PUBLIC SCHOOLS

OUR HISTORY

In February 1866, the Minnesota legislature passed an act that allowed Hastings to establish an independent school district, provided that all children between the ages of five and twenty-one be admitted to schools for free. In April 1866, the board of education for the school district of Hastings was organized. The newly formed board sought bids to construct two schoolhouses, Everett grade school in the First Ward and Cooper grade school in the Third Ward. August 13, 1866, the Board of Education authorized school terms of nine months.



Hastings High School, 1885

Bryant school building was sold to the school board in 1867 for \$6,000 and renamed Irving School. In 1870, Tilden school was built and named after Samuel Tilden, New York Governor and the Democratic candidate for president in the disputed election of 1876. Irving School was replaced by Central school in 1899. Six decades of Hastings students went to classes in “Old Central” between 1899 and 1959. In 1954, the Hastings Middle/High school was built alongside Central school. Several additions to the building later, it became the Hastings Middle School until 1999. Many schools were built between 1959-1988, including the new Tilden and Cooper buildings, John F. Kennedy Elementary School, Pinecrest Elementary School, the current Middle School, and McAuliffe Elementary School.

Our newest addition was the 100-acre Hastings High School, which was completed in August of 2001. The new Hastings High School offered our students the ability to connect to the community with up-to-date facilities that enhance the learning environment. Also, during this time, ISD #200 adopted a new school district logo depicting the bridge to learning.

On April 3, 2003, the Board of Education approved a proposal to close Cooper school, which resulted in over a million in budget reductions. In addition, Tilden became a Kindergarten site and eventually changed to the Community Education Center in 2011.

HASTINGS PUBLIC SCHOOLS TODAY

The Hastings School District encompasses over 170 square miles and is, geographically, one of the largest school districts in the Twin Cities metropolitan area. The school system has a Kindergarten through grade twelve enrollment of approx. 4,300 students and a total district population of about 28,000 residents. Independent School District #200 serves Hampton, Hastings, Miesville, New Trier, and Vermillion, and portions of Denmark, Douglas, Hampton, Marshan, Nininger, Ravenna, and Vermillion townships. While most of the school district is located in Dakota County, parts of ISD #200 are in Washington and Goodhue Counties.



Hastings High School, 2015

MISSION

OUR CORE PURPOSE

We Care

We Empower

We Achieve

Students are the heart of all we do.



OUR VISION

WHAT WE INTEND TO CREATE

Hastings Public Schools is The Choice of Families for:

A [Caring](#) and Inclusive Culture for All

- Safe, accepting, and respectful schools where individual uniqueness, talents, and interests are nurtured
- One's voice is expressed, heard, and valued
- A united and resilient culture of family and community

That [Empowers](#) Students, Families, and Staff

- Opportunities and choices are accessible and diverse
- Community collaborations and connections are abundant, robust, and engaging
- Service and support to school and community is energized, recognized, and celebrated

Focused on [Achievement](#) and Engagement in All We Do

- All students and staff realize the depth and breadth of their passions and are supported academically, socially, and emotionally to achieve
- Learning and development as a whole person is energizing, empowering, engaging, and excelling for students and staff

OUR STRATEGIC ANCHORS

DRIVERS OF OUR CONTINUOUS IMPROVEMENT

[Engaged Learners](#)

- We will align the World's Best Workforce, TDE, departmental executive summaries, and school improvement plans, to guide instructional practices and learning outcomes. We will also work to develop the mindsets of adults in our system to raise levels of engagement of students, as well as personalization, and responsiveness to students

[Effective Operations](#)

- We will improve the effective management and alignment of human, financial, and physical resources

[Communication and Collaboration](#)

- We will expand and strengthen connections with our community and families, as a means to support the engagement of students in an equitable experience

OUR CORE VALUES

WHAT DRIVES OUR WORDS AND ACTIONS

[Student-Centered](#)

Students are at the heart of our words, actions, and decisions.

[Compassion and Respect](#)

How we treat each other daily.

[Agility](#)

Building capacity and skill to proactively respond to the signs of the times, the conditions, and the needs of oneself and others.

[Innovation](#)

Constantly striving to improve, and to creatively address challenges and opportunities.

[Voice and Choice](#)

Expressing one's experiences and pursue one's passions.

[Partnership](#)

Seeking to connect, to engage, to leverage the assets and interests of others to improve our students, schools, and communities.

[Empathy](#)

Aspiring to understand and share the feelings of another.

COMMUNITY SUPPORT

HASTINGS PUBLIC SCHOOLS FOUNDATION

The Hastings Public Schools Foundation (HPSF) was founded by our community to provide funds for innovative learning opportunities not available through current public school funding. "What If" grants given to educators by the Foundation invest in our students by allowing their teachers a chance to bring their ideas and dreams into reality.

Starting with the seemingly impossible goal of a one million dollar endowment, countless volunteers and donors worked together to make the HPSF a reality.

The first grants were delivered with trumpets and fanfare to the successful teachers in the fall of 2004.

We continue to stretch our goals of increasing the Foundation's funds so we can have an even bigger impact on education for generations to come. From planning a Garden Tour to creating a scholarship fund, Foundation supporters continue to help the Foundation grow by implementing their imaginative fundraising and partnership ideas.

DOFFING CHARITABLE FUND

The Ruth and George Doffing Charitable Fund was established after Ruth passed away at the age of 93. Each year, the Hastings School District is fortunate to apply for grants to support the academic mission of the schools and innovative ideas. In addition, the Doffing Fund also supports the District's Adopt-A-Classroom Program and provides scholarships for graduating seniors. In 2021, the Doffing Fund awarded over \$109,000 to the school district.

UNITED WAY OF HASTINGS

The United Way of Hastings is a long-time supporter of our school community. One of their strategic tenants is to support our community youth. Currently, UWH does this in two ways, first through the Helping Kids Succeed program, students are provided training in the WEB of supports and how to acknowledge "risk" and support one another. Second, the United Way partners with the District in bringing Community In the Schools Support to our buildings, which helps provide a portion of staffing to help students academically and socially at the high school.



COMMUNITY EDUCATION ADVISORY COMMITTEE (CEAC)

The Community Education Advisory Council supports and promotes the philosophy and concept of Community Education.

Members represent citizens and community members, school district employees and municipal representatives who advise the Community Education department staff in the planning, implementation and evaluation of departmental activities and programs.

The Advisory Council ensures that the department remains in touch with the people and the Hastings and surrounding communities.

DISTRICT DEMOGRAPHICS



District Office 1000 West 11th Street
Hastings, MN 55033
(651) 480-7000



Tilden Community Center Early Learning Programming, Adult Education, Family Education, Community Education
310 River Street
Hastings, MN 55033
(651) 480-7680



Kennedy Elementary (K-4) 1175 Tyler Street
Hastings, MN 55033
(651) 480-7220
Enrollment as of 10/1/21: 440



McAuliffe Elementary (K-4) 1601 West 12th Street
Hastings, MN 55033
(651) 480-7390
Enrollment as of 10/1/21: 490



Pinecrest Elementary (K-4) 975 West 12th Street
Hastings, MN 55033
(651) 457-9426
Enrollment as of 10/1/21: 456



Hastings Middle School (5-8) 1000 West 11th Street
Hastings, MN 55033
(651) 480-7060
Enrollment as of 10/1/21: 1242



Hastings High School (9-12) 200 General Sieben Drive, Hastings, MN 55033
(651)-480-7470
Enrollment as of 10/1/21: 1352 (ALC: 31)

BECOMING A SCHOOL BOARD MEMBER



Hastings Public Schools are governed by seven Board members, elected at large, representing all citizens within the boundaries.

BECOMING A BOARD MEMBER

Hastings Public Schools Board of Education members are elected officials. Elections are held in November of odd-numbered years. To avoid having all seven seats up for election simultaneously, the seats are balloted on an alternating basis, with four spots being available one year and the remaining three being available two years later. The process then repeats itself.

ELIGIBILITY REQUIREMENTS *Source: Minnesota School Boards Association (MSBA)*

To run for a School Board seat, you must be:

- At least 21 years old
- Eligible voter
- A District resident for at least 30 days prior to election/appointment
- Not convicted of a felony

TERM OF OFFICE

Board members are elected to four-year terms commencing on January 1 of the year following the November election and ending on December 31, four years later. A member who has been appointed to fill the unfinished term of a member will need to run for election depending on when they were appointed. There is no limit on the number of consecutive terms a member can serve.

FILLING VACANCIES *Source: MN Statute 123B.09*

A vacancy on the Board shall occur when a member dies, resigns, or ceases to be a resident of Independent School District # 200. In addition, if a member of the Board of Education is unable to serve on the Board and attend its meetings for ninety (90) days or more because of illness or prolonged absence from the District, the Board may, at any regular or special meeting thereof, through resolution, declare a vacancy to exist. All vacancies will be filled according to Minnesota Statutes.

The term of a member elected during a special election shall not exceed the term of the member they are replacing. Nor can the term of a Board of education member be lengthened by the member's resignation and subsequent selection by the Board.

Minnesota Statute states that once the Board approves an appointment, the appointed board member cannot be seated until 30-days after the appointment.



STANDARDS FOR SCHOOL BOARD LEADERSHIP

Source: MSBA, 2017 and Dennis Cheesebrow, TeamWorks International

School boards are most effective when members focus on the big picture: making policy, setting goals, and engaging stakeholders, all with the ultimate goal of improving student achievement. When boards focus on administrative issues, school districts suffer. Divided boards lead to a divided community. HPS Board members vote according to district interests as they interpret while listening to and seeking to understand the diverse individual and group interests on any issue or situation.

The HPS Board strives for excellence in governance, operates in partnership with the Superintendent, strives for excellence in management, and partners for excellence in consultation with staff, students, families, and the public.

HPS may use terminology and structure defined in policy, resolution, and plan that differs slightly from sourced materials in the Handbook.

1

STANDARD 1: CONDUCT AND ETHICS

The school board, as a whole, provides leadership to the community on behalf of the school district by conducting its business in a fair, respectful, legal, and responsible manner.

An effective, high-performing school board strives to meet the following benchmarks:

1. Recognize the school board team consists of school board members and the superintendent and evaluates its performance at least annually.
2. Take full responsibility for its activity and behavior at and away from the school board table.
3. Encourage its members to express their individual opinions, respect others' opinions, and vote according to their convictions.
4. Speak with one voice after reaching a decision.
5. Spending time on board governance work rather than staff work — focuses on the ends not the means.
6. Provide for orientation and ongoing training for all school board members.
7. Follow established policies, including the chain-of-command, by directing people with concerns to the appropriate staff.
8. Set an example of respectful and civil leadership.

2

STANDARD 2: VISION

The school board, with community input, envisions the educational future of the community and then formulates the goals, defines the outcomes, and sets the course for the school district.

An effective, high-performing school board strives to meet the following benchmarks:

1. Use clear, focused, attainable, and measurable goals and outcomes to support gains in student achievement.
2. Develop a strategic plan, which includes well-crafted school district belief statements, mission statement, vision statement, goals, and objectives that enable the school board to evaluate school district performance.
3. Regularly monitor the strategic plan to evaluate progress toward goal achievement and school district success.
4. Ensure that the school district belief statements, mission statement, vision statement, goals, and objectives are reflected in school board policies, mirrored in the budget planning and implementation efforts, and supported district-wide.
5. Communicate the strategic plan and the progress to the community.

3

STANDARD 3: STRUCTURE

To achieve its vision, the school board establishes organizational and physical structures for student and staff success.

An effective, high-performing school board strives to meet the following benchmarks:

1. Create organizational and physical structures based on equity in which all students and staff have the resources and supports to maximize achievement.
2. Advocate and provide for learning through rigorous curriculum, effective technology, and a safe and secure environment.
3. Select and employ one person — the superintendent — as the school district's chief executive officer to lead and manage the school district.
4. Hold the superintendent accountable for school district performance and compliance with written school board policy.
5. Delegate the authority to the superintendent to recommend and evaluate all school district staff within the standards established through written school board policies.
6. Accept ultimate responsibility for the care, management, fiscal oversight, and control of the district while understanding that the day-to-day operations will be conducted by the staff.

4

STANDARD 4: ACCOUNTABILITY

The school board is accountable to the community for constantly monitoring the conditions affecting the school district as a whole. The school board and individual members are also accountable to themselves, students, families, other board members, the superintendent, and staff. An effective, high-performing school board strives to meet the following benchmarks:

1. Recognize the duty to itself and the community to determine whether the authority delegated to the superintendent is being used as intended.
2. Evaluate the superintendent's performance at least annually.
3. Use student achievement data and other indicators when available as the basis for assessing progress toward school district goals and compliance with school board policies and state and federal laws.
4. Recognize the distinction between "monitoring data" (data used by the school board to address accountability) and "management data" (data used by the staff for operations).

5

STANDARD 5: ADVOCACY AND COMMUNICATION

The school board advances its vision at the local, regional, state, and national levels.

An effective, high-performing school board strives to meet the following benchmarks:

1. Focus on community-wide concerns and values that best support equity and student achievement rather than being influenced by special interests.
2. Develop communication strategies to build trust between the school board and the superintendent, staff, students, and community.
3. Utilize a public relations strategy that supports the flow of information in/out of the district.
4. Engage and build relationships with both public and private stakeholders.
5. Advocate on local, state, and national levels.

In general, Board members are expected to follow a code of ethics that will guide their decision-making as it relates to Hastings Public Schools. MN Statute 123B.09 as well as the District's Code of Ethics Policy 209 states the following expectations, functions, and legal obligations for board members: Source: ISD 200 Policy 209.

EXPECTATIONS OF A SCHOOL BOARD MEMBER

1. Attend all school board meetings, including work sessions, committee meetings, and board retreats.
2. Come to the meetings prepared for discussion of the agenda items.
3. Listen to the opinions and views of others (including, but not limited to, other school board members, administration, staff, students, and community members).
4. Vote my conscience after informed discussion unless I abstain because a conflict of interest exists.
5. Support the decision of the board, even if my position concerning the issue was different.
6. Recognize the integrity of my predecessors and associates and appreciate their work.
7. Be primarily motivated by a desire to provide the best possible education for the students of my school district.
8. Inform myself about the proper duties and functions of a school board member.

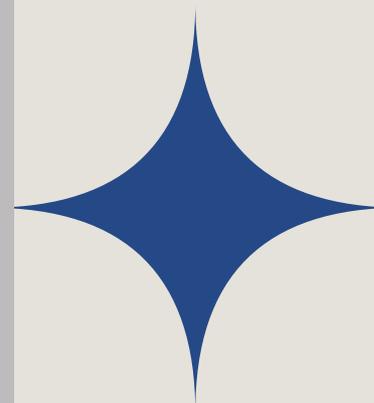


FUNCTIONS OF A SCHOOL BOARD MEMBER

1. Focus on education policy as much as possible.
2. Remember, my responsibility is to set policy – not to implement policy.
3. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.
4. Recognize that my responsibility, exercised through the actions of the school board as a whole, is to see that the schools are properly run – not to run them myself.
5. Work through the superintendent – not over or around the superintendent.
6. Delegate the implementation of school board decisions to the superintendent.

LEGAL OBLIGATIONS OF A SCHOOL BOARD MEMBER

1. Comply with all federal, state and local laws relating to my work as a school board member.
2. Comply with all school district policies as adopted by the school board.
3. Abide by all rules and regulations as promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.
4. Recognize that school district business may be legally transacted only in an open meeting of the school board.
5. Avoid conflicts of interest and refrain from using a school board position for personal gain.
6. Take no private action that will compromise the school board or administration.
7. Guard the confidentiality of information that is protected under applicable law.



ADDRESSING SCHOOL BOARD ACCOUNTABILITY

The Board and each of its members must be committed to faithful compliance with the provisions of the Board's policies. Failure to deal with violations of its policies risks the loss of public confidence in the Board's ability to govern effectively. In the event of a member's violation of policy, or other forms of misconduct, the Board shall address the issue by using the following steps:

1. Conversation in a private setting between the offending member and the School Board Chair or other individual members; such conversation will be reported to the balance of the Board
2. Discussion in a public meeting between the offending member and the full School Board
3. Public censure, by simple majority vote, of the offending member of the School Board, as well as removal from committees and leadership positions, to which the member has been appointed or elected.
4. Removal from the school board for proper cause by a concurrent vote of at least four members. The board member to be removed will be duly notified of the time and place of the meeting for which the vote is to be taken, and for the reasons for the proposed removal. The board member will be given an opportunity to be heard in defense against the removal (MN 123.B.09; Subd. 9).

Most board member issues and situations are intended to fall into Category 1. Categories 2, 3, and 4 are intended for extreme and/or repeated instances of violations where Category 1 has not resulted in a change in member behaviors.

dy text

CHARACTERISTICS OF EFFECTIVE SCHOOL BOARDS

Source: MSBA; Center for Public Education, 2019

- Effective school boards commit to a vision of high expectations for student achievement and quality instruction and define clear goals toward that vision.
- Effective school boards have strong shared beliefs and values about what is possible for students and their ability to learn, and of the system and its ability to teach all children at high levels.
- Effective school boards are accountable-driven, spending less time on operational issues and more time focused on policies to improve student achievement.
- Effective school boards have a collaborative relationship with staff and the community and establish a strong communications structure to inform and engage internal and external stakeholders in setting and achieving district goals.
- Effective boards are data-savvy; they embrace and monitor data, even when the information is negative, and use it to drive continuous improvement.
- Effective school boards align and sustain resources, such as professional development, to meet district goals.
- Effective school boards lead as a united team with the superintendent, each from their respective roles, with strong collaboration and mutual trust.
- Effective school boards participate in team development and training, sometimes with their superintendents, to build shared knowledge, values, and commitments for their improvement efforts.

DUTIES OF SCHOOL BOARD MEMBERS *Source: ISD 200 Policy 201*

The school board, among other duties, shall perform the following in accordance with applicable law:

- provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district
- conduct the business of the schools and pay indebtedness and proper expenses
- employ/contract with necessary qualified teachers and discharge the same for cause
- provide services to promote the health of its pupils
- provide school buildings and erect needed buildings
- purchase, sell, and exchange school district property and equipment as deemed necessary by the school board for school purposes
- provide for payment of claims against the school district, and prosecute and defend actions by or against the school district, in all proper cases
- employ and discharge necessary employees and contract for other services
- provide for transportation of pupils to and from school, as governed by statute
- procure insurance against liability of the school district, its officers, and employees



The school board, at its discretion, may perform the following:

- provide library facilities, public evening schools, adult and continuing education programs, summer school programs, and intersession classes of flexible school year programs
- furnish school lunches for pupils and teachers on such terms as the school board determines
- enter into agreements with one or more other independent school districts to provide for agreed-upon educational services
- lease rooms or buildings for school purposes
- authorize the use of school facilities for community purposes that will not interfere with their use for school purposes
- authorize co-curricular and extracurricular activities
- receive, for the benefit of the school district, bequests, donations, or gifts for any proper purpose
- perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools

GOVERNANCE AND MANAGEMENT

Source: TeamWorks International

While there is some degree of overlap in roles and accountabilities, it is more important to understand the difference between the groups, especially in terms of authority.

THE BOARD HAS THE AUTHORITY OF GOVERNANCE

No one else has it. The board has five primary responsibilities:

1. District governance and policy
2. Operational performance oversight and organizational direction
3. Board governance policy
4. Superintendent relations
5. Public engagement, community relations, and advocacy of public education

THE ADMINISTRATION HAS THE AUTHORITY OF MANAGEMENT

No one else has it. Administrators have six primary responsibilities:

1. Resource management: financial, human, and physical
2. Instructional leadership at the principal level
3. Performance management and professional development
4. Continuous improvement
5. Procedures and practices aligned with district policy
6. Staff, parent, and community relations

STAFF, STUDENTS, PARENTS, AND PUBLIC HAVE THE AUTHORITY OF CONSULTATION

No one else has it. They have four primary responsibilities:

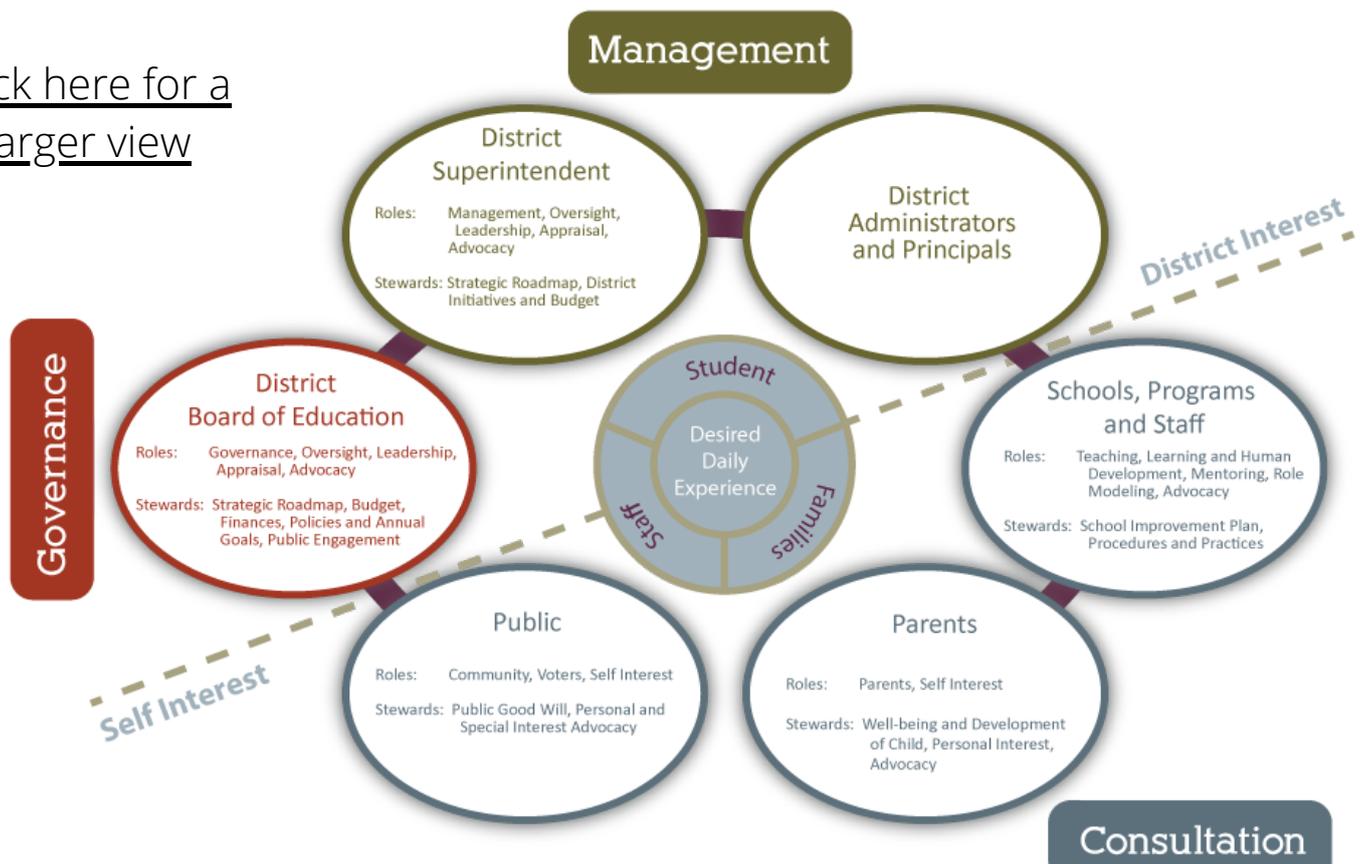
1. Voice of self and collective interest
2. Assessing risks and merits of various options as part of decision-making processes and/or the daily operations of the district
3. Responsibly resist or oppose change
4. Provide input and feedback to management and governance



Education Leadership System (ELS)

Part of the FrameWorks Series

[Click here for a larger view](#)



APPLICATION OF EXCELLENCE IN GOVERNANCE IN REAL LIFE

Situation	Sound Governance Practice
<p>What do I do if I get a <u>phone call</u> with concerns from a:</p> <ol style="list-style-type: none">1. staff member2. student3. parent	<p>Check the name, status, and phone number for contact. Always seek to identify the situation or interest, but generally, do not agree or commit to resolve personally.</p> <ol style="list-style-type: none">1. Redirect staff to supervisor, and notify superintendent's office Caution: do not get involved in employment / contractual issues.2. Redirect student to principal and notify superintendent's office Caution: Follow district procedures if a safety concern is raised.3. Redirect parent to teacher/principal/administrator as appropriate and notify superintendent's office Caution: Don't attempt to deal with issues of groups, only the individual parent. <ul style="list-style-type: none">• Overall: do not agree to confidentiality or commit to limit your options of notification• Be available for contact in the future if redirecting does not address the concern.• Be alert to "patterns" of like concerns, and if present, notify the superintendent's office.• If concern raises governance or political edge questions, contact Board Chair in addition to Superintendent's Office.
<p>What do I do if I get an <u>email</u> with concerns from a:</p> <ol style="list-style-type: none">1. staff member2. student3. parent	<ul style="list-style-type: none">• It is important to send an acknowledgment email to the person who emailed, thanking them for reaching out and then letting them know that you forwarded their concern to the Superintendent's office.• After you respond to the email's author and forward their concern to the Superintendent's office as stated above, additional engagement or seeking to understand the issue is not necessary.• Do not cc or bc to any individual or group, nor "reply to all."• Be alert to "patterns" of like concerns, and if present, notify the Superintendent's office.• If concern raises governance or political edge questions, contact Board Chair in addition to Superintendent's Office.

What do I do if I get a stopped out in public (school event, grocery store, etc.) by a concerned:

1. staff member
2. student
3. parent

Check the name, status, and get a phone number for contact
 Always seek to identify the situation or interest, but generally, do not agree or commit to resolve personally

1. Redirect staff to supervisor, and notify superintendent's office Caution: do not get involved in employment / contractual issues
2. Redirect student to principal and notify superintendent's office Caution: If a concern about safety is raised, follow district procedures
3. Redirect parent to teacher/principal/administrator as appropriate and notify superintendent's office Caution: Don't attempt to deal with issues of groups, only the individual parent

Overall

- Do not agree to confidentiality or commit to limiting your options of notification.
- Be available for contact in the future if redirecting does not address the concern.
- Be alert to "patterns" of like concerns, and if present, notify the superintendent's office.
- If concern raises governance or political edge questions, contact Board Chair in addition to Superintendent's Office.

As a board member, what do I do if I have a concern or complaint?

- Contact the Chair and the Superintendent directly, preferably in person or by phone
- Don't engage in serial meetings with other board members
- Be clear as to if your concern is as a Board member, parent, etc., and be clear as to
 - your experience
 - what you think
 - what you feel
 - what you want
- Identify what in the concern is governance work and what is management work.
- Seek to increase your understanding, with an assumption of trust and competence for employees
- Don't represent other's or group's interests as your own
- Don't raise an issue as a surprise in work sessions or business meetings. Allow the Board Chair and Superintendent time to research and prepare for a board discussion, if warranted.

What if I disagree with a report or presentation to the board?

- Submit questions and concerns to the Office of Superintendent as the Board protocol describes
- Reflect on what is driving your concern or disagreement
- If the disagreement is in the details, request a meeting with Superintendent to discuss
- Do not surprise administrators or the board in work sessions and business meetings
- Praise publicly, confront privately

ELECTION AND ROLES OF OFFICERS

Source: Hastings Public Schools Policy 201 and 202

ELECTION OF OFFICERS

The chair, vice-chair, treasurer, and secretary-clerk of the Board are elected annually at the Organizational Meeting in January of each year. Prior to the Organizational Meeting, the sitting president, in consultation with the Board, will develop a slate of officers to present for approval at the January meeting. Once elected and sworn into office, the chair, vice-chair, treasurer, and secretary-clerk will immediately assume their duties.

ROLES OF BOARD OFFICERS

There are four official officers of the School Board: Chair, Vice-Chair, Treasurer, and Secretary-Clerk. These positions are determined annually at the Organizational Meeting. Officers must be elected to maintain the order of meeting proceedings. In addition, all board members maintain equal rights and equal voices.

Role of the Chair

1. Presides at all school board meetings, countersigns all orders upon the Treasurer for claims allowed by the school board, represents the school district in all actions, and performs all duties a chair usually performs.

Role of the Vice-Chair

1. The Vice-Chair shall perform the Chair's duties in the event of the Chair's temporary absence.

Role of the Secretary-Clerk

1. The Clerk shall keep and maintain permanent records of the school board, including records of the minutes of school board meetings and other required records of the school board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law shall be recorded in a journal kept for that purpose. Public records maintained by the school district shall be available for inspection by public members during the school district's regular business hours. Minutes of meetings shall be available for inspection at the school district's administrative offices after they have been prepared. Minutes of a school board meeting shall be approved or modified by the school board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting
2. Within three days after an election, the Clerk shall notify all persons elected.
3. The Clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.
4. The Clerk shall perform such duties of the Chair in the event of the Chair's and Vice-chair's temporary absence.

Role of Treasurer

1. The Treasurer shall work closely with the Director of Finance
2. The Treasurer shall perform such duties of the Chair in the event of the Chair, Vice-Chair, and Secretary-Clerk's temporary absence.

BOARD MEETINGS

A quorum of members (defined as four or more of the seven members for regular meetings and committee-of-the-whole meetings) must be present for a board meeting to be official and before any action can be taken by the Board. All meetings of the Board are considered public meetings, including committee meetings, and therefore shall be open to the public to attend.

At the Organizational Meeting (held no later than January 15 each year), the Board will set its meeting schedule for the upcoming year. Additional “special” meetings may be called, as needed, throughout the year. All meetings not previously approved during the Organizational Meeting are considered special meetings and must be properly noticed to the public.

The Chair presides over all meetings, and along with the Vice-Chair and Superintendent, sets the agenda for committee-of-the-whole and regular board meetings. Meetings are conducted in accordance with Robert’s Rules of Order.

ATTENDANCE AT BOARD MEETINGS

All Board members are expected to attend all meetings (including work sessions, committee meetings, and Board retreats). However, it is recognized that sometimes scheduling conflicts will occur. Therefore, a member should notify the Board Chair and the Executive Assistant to the School Board 24 hours prior to the meeting whenever they are unable to attend a scheduled meeting.

Board members are paid \$4,250 annually for their committee meetings, regular business meetings, and liaison committee work. The only exception is the School Board Chair, whose annual stipend is \$4750. As part of the 2020 budget adjustments, the school board approved reducing all board pay to \$0. This remains in effect until overturned by the school board.

ORGANIZATIONAL MEETING

The Board is required to hold an organizational meeting no later than January 15 of each year. The primary purpose of this meeting is to elect members to serve as Chair, Vice-Chair, Treasurer, and Secretary-Clerk. The Hastings School Board also uses this meeting to establish regular meeting dates for the year as well as a number of other business items.

WORK SESSION

Work sessions are generally held on the second Wednesday of each month at 6:00 PM. The work session is used to provide orientation for board members on certain areas or programs of the district and provide time for discussion of items.

REGULAR BOARD BUSINESS MEETING

The school board conducts their business at the Regular Board Business Meeting which is typically held on the fourth Wednesday of each month beginning at 6:00 PM in the Media Center of Hastings Middle School.

LISTENING SESSION

Listening sessions are held prior to each regular board meeting from 5:45 to 6:00. This is an opportunity for the public to address the board. Listening sessions are guided by policy 206. At least two board members are required to be available at a listening session.

BOARD RETREAT

The Board will hold two retreats annually (summer and fall) for strategic planning, district vision, and board evaluation work.

BOARD TRAINING *Source: Hastings Public Schools Policy 212 and Minnesota School Boards Association (MSBA) School Board Workshop Series*

In recognition of the need for continuing in-service training and development for its members, school board policy 212 encourages the members of the school board to participate in professional development activities designed for them so that they may perform their responsibilities. The Minnesota School Boards Association (MSBA) provides a workshop series that consists of the following four components:

Phase I: Learning to Lead – School Board Basics

Phase II: Leadership Foundations – School Finance and Management

Phase III: Building a High-Performance School Board Team

Phase IV: Representing your Community through Policy and Engagement

In addition, the superintendent will provide various opportunities throughout each calendar year for governance and management training.

SPECIAL MEETING

A meeting is labeled a “special meeting” if it is called after the meetings for the year have been established and approved at the Organizational Meeting in January.

For a special meeting, the school board will post written notice of the meeting’s date, time, place, and purpose. The school board’s actions at the special meeting are limited to those topics included in the notice. The notice will also be delivered, by standard or electronic mail, to each person who has filed a written request for notice of special meetings. The notice will be posted and mailed, or delivered at least three days before the date of the meeting.

EMERGENCY MEETING

An emergency meeting is a special meeting called because of circumstances that, in the judgment of the school board, require immediate consideration. If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting must include a specific description of those matters.

CLOSED SESSION

Minnesota Statutes govern what constitutes a closed session. They are: Labor negotiations strategy, Bureau of Mediation Services, preliminary consideration of charges, performance evaluations, attorney-client meeting, dismissal hearing, coaches’ opportunity to respond to non-renewal, discuss certain non-public data, purchase, and sale of property, and security matters.

For specific examples of each of these areas, see school board policy 205 Open/Closed Meetings.



COMMITTEES

Source: Hastings Public Schools Policy 213

There are numerous committees on which board members serve. Some of which are internal – operating solely within the confines of Hastings Public Schools and the Hastings Board of Education, and others which are governed by outside entities. It is important to note that all committees convened by the Board are subject to the Open Meetings Act of Minnesota, meaning they are open to the public to attend.

It is the responsibility of the Board Chair to assign members to serve on committees as well as a liaison to the various organizations and partnerships affiliated with the school district. This is generally done at the annual Organization Meeting in January, with some consultation with individual members to ensure a correlation between member interest and abilities and the committees on which they are being asked to serve.

THERE ARE FOUR MAIN COMMITTEES:

COMMUNITY ENGAGEMENT

This committee meets with the Superintendent, Community Education Director, and community members to discuss partnerships and ways to engage the community within the school district and the school district out in the community.

FACILITIES

This committee meets with the Superintendent and Finance Director to discuss various building and grounds items and planning projects for the District.

FINANCE

This committee meets with the superintendent and finance director to discuss key finance items and budget planning as well as discuss various building and grounds items and/or planning projects for the District.

POLICY COMMITTEE

As stated previously, one of the primary responsibilities of a school board is to set policy. These policies dictate how a school district will operate and ensure the district operates within legal boundaries. The Board Policy Committee reviews policies and recommends them to the full Board for review, discussion, and approval. This committee meets monthly to review policies that arise either from legislative changes (due to changes in state or federal statutes) or from administrative changes (arising from district staff or board members). Once reviewed and approved by the Policy Committee, the policies are turned over to the Board, who presents them to the community for “First Reading” by placing them on the regular business meeting agenda.

First Readings serve as an introduction of the policy or changes to the policy, district staff, and the community. It is a way of providing notice that the Board is seeking to implement these rules and regulations. The public is afforded two school board meetings to review the proposed policy and to provide feedback.

SCHOOL BOARD POLICIES

The 200 series of district policies relate specifically to school board operations. These policies can be accessed on the [website](#) or by clicking on the individual policies below.



- 201 [Legal Status of the School Board](#)
- 202 [School Board Officers](#)
- 203 [Operation of the School Board - Governing Rules](#)
- 203.1 [School Board Procedures - Rules of Order](#)
- 203.2 [Order of the Regular School Board Meeting](#)
- 203.5 [School Board Meeting Agenda](#)
- 204 [School Board Meeting Minutes](#)
- 205 [Open Meetings and Closed Meetings](#)
- 206 [Public Participation in School Board Meetings/Complaints](#)
- 206A [Listening Session Sign-up](#)
- 207 [Public Hearings](#)
- 208 [Development, Adoption, and Implementation of Policies](#)
- 209 [Code of Ethics](#)
- 210 [Conflict of Interest](#)
- 211 [Criminal or Civil Action Against the School District, School, School Board Member, Employee, Student](#)
- 212 [School Board Member Development](#)
- 213 [School Board Committees](#)
- 214 [Out of State Travel](#)
- 215 [Addressing School Board Member Violations](#)

At the second or third meeting, the policy is listed on the agenda, and the Board will vote on the new/revised policy. The successful passage makes the policy effective immediately unless otherwise noted. The Policy Manual is maintained on the District's website.

LIAISONS/PARTNERSHIPS

Board members serve as liaisons to various organizations and partnerships affiliated with the school district. As stated above, it is the president's responsibility to assign members both to serve on committees and serve as a liaison to the various organizations and partnerships affiliated with the school district. This is generally done at the annual Organization Meeting in January, with some consultation with individual members to ensure a correlation between member interest and abilities and the committees on which they are being asked to serve.

[ASSOCIATION OF METROPOLITAN SCHOOL DISTRICTS \(AMSD\).](#)

Hastings Public Schools, along with 40 other K-12 school districts, is a member of the AMSD organization. The mission of AMSD is to advocate for metropolitan school districts and advance legislation that supports student achievement. AMSD is a strong voice for public education both at the Legislature and in the media, with a proactive agenda and a commitment to action. AMSD's primary task is to lobby at the state level for the needs of metropolitan school districts. However, AMSD's Board believes that its lobbying efforts are most effective when the organization plays a role in shaping the broader public debate on K-12 issues and advocates for policies that benefit the State as a whole.

[INTERMEDIATE SCHOOL DISTRICT 917](#)

Intermediate School District 917 provides service and support to nine south metro area school districts in the areas of special education, career and technical education, and alternative learning programming. The Intermediate School District 917 Board of Education is composed of a school board member from each of the nine-member school districts. Each member district board appoints school board members to a three-year term.

[METRO ECSU](#)

Metro ECSU, a nonprofit educational cooperative, was established in 1976 by the Minnesota Legislature to provide cost-effective, high-quality education services and programs to public schools/districts, private schools, and nonprofits in the Twin Cities metro area. This organization is member-driven and governed by a Representative Assembly and an Executive Committee.

[MINNESOTA SCHOOL BOARDS ASSOCIATION \(MSBA\).](#)

www.mnmsba.org

The Minnesota School Boards Association (MSBA) is a private, nonprofit organization that exists to support public school boards and public education. The MSBA is a leading advocate for public education, supports, promotes, and strengthens the work of public school boards through professional development opportunities, policy development and maintenance, legislative guidance and information, and legal advice.

As mentioned in the school board training section of this handbook, the MSBA offers a Leadership Conference in January and a Summer Seminar in August. However, the MSBA School Board Workshop Series (Phase I, II, III, and IV) is the most essential set of workshops for school board members because it sets the foundation for their work. These sessions cover all aspects of school board service.

[NATIONAL SCHOOL BOARDS ASSOCIATION \(NSBA\).](#)

www.nsba.org

NSBA uses the power of its 90,000 local school board members to influence key federal legislative issues. NSBA hosts an annual three-day conference each spring, choosing a different city each year. Sessions designed to educate and assist its member districts are held in the following areas: Governance and Executive Leadership, Innovations in District Leadership, Legal and Legislative Advocacy, Professional and Personal Development, School Board/Superintendent Partnerships, Student Achievement and Accountability, and Technology + Learning Solutions. In addition, there are typically several inspirational, motivational and educational keynote speakers.

POSITIONS THAT REPORT TO THE SCHOOL BOARD

There is only one position that reports to the School Board, the Superintendent of Schools.

ROLE OF SUPERINTENDENT

The Superintendent of Schools reports directly to the Board and holds all executive and administrative authority and responsibility for the effective operation of the school, excluding those areas of control that are required by statute to be exercised directly by the Board. The Superintendent acts as the district leader with the support of the district's administrators, who make up the district leadership team. The Superintendent may delegate specific powers or duties to assistants and subordinates while maintaining final responsibility for any actions taken." The Superintendent is also responsible for evaluating their leadership team.

Key functions and responsibilities of the Superintendent

- Vision, Continuous Improvement, and Focus of District Work
 - Partner with the Board to design a Vision for high student achievement and readiness for life;
 - Responsible for the structure, practices, and outcomes in continuous improvement in all aspects of school and district functions, in alignment with the District Strategic Plan and Policy
 - Facilitate the process of identifying/executing the district's goals and objectives
- Communication and Collaboration
 - Interact effectively with the Board;
 - Establish effective internal and external communication systems
- Policies and Governance
 - Develop procedures that define how policy will be implemented;
 - Work with Policy Committee to draft policy for the full Board;
 - Recommend to the Board policies on all school system functions;
 - Implement Board policies;
 - Demonstrate leadership skills and professionalism
- Instruction
 - Lead the district in the development and implementation of a rigorous and relevant curriculum that leads to increased student achievement;
 - Set clear expectations for district-wide high-quality instruction and comprehensive assessment;
 - Provide full access and opportunity for all students;
 - Develop and maintains professional and personal skills and knowledge through professional development activities
- Resources
 - Recommend to the Board the employment and selection of the administrative, instructional, and support staff;
 - Assign, evaluates, and supports district staff;
 - Oversee and administers the procurement and use of district funds and facilities to maximize efficiency and minimize waste;
 - Identify and address specific district tasks or problems that emerge (such as the need for new facilities or levy campaigns).

EDUCATIONAL DEFINITIONS AND ACRONYMS

ABE	Adult Basic Education
ABI	Acquired Brain Injury
ABS	Adaptive Behavior Scale
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ADM	Average Daily Membership
ADR	Alternative Dispute Resolution
ADSIS	Alternative Delivery of Specialized Instructional Services
AEM	Accessible Educational Material
AIDS	Acquired Immunodeficiency Syndrome
ALC	Area Learning Centers
APR	Annual Performance Report
ASD	Autism Spectrum Disorders
ASL	American Sign Language
AT	Assistive Technology
AYP	Adequate Yearly Progress
BOSA	Board of School Administrators
BOT	Board of Teaching
BVI	Blind/Visually Impaired
CAP	Corrective Action Plan

CEIS	Coordinated Early Intervening Services
CFR	Code of Federal Regulations
CIMP	Continuous Improvement Monitoring Process (See MNCIMP and MNCIMP:SR)
CLASS	Coordinating Learner for Academics and Social Success (A Federal Setting III academic support)
CMS	Centers for Medicare and Medicaid Services
CNS	Central Nervous System
COMS	Certified Orientation and Mobility Specialist
CP	Cerebral Palsy
CSPR	Consolidated State Performance Report
CT	Computed Tomography
CTIC	Community Transition Interagency Committee
CVI	Cortical/Cerebral Visual Impairment
DAPE	Developmental Adaptive Physical Education
DB	Deaf-Blind
DCD	Developmental Cognitive Disabilities
DD	Developmental Delay
DHH	Deaf/Hard of Hearing
DHS	Department of Human Services

EDUCATIONAL DEFINITIONS AND ACRONYMS CONTINUED

DIRS	Disciplinary Incident Reporting System
DLC	Disability Law Center
DOC	Department of Corrections
DSM	Diagnostic and Statistical Manual of Mental Disorders
EBD	Emotional and Behavioral Disorders
EC	Early Childhood
ECFE	Early Childhood Family Education
ECSE	Early Childhood Special Education (Birth-5)
ECSU	Education Cooperative Service Unit
EDGAR	Education Department General Administrative Regulations
EDRS	Electronic Data Reporting System
EEP	Emergency Evacuation Plan
EI	Early Intervention
EL	English Learner
ER	Evaluation Report
ESEA	Elementary Secondary Education Act
ESL	English as a Second Language
ESU	Education Service Unit
ESY	Extended School Year
F&R	Free and Reduced

FAE	Fetal Alcohol Effects
FAPE	Free Appropriate Public Education
FASD	Fetal Alcohol Spectrum Disorder
FBA	Functional Behavioral Assessment
Federal Setting	Refers to the percentage of time a student spends in special education
Federal Setting I	0-21 percent in special education
Federal Setting II	21-60 percent in special education
Federal Setting III	60 percent or more in special education
Federal Setting IV	separate special education site
Federal Setting V	public hospital, day treatment, correctional facility, etc.
FERPA	Family Educational Rights to Privacy Act (The Buckley Amendment)
FFY	Federal Fiscal Year
FR	Federal Register
FTE	Full Time Equivalent
FY	Fiscal Year
GED	General Education Development
GLBTQ	Gay, lesbian, bisexual, transgender, questioning

EDUCATIONAL DEFINITIONS AND ACRONYMS CONTINUED

HCJC	Hennepin County Juvenile Center
HIV	Human Immunodeficiency Virus
HQ	Highly Qualified
IASA	Improving Americas' Schools Act
ICC	Interagency Coordinating Council
IDEA	Individuals with Disabilities Education Act
IEE	Independent Educational Evaluation
IEIC	Interagency Early Intervention Committee
IEP	Individualized Education Program
IFCSP	Individual Family Community Support Plan
IFSP	Individualized Family Service Plan
IHE	Institution of Higher Education
IHP	Individual Health Plan
IIIP	Individual Interagency Intervention Plan
IQ	Intelligence Quotient
ISD	Independent School District
LD	Learning Disabilities
LEA	Local Educational Agency (e.g., school district, charter school, etc.)
LEP	Limited English Proficient
LPN	Licensed Practical Nurse
LRE	Least Restrictive Environment

LSTA	Library Services and Technology Act
MA	Medical Assistance
MAEF	Minnesota's Academic Excellence Foundation
MARSS	Minnesota Automated Reporting Student System
MCA	Minnesota Comprehensive Assessment
MCIS	Minnesota Career Information System
MDE	Minnesota Department of Education
MESPA	Minnesota Elementary School Principal's Association
MH	Mental Health
MHCP	Minnesota Health Care Programs
MMR	Multiple Measurements Rating
MnCIMP	Minnesota Continuous Improvement Monitoring Process
MnCIMP : SR	Minnesota Continuous Improvement Monitoring Process: Self Review
MnSEMS	Minnesota Special Education Mediation Service
MnSIC	Minnesota System of Interagency Coordination
MNTAFS	Minnesota Technical Assistance for Family Support
MOE	Maintenance of Effort
MRI	Magnetic Resonance Imaging

EDUCATIONAL DEFINITIONS AND ACRONYMS CONTINUED

MS	Multiple Sclerosis
MSBA	Minnesota School Board Association
MSS	Minnesota Student Survey
MRI	Magnetic Resonance Imaging
MTC	Minneapolis Technical College
MTSS	Multi-Tiered Systems of Support
N&D	Neglected and Delinquent
NAD	National Association of the Deaf
NAEP	National Assessment of Education Progress
NCAA	National Collegiate Athletic Association
NIMAC	National Instructional Materials Access Center
NIMAS	National Instructional Materials Accessibility Standard
NP	Nurse Practitioner
O&M	Orientation and Mobility
OCD	Obsessive Compulsive Disorder
OCR	Office for Civil Rights (U.S. Department of Education)
OEO	Office of Economic Opportunity
OHD	Other Health Disabilities
OMB	Office of Management and Budget
OSEP	Office of Special Education Programs, U.S. Department of Education
OSERS	Office of Special Education and Rehabilitation Services, U.S. Department of Education

OT	Occupational Therapist or Therapy
P&A	Protection and Advocacy
PACER	Parent Advocacy Coalition for Educational Rights Center
Part C	Infants and Toddlers with Disabilities Program
PBIS	Positive Behavioral Interventions and Supports
PCA	Personal Care Attendant
PD	Physical Disability
PDD	Pervasive Developmental Disorders
PDD/ NOS	Pervasive Developmental Disorders Not Otherwise Specified
PE	Physical Education
PFDA	Pupil Fair Dismissal Act
PI	Physically Impaired
PL	Public Law
PLAAFP	Present Levels of Academic Achievement and Functional Performance
PSEO	Postsecondary Enrollment Options
PT	Physical Therapy or Physical Therapist
PTA	Parents, Teachers and Students
PTI	Pathways to Employment
PTSD	Post Traumatic Stress Disorder
RDA	Results-Driven Accountability

EDUCATIONAL DEFINITIONS AND ACRONYMS CONTINUED

RLIF	Regional Low Incidence Facilitator
RLIP	Regional Low Incidence Projects
RRC	Regional Resource Center
Rtl	Response to Intervention
SAT	Scholastic Assessment Test
SDFS	Safe and Drug Free Schools
SDFSC	Safe and Drug Free Schools and Communities
SEA	State Educational Agency
SEAC	Special Education Advisory Council (local)
SEAP	Special Education Advisory Panel (state)
SEAU	Special Education Administrative Unit
Section 504	A federal law that protects a student with an impairment that substantially limits one or more major life activities, regardless of whether the student receives special education services.
SERVS	State Educational Record View and Submission
SIC	State Interagency Coordination Committee
SIMR	State-Identified Measurable Result
SL	Speech/Language
SLD	Specific Learning Disability
SLP	Speech Language Pathologist
SMI	Severely Multiply Impaired
SPDG	State Personnel Development Grant

SpEd or SPED	Special Education
SPP	State Performance Plan
SRBI	Scientific, Research-Based Intervention
SSA	Social Security Act; Social Security Administration
SSB	State Services for the Blind and Visually Handicapped
SSDI	Social Security Disability Income
SSI	Supplemental Security Income
SSIP	State Systemic Improvement Plan
STAR	Staff Automatic Reporting System
STD	Sexually Transmitted Diseases
SW	Social Worker
SW-PBIS	Schoolwide Positive Behavioral Interventions and Supports
TBI	Traumatic Brain Injury
TBVI	Teacher of the Blind and Visually Impaired
TDD	Telecommunication Devices for the Deaf
TEAE	Test of Emerging Academic English
TIES	Technology and Information Educational Services
TSES	Total Special Education System
TTY	Teletypewriter (Phone System for Deaf Individuals - see TDD)
UDL	Universal Design for Learning

EDUCATIONAL DEFINITIONS AND ACRONYMS CONTINUED

UEB	Unified English Braille
UFARS	Uniform Financial Accounting and Reporting System
USC	United States Code
VI	Visually Impaired
VR	Vocational Rehabilitation
VSA	Very Special Arts
WIDA	World-Class Instructional Design and Assessment
WIOA	Workforce Innovation and Opportunity Act
WISC	Wechsler Intelligence Scale for Children
WSS	Work Sampling System

WORKS CITED

Eligibility Requirements for School Board Member, Minnesota School Boards Association (MSBA).

Hastings Public Schools 200 Series Policies

Standards for School Board Leadership, Minnesota School Boards Association (MSBA)
Governance and Management, TeamWorks International

Minnesota School Boards Association (MSBA) School Board Workshop Series

Last Updated: 12/2/2021

Minnesota Department of Education
Levy Limitation and Certification Report
2021 Payable 2022

District Number-Type: 0200-01
District Name: Hastings Public School District
Home County: DAKOTA

Date Printed: 12/8/21
Limits Updated: 11/30/21
Certified Submitted: 12/8/21

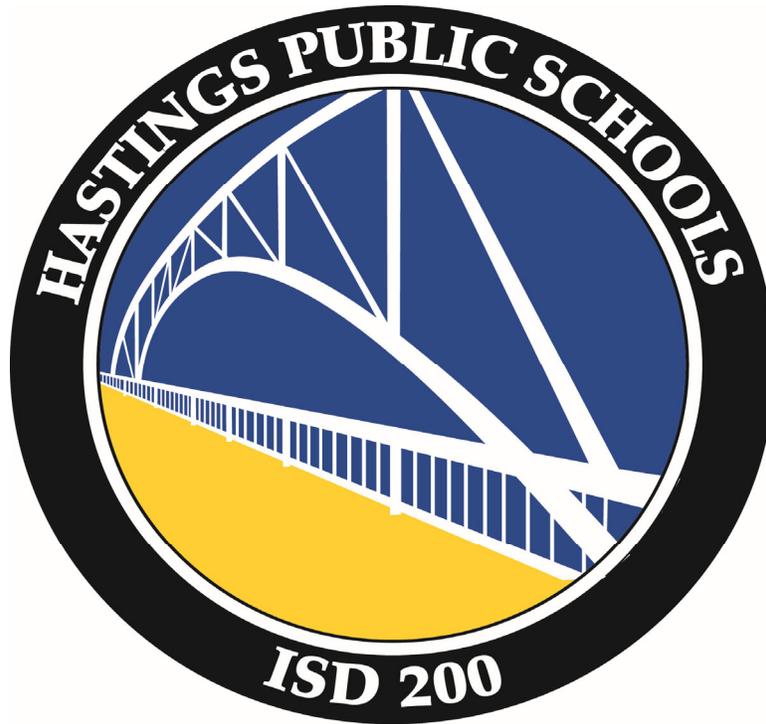
	LIMIT	PROPOSED	CERTIFIED
SUBTOTALS BY LEVY CATEGORY			
GENERAL - RMV VOTER - JOBZ EXEMPT	6,195,454.98	6,195,454.98	6,195,454.98
GENERAL - RMV OTHER - JOBZ EXEMPT	3,479,444.52	3,479,444.52	3,479,444.52
GENERAL - NTC VOTER - JOBZ EXEMPT	0.00	0.00	0.00
GENERAL - NTC OTHER GENED - EXEMPT	0.00	0.00	0.00
GENERAL - NTC OTHER - JOBZ EXEMPT	2,738,611.59	2,738,611.59	2,738,611.59
COMMUNITY SERVICE - NTC OTHER - JOBZ EXEMPT	463,351.40	463,351.40	463,351.40
GENERAL DEBT - NTC VOTER - JOBZ NONEXEMPT	4,350,038.68	4,350,038.68	4,350,038.68
GENERAL DEBT - NTC OTHER - JOBZ NONEXEMPT	294,606.31	294,606.31	294,606.31
OPEB DEBT - NTC VOTER - JOBZ NONEXEMPT	0.00	0.00	0.00
OPEB DEBT - NTC OTHER - JOBZ NONEXEMPT	0.00	0.00	0.00
SUBTOTALS BY FUND			
GENERAL FUND	12,413,511.09	12,413,511.09	12,413,511.09
COMMUNITY SERVICES FUND	463,351.40	463,351.40	463,351.40
GENERAL DEBT SERVICE FUND	4,644,644.99	4,644,644.99	4,644,644.99
OPEB/PENSION DEBT SERVICE FUND	0.00	0.00	0.00
SUBTOTALS BY TAX BASE			
REFERENDUM MARKET VALUE	9,674,899.50	9,674,899.50	9,674,899.50
NET TAX CAPACITY	7,846,607.98	7,846,607.98	7,846,607.98
SUBTOTALS BY TRUTH IN TAXATION CATEGORY			
VOTER APPROVED	10,545,493.66	10,545,493.66	10,545,493.66
OTHER	6,976,013.82	6,976,013.82	6,976,013.82
TOTAL LEVY			
TOTAL LEVY	17,521,507.48	17,521,507.48	17,521,507.48

The school district must submit the completed original of this form to the home county auditor by December 28, 2021. A duplicate form must be submitted to Minnesota Department of Education, School Finance Division, 1500 Highway 36 West, Roseville, MN 55113, by January 7, 2022.

The certified levy listed above is the levy voted by the school board for taxes payable in 2022.

Signature of School Board Clerk

Date of Certification



REVISED BUDGET
2021-2022
December 2021



**INDEPENDENT
SCHOOL
DISTRICT 200**

STRATEGIC PLAN

ONE MISSION. SEVEN CORE VALUES. ALL LEARNERS.



MISSION

Our Core Purpose

We Care
We Empower
We Achieve

Students are the heart of all we do

OUR CORE VALUES

Drivers of Our Words and Actions

- 1 Student-Centered** - Students at the heart of our words, actions, and decisions
- 2 Compassion and Respect** - How we treat each other daily
- 3 Agility** - Building capacity and skill to proactively respond to the signs of the times, the conditions, and the needs of oneself and others
- 4 Innovation** - Constantly striving to improve and to creatively address challenges and opportunities
- 5 Voice and Choice** - Expressing one's experiences and pursue one's passions
- 6 Partnership** - Seeking to connect, to engage, to leverage the assets and interests of others to improve our students, schools, and communities
- 7 Empathy** - Aspiring to understand and share the feelings of another

VISION

What We Intend to Create

Hastings Public Schools is The Choice of Families for:

A **Caring** and Inclusive Culture for All

- Safe, accepting, and respectful schools where individual uniqueness, talents, and interests are nurtured
- One's voice is expressed, heard, and valued
- A united and resilient culture of family and community

That **Empowers** Students, Families, and Staff

- Opportunities and choices are accessible and diverse
- Community collaborations and connections are abundant, robust, and engaging
- Service and support to school and community is energized, recognized, and celebrated

Focused on **Achievement** and Engagement in All We Do

- All students and staff realize the depth and breadth of their passions and are supported academically, socially, and emotionally to achieve
- Learning and development as a whole person is energizing, empowering, engaging, and excelling for students and staff

STRATEGIC ANCHORS

Drivers of Our Continuous Improvement

- A. Engaged Learners**
- B. Effective Operations**
- C. Communication and Collaboration**

TABLE OF CONTENTS

Budget Timeline	1
Assumptions, Variables & Changes	2
21-22 Revised Summary of Revenues, Expenditures & Fund Balances	3-4
Revenues by Source General Fund	5
Expenditures by Object General Fund	6
Revenues by Source Other Funds	7
Expenditures by Object Other Funds	8
Expenditures by Program all Funds	9
Staffing Summary	10
Pupil Units Current and Projected	11
Pupil Units Detail	12
Capital-LTFM-Tech Budgets	13-14
Capital Projects	15
LTFM Projects	16
Staff Development Detail	17
School Property Tax Levy	18
20-21 Final Summary of Revenues, Expenditures & Fund Balances	19-20

Budget Timeline Hastings ISD 200

January

- ❖ Capital requests for next fiscal year from Principals, Directors, Technology, Maintenance to Supt.
- ❖ Textbook adoption decision for capital.
- ❖ Capital projects for next fiscal year started.
- ❖ Adjust current budget due to negotiation settlements if needed.
- ❖ 2nd Revised budget for current year is approved by the board.
- ❖ LTFM projects determined for the next two years.
- ❖ Technology preliminary budget for next fiscal year.
- ❖ Staff Dev/Assessment/Testing preliminary budgets.

February

- ❖ Contracts/bids for next year: Transportation, Snow Removal, Copiers, Phone, Waste Removal.
- ❖ Review current budget for Food Service.
- ❖ Food Service Budget for next fiscal year.
- ❖ Finalize Technology Budget for next fiscal year.
- ❖ Review any changes for Operations & Maintenance Budget for next fiscal year.

March

- ❖ Community Education Budget for next fiscal year.
- ❖ Finalize Capital Budget for next fiscal year.
- ❖ Finalize LTFM Budget for next fiscal year.
- ❖ Finalize Operations & Maintenance Budget for next fiscal year.

March/April

- ❖ Title Program Budgets for next fiscal year.
- ❖ Spec. Services programs finance budgets for next fiscal year.
- ❖ All district wide office budgets for next fiscal year.

April

- ❖ Any redistribution of next year's budget \$'s for buildings and athletics to Business Office.
- ❖ Every department should review budgets and make final purchases for current year.

May

- ❖ Send invoices to Business Office for payment of final purchases for current year.
- ❖ Clean up any outstanding PO's on the system for current year.

May/June

- ❖ Application and board approval of Aid Anticipation Certificates of Indebtness for next fiscal year.
- ❖ Update APU projections according to first MARSS run for current year.
- ❖ Adopted Budget for next fiscal year approved by the board.

July/Sept

- ❖ Audit completed.
- ❖ Preliminary local property tax levy information for next fiscal year submitted to Mn. Dept. of Ed. and approved by the school board.

Sept/Oct

- ❖ Preliminary audit numbers for prior year should be available.

Oct

- ❖ Revise current year budget based on audit information and other updated information. Update APU projections based on Oct. 1 count.

Nov/Dec

- ❖ Auditor presentation to the board.
- ❖ Truth in Taxation hearing.
- ❖ Board certifies final property tax levy for next fiscal year.
- ❖ Revised Budget for current year is approved by the board.
- ❖ Principals report projected grade numbers for next fiscal year to Supt.

Revenue/Expenditure/Fund Balance Changes- Adopted VS Revised Budget 21-22

Revenues General Fund Unassigned	Amount
APU Adp 4,600 to Rev 4,598.95 (-1.05), Prior Yr. Final 4,609.62-Prior Yr (-10.67)	
<i>PU</i> 4,183 4,164 4,186	(524,506)
Other Misc Rev	39,180
Federal Programs (Revenues = Expenditures)	(1,593,559)
State Special Ed Aid (budget \$6,245,106)	(60,000)
OASIS Reduction	(107,038)
Total Revenue Budget Increase F1-Unassigned	(2,245,923)

Expenditures General Fund Unassigned	
Federal Programs (Revenues = Expenditures)	(1,593,559)
Transportation	53,536
Payroll/Benefit Annual Budget Calc (includes the following)	(107,891)
* 2.856 FTE increase	
* Eligible Salaries Covid related hires coded to Federal Covid Grants	
* New hires updated from estimated to actual	
* Teachers, Administrators & Supervisors updated to actuals	

Total Expenditure Budget Increase F1-Unassigned	(1,647,914)
	(598,009)

Fund Balances-Projected Ending Balances General Fund
 Change reflects audited 20-21 ending fund balances and adjustments above.

	Net Change	<u>Revised</u>	<u>Adopted</u>
Restricted -Capital, Def Maint, H&S, GT,St Dev, Tchr Eval	1,173,528	9,534,009	8,360,480
Committed- Pension/ASL, Technology	(133,231)	1,153,506	1,286,737
Unassigned	1,094,066	<u>14,956,477</u>	<u>13,862,410</u>
Total Projected Fund Balance Changes F1	2,134,364	25,643,992	23,509,628

Unassigned	1,094,066
20-21 Positive Variance	496,057
21-22 Adopted vs Revised Changes	598,009

Actual Unassigned Ending Fund Balance 15-16	13,513,739	
Actual Unassigned Ending Fund Balance 16-17	13,021,874	(491,865)
Actual Unassigned Ending Fund Balance 17-18	12,451,549	(570,325)
Actual Unassigned Ending Fund Balance 18-19	13,543,177	1,091,628
Actual Unassigned Ending Fund Balance 19-20	14,195,982	652,805
Actual Unassigned Ending Fund Balance 20-21	15,004,570	808,588

Hastings ISD # 200

2021-2022 Revised

		Audited					
		Balance 6/30/21	Revenues	Expenditures	Net Budget	Balance 6/30/22	
1/10/11/12	GENERAL FUND						
460-130	Inventories	0.00	0.00	0.00	0.00	0.00	
460-131	Prepaid Expenditures	0.00	0.00	0.00	0.00	0.00	
	NONSPENDABLE	0.00	0.00	0.00	0.00	0.00	
403	Staff Development	362,628.51	618,768.78	977,363.71	(358,594.93)	4,033.58	
467	LTFM (old def maint and H&S)	5,338,947.80	1,766,755.50	2,520,226.63	(753,471.13)	4,585,476.67	
424	Operating Capital	4,429,606.51	1,168,604.96	1,168,371.51	233.45	4,429,839.96	
424-287	Lease Levy Capital	(36,870.32)	490,883.66	513,068.00	(22,184.34)	(59,054.66)	
428	Learning & Development	0.00	853,640.60	853,640.60	0.00	0.00	
434	Area Learning Center	0.00	375,000.00	375,000.00	0.00	0.00	
438	Gifted & Talented	148,784.18	59,786.35	41,615.00	18,171.35	166,955.53	
441/459	Basic Skills	0.00	453,905.04	453,905.04	0.00	0.00	
441-620	Basic Skills-ECSE	0.00	14,663.61	14,663.61	0.00	0.00	
441-630	Basic Skills-Staars	2,870.28	0.00	100.00	(100.00)	2,770.28	
449	Safe Schools-Crime Levy	0.00	169,750.02	169,750.02	0.00	0.00	
401	Student Activities (Fund 10 - tied to fund 1)	157,179.52	350,000.00	350,000.00	0.00	157,179.52	
402	Scholarships (Fund 12 - tied to fund 1)	228,646.92	95,000.00	95,000.00	0.00	228,646.92	
448	Achievement & Integration	0.00	304,911.71	304,912.00	(0.29)	(0.29)	
472	MA/3rd Party	55,963.04	190,949.00	228,751.00	(37,802.00)	18,161.04	
	RESTRICTED	10,687,756.44	6,912,619.23	8,066,367.12	(1,153,747.89)	9,534,008.55	
418	Pension and ASL (trnsf from 422)	331,174.39	151,211.00	263,422.45	(112,211.45)	218,962.94	
			includes \$5,000 interest				
461-403	Staff Development	0.00	0.00	0.00	0.00	0.00	
461-392	Technology (trnsf from 422)	934,543.50	0.00	0.00	0.00	934,543.50	
	no e-rate, no expenses until bond \$ are spent						
	COMMITTED	1,265,717.89	151,211.00	263,422.45	(112,211.45)	1,153,506.44	
462-001	Subsequent Year's Expenditures	646,102.44	0.00	646,102.44	(646,102.44)	0.00	
462-xxx	Other Assigned	0.00	0.00	0.00	0.00	0.00	
	ASSIGNED	646,102.44	0.00	646,102.44	(646,102.44)	0.00	
397,891 CO	GASB 68 TRA/State contribution	0.00	161,867.00	161,867.00	0.00	0.00	
	Fed. Title-Spec Ed, AI Aid, LCTS R=E	0.00	3,122,662.03	3,122,662.03	0.00	0.00	
	Technology/Pension, ASL	0.00	(146,211.00)	0.00	(146,211.00)	(146,211.00)	
	Basic Skills-ECSE (JE Year end)	0.00	0.00	6,643.39	(6,643.39)	(6,643.39)	
	Area Learning Center	0.00	0.00	154,069.00	(154,069.00)	(154,069.00)	
	Safe Schools/Crime Levy	0.00	0.00	302,383.98	(302,383.98)	(302,383.98)	
	Spec. Ed. State/Misc	0.00	6,286,106.00	9,145,849.00	(2,859,743.00)	(2,859,743.00)	
	Transportation	0.00	1,969,882.09	3,703,623.00	(1,733,740.91)	(1,733,740.91)	
	(does not include extra curr. budgeted at sites)						
	Unassigned	15,004,570.02	39,615,857.23	34,461,159.44	5,154,697.79	20,159,267.81	
	Donations Fund 11 (tied to fund 1)	0.00	643,891.77	643,891.77	0.00	0.00	
	Fund 1 includes pmt. to OPEB Trust (\$1,065,567) 20-21 & 21-22						
			includes trnsf (\$4,892) oasis \$970 wellness \$3,580, ship \$342				
422	UNASSIGNED	15,004,570.02	51,654,055.12	51,702,148.61	(48,093.49)	14,956,476.53	
1/10/11/12	TOTAL GENERAL FUND	27,604,146.79	58,717,885.35	60,678,040.62	(1,960,155.27)	25,643,991.52	
			58,717,885.35	60,678,040.62	(646,102.44)		21-22 Adp
			0.00	0.00	(598,008.95)		(SpEd Aid-6,245,106)

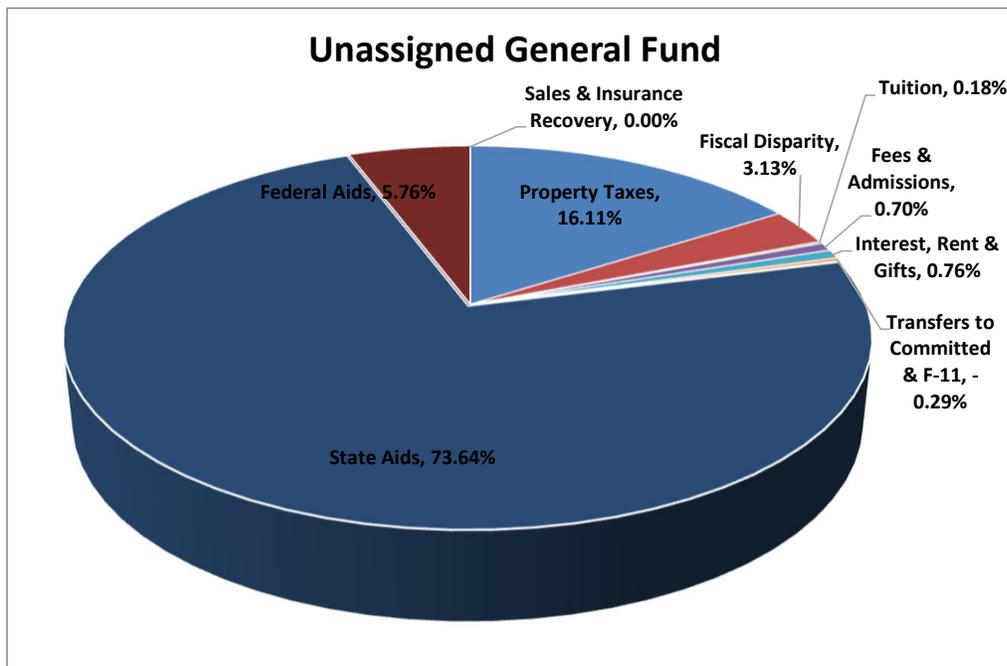
Hastings ISD # 200

2021-2022 Revised

		Audited				
		Balance 6/30/21	Revenues	Expenditures	Net Budget	Balance 6/30/22
2	FOOD SERVICE FUND					
460-130	Inventories	0.00	0	0	0	0.00
460-131	Prepaid Expenditures	0.00	0	0	0	0.00
	NONSPENDABLE	0.00	0	0	0	0.00
464-418	Pension and ASL (trnsf from 464)	48,171.73	10,821	14,828	(4,007)	44,164.73
464	Food Service Program	442,578.13	2,638,746	2,628,840	9,906	452,484.13
	<small>Includes pmt to OPEB Trust (\$31,009) & 21-22 & GASB 68 Rev/Exp \$710</small>					
	RESTRICTED	490,749.86	2,649,567	2,643,668	5,899	496,648.86
463	UNASSIGNED	0.00	0	0	0	0.00
	TOTAL FOOD SERVICE FUND	490,749.86	2,649,567	2,643,668	5,899	496,648.86
4	COMMUNITY SERVICE FUND					
460-130	Inventories	0.00	0	0	0	0.00
460-131	Prepaid Expenditures	0.00	0	0	0	0.00
	NONSPENDABLE	0.00	0	0	0	0.00
431	Community Education General	252,927.27	1,316,971	1,382,563	(65,592)	187,334.96
432	ECFE	108,505.09	273,782	369,828	(96,046)	12,459.09
444	School Readiness	44,267.03	472,763	513,914	(41,151)	3,116.03
447	ABE	0.00	12,967	12,847	120	120.13
	<small>Includes pmt to OPEB Trust (\$36,735) & 21-22 & GASB 68 Rev/Exp \$4,422</small>					
464-418	Pension and ASL (trnsf from trust 18 & above GL)	11,100.54	27,429	19,712	7,717	18,817.68
464-599	Screening	0.00	15,055	25,526	(10,471)	(10,471.00)
464	Non Public	24,629.30	91,517	91,517	0	24,629.42
	RESTRICTED	441,429.23	2,210,484	2,415,907	(205,423)	236,006.31
463	UNASSIGNED	0.00	0	0	0	0.00
	TOTAL COMMUNITY SERVICE FUND	441,429.23	2,210,484	2,415,907	(205,423)	236,006.31
6	BUILDING CONSTRUCTION FUND					
460-131	Prepaid Expenditures	0	0	0	0	0.00
	NONSPENDABLE	0.00	0	0	0	0.00
464	Building Construction	13,953,767.92	45,228	8,464,174	(8,418,946)	5,534,822.05
	RESTRICTED	13,953,767.92	45,228	8,464,174	(8,418,946)	5,534,822.05
	TOTAL BLDG CONSTRUCTION FUND	13,953,767.92	45,228	8,464,174	(8,418,946)	5,534,822.05
7	DEBT SERVICE FUND					
425	Refunding HS Building Bonds	0.00	0	0	0	0.00
451	QSCB Sinking Fund (GL JE)	11,160,195.39	496,312	(812,000)	1,308,312	12,468,507.39
464	Debt Service	1,188,039.28	4,584,707	4,683,863	(99,156)	1,088,883.28
	RESTRICTED	12,348,234.67	5,081,019	3,871,863	1,209,156	13,557,390.67
	TOTAL DEBT SERVICE FUND	12,348,234.67	5,081,019	3,871,863	1,209,156	13,557,390.67
	TRUST FUNDS					
18	CE Pension and ASL	87,623.67	2,500	11,185	(8,685)	78,938.67
20	Dental Self-Funded	940,675.51	739,223.00	617,917.00	121,306	1,061,981.51
21	Health Self-Funded	5,390,542.97	8,803,703.00	9,362,256.00	(558,553)	4,831,989.97
45---000	IRR-OPEB- PERA	4,816,535.69	1,143,311	241,268	902,043	5,718,578.69
	TOTAL TRUST FUNDS	11,235,377.84	10,688,737	10,232,626	456,111	11,691,488.84
	TOTAL ALL FUNDS	66,073,706.31	79,392,920	88,306,278	(8,913,358)	57,160,348
			<small>79,392,920.35</small>	<small>88,306,278.48</small>		
			<small>0</small>	<small>0</small>		

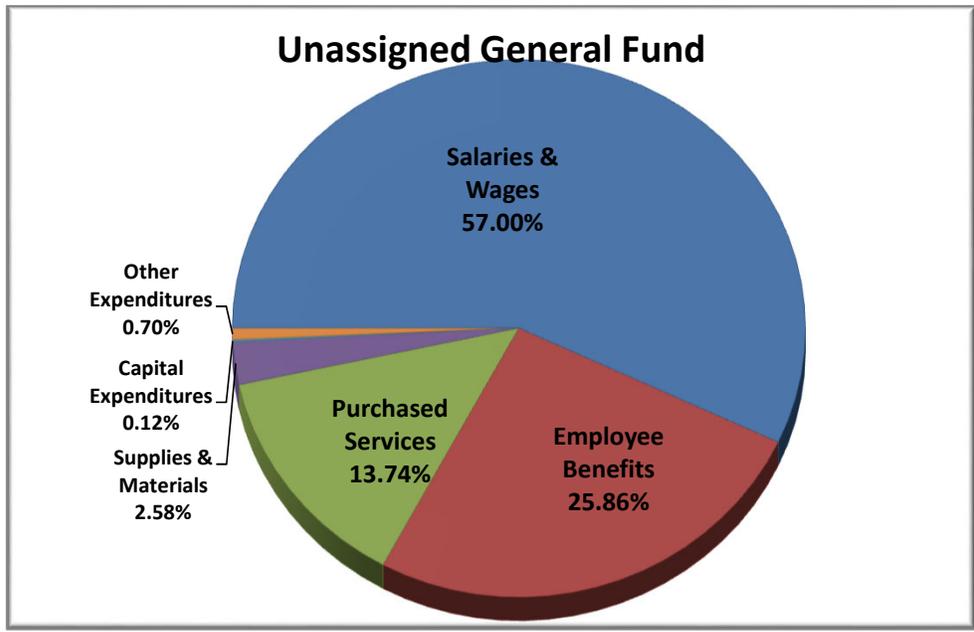
HASTINGS ISD # 200 REVENUES by SOURCE

General Fund (1)	Final 19-20	Final 20-21	Adopted 21-22	Revised 21-22
Restricted				
001-020 Property Taxes	2,497,303	2,493,382	2,515,726	2,523,402
050-069 Fees/Admissions	102,000	0	102,000	102,000
070-079 3rd Party Medical Asst.	174,949	190,949	190,949	190,949
090-099 Interest, Rent & Gifts	30,000	30,000	30,000	30,000
200-399 State Aids	1,881,544	1,828,253	1,784,016	1,768,972
600-630 Sales & Insurance Recovery	0	0	0	0
	<u>4,685,796</u>	<u>4,542,584</u>	<u>4,622,691</u>	<u>4,615,324</u>
Committed				
090-099 Interest	12,000	5,000	5,000	5,000
090-099 E-Rate	0	0	0	0
090-099 Transfer from Unassigned	344,663	146,211	146,211	146,211
	<u>356,663</u>	<u>151,211</u>	<u>151,211</u>	<u>151,211</u>
Unassigned				
001-020 Property Taxes	8,679,363	8,279,054	8,368,546	8,516,158
001-020 Fiscal Disparity	1,667,626	1,753,481	1,753,481	1,656,173
021-049 Tuition	276,000	96,000	96,000	96,000
050-069 Fees & Admissions	337,623	322,629	372,629	372,629
090-029 Interest, Rent & Gifts	404,246	396,691	439,198	400,018
090-099 Transfers to Committed & F-11	(444,593)	(166,819)	(258,141)	(151,103)
200-399 State Aids	38,576,686	38,704,098	38,561,195	38,927,570
400-599 Federal Aids	1,394,740	2,801,839	1,451,455	3,045,014
600-630 Sales & Insurance Recovery	40,000	40,000	0	0
	<u>50,931,691</u>	<u>52,226,972</u>	<u>50,784,363</u>	<u>52,862,459</u>
Student Activities Fund (10)				
050-069 Fees/Admissions	206,000	206,000	206,000	206,000
090-099 Interest/Rent/Gifts/Grant	6,800	22,500	22,500	22,500
600-630 Sales	137,200	121,500	121,500	121,500
	<u>350,000</u>	<u>350,000</u>	<u>350,000</u>	<u>350,000</u>
Deferred Accounts-Donations/Misc (11)				
050-069 Fees/Admissions	125,000	125,000	125,000	125,000
090-099 Deferred Donations	0	0	0	0
090-099 Transfer from Unassigned	111,930	21,608	111,930	4,892
090-099 Interest/Rent/Gifts/Grant	384,000	384,000	384,000	384,000
600-630 Sales	130,000	130,000	130,000	130,000
	<u>750,930</u>	<u>660,608</u>	<u>750,930</u>	<u>643,892</u>
Scholarships Fund (12)				
090-099 Interest/Rent/Gifts/Grant	78,000	95,000	95,000	95,000
600-630 Sales	2,000	0	0	0
	<u>80,000</u>	<u>95,000</u>	<u>95,000</u>	<u>95,000</u>
General Fund (01/10/11/12) Total	57,155,080	58,026,375	56,754,195	58,717,885



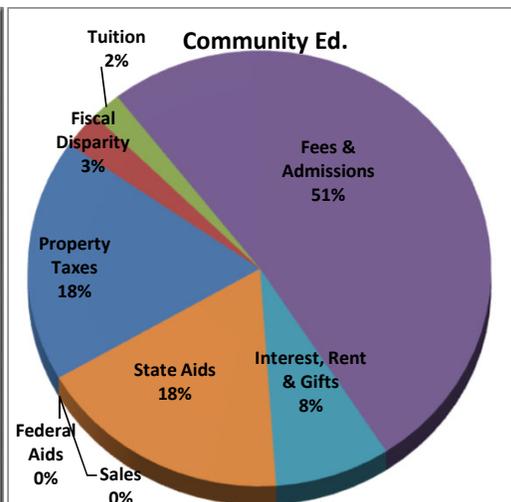
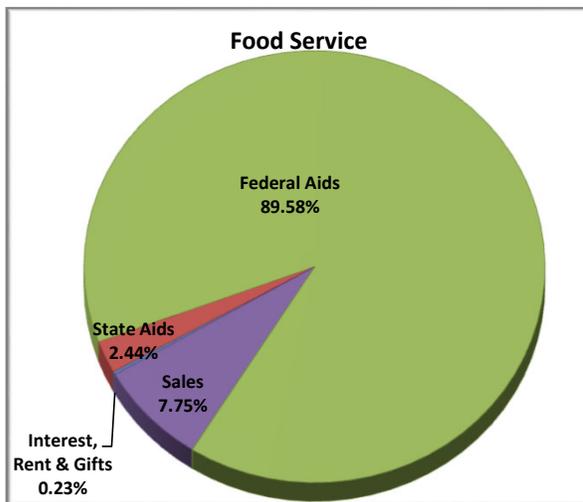
HASTINGS ISD # 200 EXPENDITURES BY OBJECT

<u>General Fund (1)</u>	<u>Final 19-20</u>	<u>Final 20-21</u>	<u>Adopted 21-22</u>	<u>Revised 21-22</u>
Restricted				
100-199 Salaries & Wages	764,420	1,063,194	973,223	807,115
200-299 Employee Benefits	293,791	435,996	384,271	337,414
300-399 Purchased Services	921,317	975,550	709,810	903,486
400-499 Supplies & Materials	677,438	623,054	623,042	622,142
500-599 Capital Expenditures	1,071,047	1,061,196	2,809,842	3,105,558
800-899 Other Expenditures	0	0	0	0
	<u>3,728,013</u>	<u>4,158,990</u>	<u>5,500,188</u>	<u>5,775,715</u>
Committed				
100-199 Salaries & Wages	18,251	51,664	0	1,415
200-299 Employee Benefits	324,328	176,925	31,435	262,008
300-399 Purchased Services	0	0	0	0
400-499 Supplies & Materials	0	0	0	0
500-599 Capital Expenditures	0	0	0	0
	<u>342,579</u>	<u>228,588</u>	<u>31,435</u>	<u>263,422</u>
Unassigned				
100-199 Salaries & Wages	28,566,928	29,192,740	29,350,832	30,522,372
200-299 Employee Benefits	13,143,060	13,588,660	13,375,245	13,850,275
300-399 Purchased Services	7,230,671	7,067,136	7,074,378	7,359,100
400-499 Supplies & Materials	1,324,502	2,248,449	1,197,052	1,382,977
500-599 Capital Expenditures	62,233	70,149	61,383	62,883
800-899 Other Expenditures	372,972	383,546	363,646	372,405
	<u>50,700,366</u>	<u>52,550,680</u>	<u>51,422,537</u>	<u>53,550,012</u>
Student Activities Fund (10)				
300-399 Purchased Services	98,000	136,500	136,500	136,500
400-599 Supplies & Capital	165,000	208,500	208,500	208,500
800-899 Other Expenditures	87,000	5,000	5,000	5,000
	<u>350,000</u>	<u>350,000</u>	<u>350,000</u>	<u>350,000</u>
Deferred Accounts-Donations/Misc (11)				
100-199 Salaries & Wages	130,000	77,892	130,000	76,182
200-299 Employee Benefits	23,352	11,961	23,352	11,704
300-399 Purchased Services	194,317	184,755	194,317	170,005
400-499 Supplies & Materials	378,261	361,000	378,261	361,000
500-599 Capital Expenditures	25,000	25,000	25,000	25,000
800-899 Other Expenditures	0	0	0	0
	<u>750,930</u>	<u>660,608</u>	<u>750,930</u>	<u>643,892</u>
Scholarships Fund (12)				
800-899 Other Expenditures	80,000	95,000	95,000	95,000
	<u>80,000</u>	<u>95,000</u>	<u>95,000</u>	<u>95,000</u>
General Fund (01/10/11/12) Total	55,951,888	58,043,866	58,150,090	60,678,041



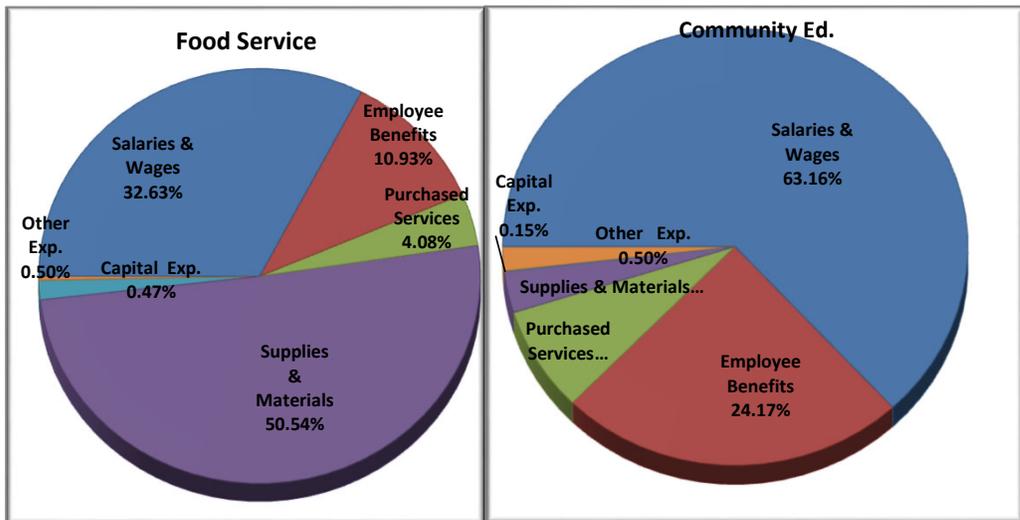
HASTINGS ISD # 200 REVENUES by SOURCE

	Final <u>19-20</u>	Final <u>20-21</u>	Adopted <u>21-22</u>	Revised <u>21-22</u>
<u>Food Service (2)</u>				
090-099 Interest, Rent & Gifts	6,030	6,030	6,030	6,030
200-399 State Aids	125,144	4,749	64,775	64,667
400-599 Federal Aids	811,940	1,491,465	2,273,108	2,373,398
600-630 Sales	<u>1,413,097</u>	<u>27,369</u>	<u>160,000</u>	<u>205,472</u>
Food Service Fund (2) Total	2,356,211	1,529,612	2,503,913	2,649,567
<u>Community Service Fund (4)</u>				
001-020 Property Taxes	394,026	395,870	397,744	397,743
001-020 Fiscal Disparity	61,715	62,402	60,055	60,055
021-049 Tuition	46,249	46,249	46,249	46,249
050-069 Fees & Admissions	1,280,069	802,344	1,114,333	1,135,482
090-099 Interest, Rent & Gifts	190,016	145,589	178,089	178,089
200-399 State Aids	395,528	400,323	392,866	392,866
400-599 Federal Aids	0	73,718	0	0
600-630 Sales	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Community Service Fund (4) Total	2,367,603	1,926,495	2,189,335	2,210,484
<u>Building Construction Fund (6)</u>				
090-099 Interest/Misc Rev	422,108	210,272	45,228	45,228
631-640 Sale of Bonds & Loans	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Building Construction Fund (6) Total	422,108	210,272	45,228	45,228
<u>Debt Service Fund (7)</u>				
001-020 Property Taxes	3,788,000	3,912,020	3,578,294	3,578,294
001-020 Fiscal Disparity	583,889	618,821	587,799	587,799
090-099 Interest/Misc Rev	387,244	440,592	496,312	496,312
200-399 State Aids/Credits	319,865	131,799	418,614	418,614
400-599 Federal Aids	0	0	0	0
631-640 Sale of Bonds & Loans	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Debt Service Fund (7) Total	5,078,998	5,103,232	5,081,019	5,081,019
<u>Trust Fund (8 & 18 - 8 moved to General Fund in 19-20)</u>				
090-099 Interest/Scholarship Receipts	5,000	2,500	2,500	2,500
600-630 Sales	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Trust Fund (8 & 18) Total	5,000	2,500	2,500	2,500
<u>Self-Funded Insurance (20-21)</u>				
080-099 Interest/Premiums/Prescription Rebates	<u>8,978,078</u>	<u>9,413,242</u>	<u>9,542,926</u>	<u>9,542,926</u>
Self-Funded Insurance (20-21) Total	8,978,078	9,413,242	9,542,926	9,542,926
<u>OPEB Irrevocable Trust Fund (45)</u>				
092 Interest	20,000	20,000	10,000	10,000
614 Contribution for Post Employment Benefit	<u>1,070,485</u>	<u>1,133,311</u>	<u>1,133,311</u>	<u>1,133,311</u>
OPEB Irrevocable Trust Fund (45) Total	1,090,485	1,153,311	1,143,311	1,143,311
TOTAL ALL FUNDS	77,453,563	77,365,040	77,262,427	79,392,920



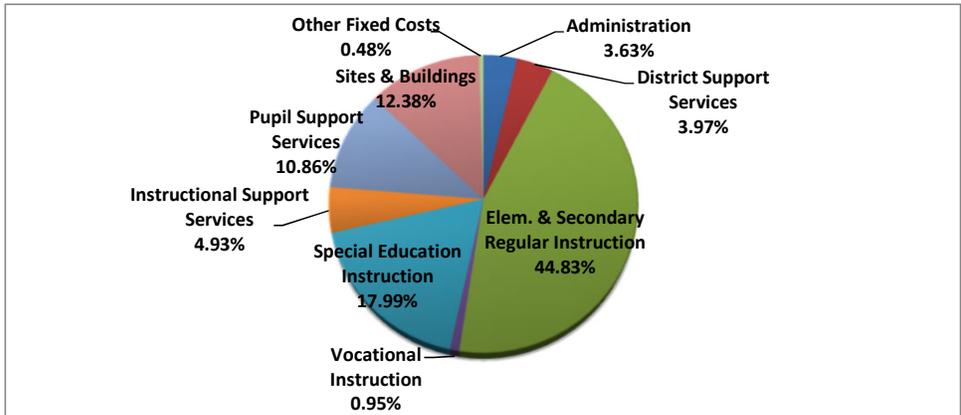
HASTINGS ISD # 200 EXPENDITURES BY OBJECT

	<u>Final</u> <u>19-20</u>	<u>Final</u> <u>20-21</u>	<u>Adopted</u> <u>21-22</u>	<u>Revised</u> <u>21-22</u>
<u>Food Service (2)</u>				
100-199 Salaries & Wages	843,705	730,011	854,056	862,568
200-299 Employee Benefits	268,357	275,077	297,439	288,901
300-399 Purchased Services	112,200	74,600	55,157	107,765
400-499 Supplies & Materials	1,061,426	625,974	1,363,389	1,336,224
500-599 Capital Expenditures	40,000	97,200	5,000	40,000
800-899 Other Expenditures	<u>62,710</u>	<u>4,910</u>	<u>5,710</u>	<u>8,210</u>
Food Service Fund (2) Total	2,388,398	1,807,772	2,580,751	2,643,668
<u>Community Service Fund (4)</u>				
100-199 Salaries & Wages	1,433,287	1,517,388	1,604,123	1,525,767
200-299 Employee Benefits	596,890	588,914	588,756	583,843
300-399 Purchased Services	329,164	118,959	211,161	188,042
400-499 Supplies & Materials	83,991	74,576	75,531	73,730
500-599 Capital Expenditures	2,001	501	1,201	1,201
800-899 Other Expenditures	<u>51,774</u>	<u>45,298</u>	<u>47,724</u>	<u>43,324</u>
Community Service Fund (4) Total	2,497,108	2,345,636	2,528,496	2,415,907
<u>Building Construction Fund (6)</u>				
300-399 Purchased Services	2,360,874	2,254,195	726,332	726,332
400-499 Supplies & Materials	397,000	668,431	300,000	300,000
500-599 Capital Expenditures	13,521,668	5,084,084	7,437,842	7,437,842
790 Other Debt Service	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Building Construction Fund (6) Total	16,279,542	8,006,710	8,464,174	8,464,174
<u>Debt Service Fund (7)</u>				
500-599 Capital Expenditures	0	0	0	0
700-799 Debt Service	3,871,663	3,872,963	3,871,863	3,871,863
900-999 Other Financing Uses	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Debt Service Fund (7) Total	3,871,663	3,872,963	3,871,863	3,871,863
<u>Trust Fund (8 & 18 - 8 moved to General Fund in 19-20)</u>				
300-399 Purchased Services	0	0	0	0
400-499 CE Retirement Payments	29,178	25,080	11,185	11,185
800-899 Scholarship Payments	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Trust Fund (8 & 18) Total	29,178	25,080	11,185	11,185
<u>Self-Funded Insurance Fund (20&21)</u>				
300-499 Purchased Services/Supplies	<u>8,804,630</u>	<u>9,443,025</u>	<u>9,980,173</u>	<u>9,980,173</u>
Self-Funded Insurance Fund (20&21) Total	8,804,630	9,443,025	9,980,173	9,980,173
<u>OPEB Irrevocable Trust Fund (45)</u>				
200-299 Employee Benefits	<u>240,706</u>	<u>199,250</u>	<u>241,268</u>	<u>241,268</u>
OPEB Irrevocable Trust Fund (45) Total	240,706	199,250	241,268	241,268
TOTAL ALL FUNDS	90,063,112	83,744,301	85,828,000	88,306,278



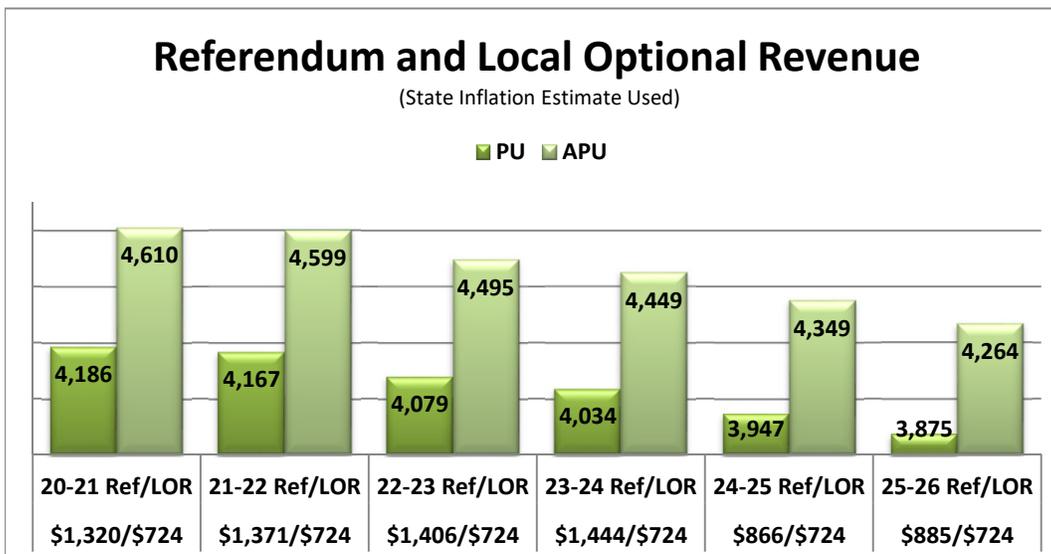
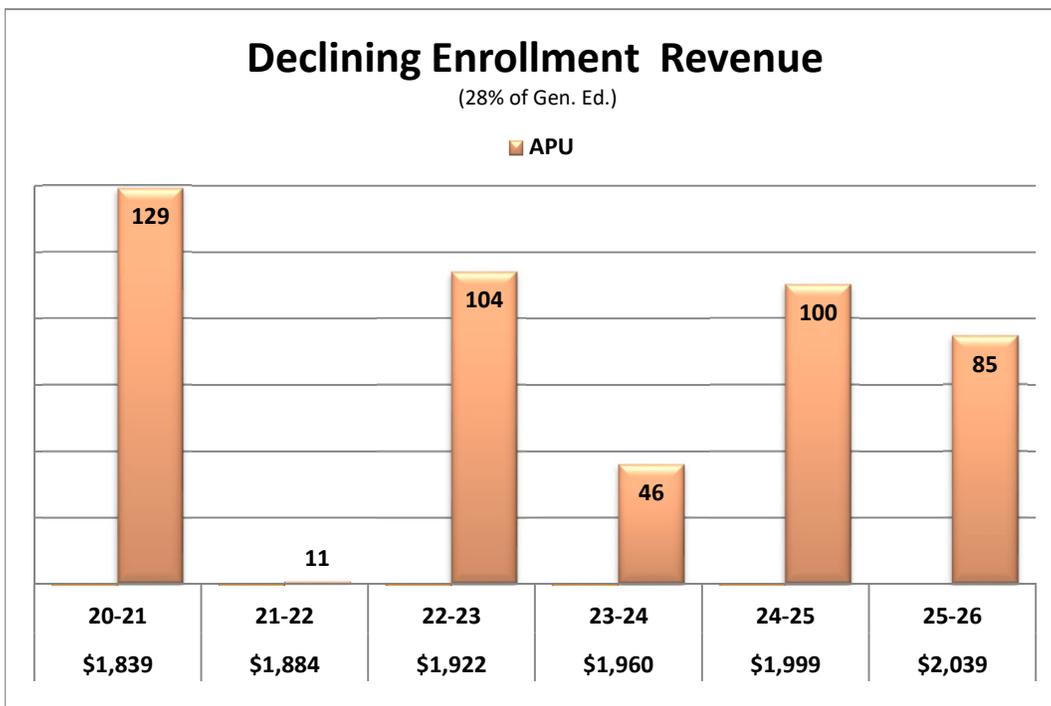
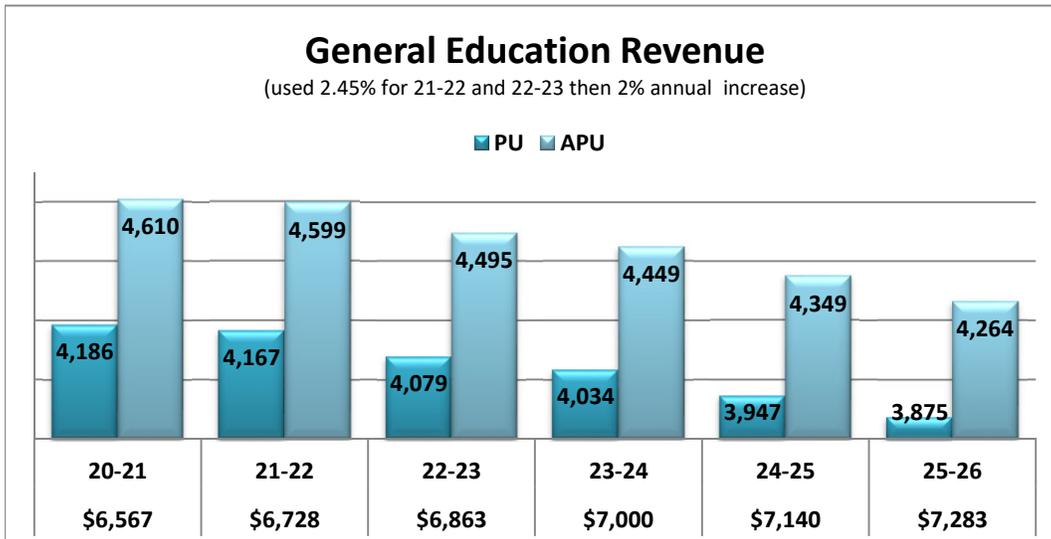
HASTINGS ISD # 200 EXPENDITURES BY PROGRAM

	Final 19-20	Final 20-21	Adopted 21-22	Revised 21-22
General Fund (1)				
000-099 Administration	2,286,768	2,276,183	2,151,818	2,160,632
100-199 District Support Services	2,164,636	2,797,543	2,231,555	2,362,798
200-299 Elem. & Secondary Regular Instruction	25,697,861	26,366,950	25,670,860	26,713,413
300-399 Vocational Instruction	526,701	531,880	562,100	563,886
400-499 Special Education Instruction	10,034,532	10,105,583	10,629,182	10,722,426
600-699 Instructional Support Services	2,862,316	3,090,733	2,410,919	2,936,637
700-799 Pupil Support Services	5,741,255	5,929,039	5,950,947	6,468,632
800-899 Sites & Buildings	5,298,930	5,593,854	7,062,474	7,376,421
900-999 Other Fixed Costs	157,959	246,492	284,304	284,304
General Fund (1) Total	54,770,958	56,938,257	56,954,160	59,589,149
Student Activities Fund (10)				
200-299 Elem. & Secondary Regular Instruction	350,000	350,000	350,000	350,000
Student Activities Fund (10) Total	350,000	350,000	350,000	350,000
Donations Fund (11)				
100-199 District Support Services	0	0	0	0
200-299 Elem. & Secondary Regular Instruction	750,930	660,608	750,930	643,892
300-399 Vocational Instruction	0	0	0	0
400-499 Special Education Instruction	0	0	0	0
600-699 Instructional Support Services	0	0	0	0
700-799 Pupil Support Services	0	0	0	0
800-899 Sites & Buildings	0	0	0	0
Donations Fund (11) Total	750,930	660,608	750,930	643,892
Scholarships Fund (12)				
960 Other Non-Recurring	80,000	95,000	95,000	95,000
Scholarships Fund (12) Total	80,000	95,000	95,000	95,000
Food Service Fund (2)				
700-799 Pupil Support Services	2,388,398	1,807,772	2,580,751	2,643,668
Food Service Fund (2) Total	2,388,398	1,807,772	2,580,751	2,643,668
Community Service Fund (4)				
500-599 Community Education & Services	2,449,950	2,297,010	2,479,870	2,367,280
700-799 Pupil Support Services	47,157	48,626	48,626	48,627
Community Service Fund (4) Total	2,497,108	2,345,636	2,528,496	2,415,907
Building Construction Fund (6)				
800-899 Sites & Buildings	16,279,542	8,006,710	8,464,174	8,464,174
Building Construction Fund (6) Total	16,279,542	8,006,710	8,464,174	8,464,174
Debt Service Fund (7)				
900-999 Other Fixed Costs	3,871,663	3,872,963	3,871,863	3,871,863
Debt Service Fund (7) Total	3,871,663	3,872,963	3,871,863	3,871,863
Trust Fund (8 & 18 - 8 moved to General Fund in 19-20)				
960 Other Non-Recurring	29,178	25,080	11,185	11,185
Trust Fund (8 & 18) Total	29,178	25,080	11,185	11,185
Self-Funded Insurance (20 & 21)				
105 District Support Services	8,804,630	9,443,025	9,980,173	9,980,173
Self-Funded Insurance (20 & 21) Total	8,804,630	9,443,025	9,980,173	9,980,173
OPEB Irrevocable Trust Fund (45)				
935 Post Employment Benefits	240,706	199,250	241,268	241,268
Trust Fund (45) Total	240,706	199,250	241,268	241,268
TOTAL ALL FUNDS	90,063,112	83,744,301	85,828,000	88,306,278



	<u>18-19</u>	<u>19-20</u>	<u>20-21</u>	<u>21-22</u>	<u>21-22</u>	
Staffing Summary	Final	Final	Final	Adopted	Revised	
(includes overload)						
Kennedy	24.53	25.53	25.53	24.53	25.53	
McAuliffe	25.54	26.54	30.54	26.54	26.54	
Pinecrest	25.53	25.53	26.53	24.53	24.53	
Tilden			0	0	0	
Total Elementary	75.60	77.60	82.60	75.60	76.60	1.0000
Middle School	63.3	63.9	64.3	61.3	62.3	1.0000
High School	71.952	73.169	71.735	64.735	66.101	1.3660
Special Education	59.8131	61.096	62.2	61.9	62.25	0.3500
Spec Ed 3rd Party	2	2.5	2.5	2.5	1.65	(0.8500)
Special Ed ADSIS Grant	4	4	4	4	4	0.0000
ALC-HS	2.8	2.8	3	3	3	0.0000
ESL	2.2	2.2	2.5	2.5	3	0.5000
Total New Con/Harbor	2.25	0	0	0	0	0.0000
Title/Gifted/Gen Fund	2	2	2	2	2	0.0000
Teacher Spec Assign.	1	3	3	3	3	0.0000
Community Education	4.44	4.95	4.95	4.95	4.44	(0.5100)
Grand Total FTE's	291.3551	297.2150	302.7850	285.4850	288.3410	2.8560
	-0.0770	5.8599	5.5700	-17.3000	2.8560	

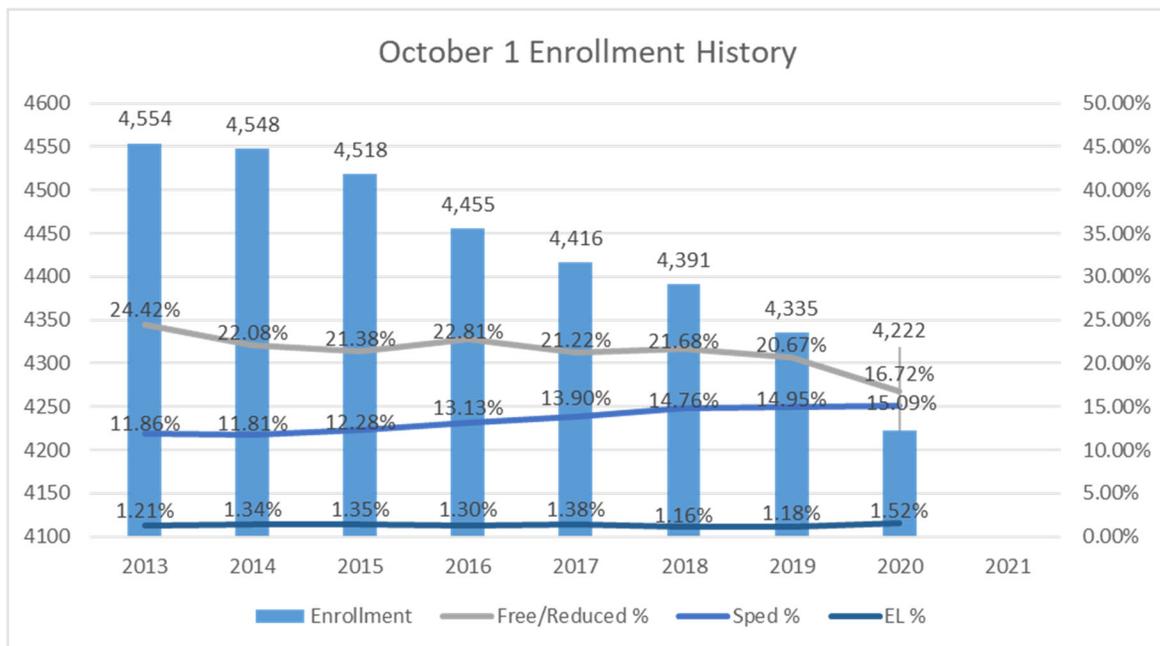
Projected Pupil Units



HASTINGS

200

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
EC	37.39	33.74	36.38	36.79	39.13	34.96	33.80
VPK	-	-	-	-	-	-	-
Handicapped K	31.57	31.93	33.96	32.62	31.54	32.22	32.71
Kindergarten	236.74	228.40	227.08	231.41	249.24	237.49	228.03
Grade 1	281.87	274.90	254.94	255.66	258.65	275.39	264.33
Grade 2	269.20	290.53	280.25	260.29	261.01	264.00	280.74
Grade 3	305.00	266.00	290.83	278.55	258.59	259.30	262.29
Grade 4	296.43	301.40	266.11	287.94	275.66	255.70	256.41
Grade 5	291.37	295.42	307.92	269.63	291.46	279.17	259.22
Grade 6	318.65	282.80	298.76	308.27	269.97	291.80	279.52
Grade 7	356.22	322.01	286.10	300.06	309.56	271.27	293.10
Grade 8	316.98	350.87	321.69	283.78	297.74	307.24	268.95
Grade 9	398.67	381.98	403.78	371.59	333.68	347.64	357.15
Grade 10	316.37	397.23	365.29	384.09	351.91	314.00	327.96
Grade 11	370.32	317.99	382.11	348.17	366.97	334.79	296.88
Grade 12	358.98	391.52	323.35	385.47	351.53	370.33	338.15
PreK-12	4,185.76	4,166.73	4,078.55	4,034.32	3,946.63	3,875.31	3,779.23
K-12	4,148.37	4,132.98	4,042.18	3,997.53	3,907.50	3,840.35	3,745.44
Grades K-4	1,421	1,393	1,353	1,346	1,335	1,324	1,325
917	10	10	10	10	10	10	10
Grades K-4 Elem. Sites	1,411	1,383	1,343	1,336	1,325	1,314	1,315
Grades 5-8	1,283	1,251	1,214	1,162	1,169	1,149	1,101
917	8	10	10	10	10	10	10
Grades 5-8 MS Site	1,275	1,241	1,204	1,152	1,159	1,139	1,091
Grades 9-12	1,444	1,489	1,475	1,489	1,404	1,367	1,320
ALC-STAARS-917	87	58	58	58	58	58	58
Grades 9-12 HS Sites	1,358	1,431	1,417	1,431	1,346	1,309	1,262
Total ADM	4,186	4,167	4,079	4,034	3,947	3,875	3,779
Total PUN	4,609	4,599	4,495	4,449	4,349	4,264	4,156



ISD #200 Capital 2021-2022 Revised

EQUIPMENT/BOOKS PLAN

Fixed Costs

01-005-xxx-302-xxx-000	Network Adm & Lead Computer Tech		
	Salary/Benefits	210,410	
01-005-850-302-896-000	Txs/Assessments	0	
01-005-107-302-560-000	2 Copiers Copy Center-Loffler Lease	32,462	thru 6/2023
	Total Fixed		242,872

Other Costs

01-005-203/211-302-460-341	Text Books-Initial	380,000
01-005-203/211-302-xxx-342	Text Books-Reoccurring	105,000

Site Allocations

01-005-810-302-529/530-035	Maintenance	10,000
01-129-211-302-460/520/530-026	High School	50,000
01-130-211-302-460/520/530-027	Middle School	35,000
01-609-203-302-460/520-530-028	Kennedy	10,000
01-610-203-302-460/520-530-029	Pinecrest	10,000
01-612-203-302-460/520-530-030	McAuliffe	10,000
01-100-420-302-305/530/555-031	Spec Services	2,000
01-136-211-302-305/530/555-032	ALC-HS	2,000
01-129-292-302-530-033	Athletics HS	7,000
01-130-292-302-530-034	Athletics MS	2,500
01-005-770-302-530-036	Food Service	2,000

Total Other 625,500

FACILITIES PLAN

Fixed Costs

01-xxx-xxx-302-xxx-280	DW Projects/Equipment	300,000
01-xxx-xxx-302-xxx-280	DW Proj/Equip -carryover	0
	Total Fixed	300,000

Other Costs-reduces fund balance

Total Other 0

Total Expenses	1,168,371.51	
Aid	591,276.06	
Levy	445,328.90	
Sr Ctr Constr. Contribution	30,000.00	
HS Parking	102,000.00	
Total Revenue	1,168,604.96	233
Beginning Fund Balance	4,429,606.51	
Projected Ending Fund Balance	4,429,839.96	233

Misc. Capital - LTFM - Committed

Capital Building Lease Levy

	Beginning Fund Balance	(36,870.32)	
	Lease Levy Revenue	490,883.66	
01-005-850-302-570-287	Building Lease Levy Pmts	293,395.00	Various
01-005-810-302-580/581-287	Maint. Lease Levy Pmts	86,031.00	Till FY 2022
01-609-850-302-580/581-287	JFK Media Lease Levy Pmts	<u>133,642.00</u>	Till FY 2022
	Lease Levy Expenditures	513,068.00	
	Ending Fund Balance	(59,054.66)	
			1,659,488.62
			1,681,439.51

LTFM

	Beginning Fund Balance	5,338,947.80
R 01-xxx-865/866-xxx-xxx-xxx	Revenue	1,766,755.50
E 01-xxx-865/866-xxx-xxx-xxx	Planned expenditures	<u>2,520,226.63</u>
	Ending Fund Balance	4,585,476.67

HASTINGS CAPITAL 2021-22 for Revised		
Available Funds		300,000
SITE	DESCRIPTION	BUDGET
JFK	Gym office - heat & controls	\$18,000.00
HS	Washer & Dryer Replacement	\$20,000.00
HS	Floor Sweeper	\$14,000.00
MC	Classroom Security Upgrades	\$29,300.00
MS	Acoustic Shell	\$27,500.00
DW	Forecast 5 Analytics	\$17,235.43
DW	IP Phones for Classrooms	\$43,845.95
DW	Security Cameras	\$2,000.00
DW	Copiers	\$36,312.50
DO	Refrigerator	\$1,000.00
District To be determined		\$90,806.12
Total Budgeted 21-22		\$300,000.00
Reserve Carryover Next Year		\$0.00

HASTINGS LTFM 2021-22 for Revised		
Available Funds		\$2,520,226.63
SITE	DESCRIPTION	BUDGET
917	Annual-H&S Costs	\$2,064.00
917	Def. Maint. Proj.	\$0.00
DW/917	H&S \$100,000 to < 2m per site	\$0.00
DW	Annual-H&S Costs	\$272,329.00
DW	Annual-Consult CESO	\$35,000.00
HS	Ext-Skylight Repair	\$18,500.00
HS	Mech-hot water loop jt	\$620,000.00
HS	Mech-Pulse Boiler #3&4	\$164,860.00
HS	Mech-hot water heater-gas	\$47,740.00
HS	P. Lot HS-W	\$40,000.00
HS	Bleacher air compressor replaceme	\$15,516.80
JFK	Accessiblity-Classroom sinks	\$157,200.00
JFK	Mech-fire protection, sprinkler und	\$7,000.00
JFK	Doors-under stage ingym	\$10,400.00
JFK	Floor-cafeteria	\$52,000.00
JFK	Mech-boiler replacement	\$97,500.00
JFK	Mech-curriculum center air handler	\$26,500.00
MC	Doors-boiler rm/dock	\$8,635.00
MC	Mech-breakers-kitchen sinks	\$1,800.00
MC	Building envelope repairs-wall cladd	\$169,976.00
MC	P. Lot MC-NE	\$15,000.00
MC	P. Lot bus loop and west road	\$35,650.00
MS	P. Lot W-	\$75,600.00
MS	Catch basin repair	\$4,500.00
MS	Mirrors/partitions	\$30,269.00
PC	Mech-boiler replacement	\$100,000.00
TI	Sidewalk replacement	\$21,000.00
TI	Catch basin repair	\$12,000.00
TI	Column sinking at door #1	\$5,000.00
TI	Piping replacenment-damaged sew	\$5,066.60
TI	Tuckpoint and caulk	\$44,000.00
TI	Doors- outside	\$9,200.00
TI	Floor installation-gym	\$32,000.00
TI	Playground-sand box cover replace	\$1,000.00
HS	Varsity Baseball Field Drain tile	\$5,534.00
DO	Paint door fames	\$8,000.00
DO	Replace carpet	\$158,000.00
HS	Air Handler	\$6,193.00
HS	Tuckpointing	\$11,900.00
DO	Lighting	\$71,000.00
District To be determined		\$122,293.23
Total Budgeted 21-22		\$2,520,226.63
Reserve Carryover Next Year		\$0

Staff Development Detail **21-22**
Revised Budget

Estimated APU	4,598.95
Formula Allowance	\$6,728.00
Basic Revenue	\$30,941,735.60
Revenue 2% Set-Aside	\$618,834.71

Designated Budget	\$239,092.00 <i>See below</i>
Chbk Staff Budget	\$379,742.71
Designated Carryover	\$358,528.00 <i>See below</i>
Expenditures	\$977,362.71

		21-22	Prior Yr Carry Over	Total 21-22 Revised Budget
Mentoring Program	307/000	16,027	11,272	27,299
AFT Teach Academy	307/105	4,000	4,000	8,000
Supt	308/303	10,000	0	10,000
High School	306/000	20,552	14,845	35,397
Middle School	306/000	18,673	14,559	33,232
Kennedy	306/000	7,755	27,336	35,091
Pinecrest	306/000	7,755	29,666	37,421
McAuliffe	306/000	7,766	18,416	26,182
Curriculum Development	308/000	107,376	121,609	228,985
Related Services	308/299	1,000	7,843	8,843
District Technology Development	308/302	6,193	23,382	29,575
District Wide Initiatives (ema)	308/300	31,995	85,600	117,595
		239,092	358,528	597,620.00

Carryover budgets are not available until the Revised Budget

**PROPOSED SCHOOL PROPERTY TAX LEVY
Hastings Public School # 200**

	2019 Pay 2020 for 20-21 <u>Levy</u>	2020 Pay 2021 for 21-22 <u>Levy</u>	<u>Change</u>
PROPERTY TAXES DETERMINED BY STATE LEGISLATION			
General Fund (Excludes Referendum)	6,363,327	6,421,148	57,821
Community Education & Services	<u>459,504</u>	<u>457,990</u>	<u>(1,514)</u>
Total Based Upon State Legislation	6,822,831	6,879,138	56,307
		0.83%	
PROPERTY TAX AUTHORITY PROVIDED BY LOCAL VOTERS			
Referendum Levy	6,360,414	6,149,281	(211,133)
Total Based on Voter Authority		-3.32%	
DEBT REDEMPTION LEVY			
Voter Approved Building Bonds	4,276,891	4,201,496	(75,395)
Alternative Facility H & S	<u>279,817</u>	<u>281,214</u>	<u>1,397</u>
Total Debt Redemption Levy	4,556,708	4,482,709	(73,999)
		-1.62%	
TOTAL PROPERTY TAXES	17,739,953	17,511,129	(228,825)
Percent Increase in Tax Levy		-1.29%	
TAX BASE (Adjusted Net Tax Capacity for District)	42,816,507	45,754,841	2,938,334
		6.86%	
Referendum Market Value	3,225,713,396	3,454,749,225	229,035,829
		7.10%	

Hastings ISD # 200

2020-2021

Final

		Audited				
		<u>Balance 6/30/20</u>	<u>Revenues</u>	<u>Expenditures</u>	<u>Net Budget</u>	<u>Balance 6/30/21</u>
1/10/11/12	GENERAL FUND					
460-130	Inventories	0.00	0.00	0.00	0.00	0.00
460-131	Prepaid Expenditures	0.00	0.00	0.00	0.00	0.00
	NONSPENDABLE	0.00	0.00	0.00	0.00	0.00
403	Staff Development	254,767.42	605,381.52	497,520.43	107,861.09	362,628.51
467	LTFM (old def maint and H&S)	3,901,880.38	1,781,575.81	344,508.39	1,437,067.42	5,338,947.80
424	Operating Capital	4,010,090.18	1,141,825.42	722,309.09	419,516.33	4,429,606.51
424-287	Lease Levy Capital	(48,479.30)	508,615.16	497,006.18	11,608.98	(36,870.32)
428	Learning & Development	0.00	877,171.67	877,171.67	0.00	0.00
434	Area Learning Center	15,791.00	412,355.23	428,146.23	(15,791.00)	(0.00)
438	Gifted & Talented	225,169.73	59,920.51	136,306.06	(76,385.55)	148,784.18
441	Basic Skills	0.00	626,272.48	626,272.48	0.00	0.00
459	Basic Skills Extended Time	0.00	0.00	0.00	0.00	0.00
441-620	Basic Skills-ECSE	0.00	8,706.56	8,706.56	0.00	0.00
441-630	Basic Skills-Staars	2,970.28	0.00	100.00	(100.00)	2,870.28
449	Safe Schools-Crime Levy	0.00	170,805.42	170,805.42	0.00	0.00
449	Safe Schools-Crime Levy Supplemental	152,048.60	0.00	152,048.60	(152,048.60)	0.00
401	Student Activities (Fund 10 - tied to fund 1)	131,565.80	90,084.43	64,470.71	25,613.72	157,179.52
402	Scholarships (Fund 12 - tied to fund 1)	214,276.61	132,820.31	118,450.00	14,370.31	228,646.92
448	Achievement & Integration	0.00	287,040.61	287,040.61	0.00	0.00
472	MA/3rd Party	141,933.56	223,094.57	309,065.09	(85,970.52)	55,963.04
	RESTRICTED	9,002,014.26	6,925,669.70	5,239,927.52	1,685,742.18	10,687,756.44
418	Pension and ASL (trnsf from 422)	309,795.12	146,563.77	125,184.50	21,379.27	331,174.39
			includes \$5,000 interest			
461-403	Staff Development	0.00	0.00	0.00	0.00	0.00
461-392	Technology (trnsf from 422) <small>no e-rate, no expenses until bond \$ are spent</small>	934,543.50	0.00	0.00	0.00	934,543.50
	COMMITTED	1,244,338.62	146,563.77	125,184.50	21,379.27	1,265,717.89
462-001	Subsequent Year's Expenditures	480,678.48	0.00	-165,423.96	165,423.96	646,102.44
462-xxx	Other Assigned	0.00	0.00	0.00	0.00	0.00
	ASSIGNED	480,678.48	0.00	-165,423.96	165,423.96	646,102.44
397,891 CO	GASB 68 TRA/State contribution	0.00	171,036.00	171,036.00	0.00	0.00
	Fed. Title-Spec Ed, AI Aid, LCTS R=E	0.00	1,594,287.83	1,594,287.83	0.00	0.00
	Subsequent Year's Expenditures	0.00	0.00	0.00	0.00	0.00
	Technology/Pension, ASL	0.00	(146,563.77)	0.00	(146,563.77)	(146,563.77)
F303	Area Learning Center	0.00	0.00	55,465.80	(55,465.80)	(55,465.80)
F342	Safe Schools/Crime Levy	0.00	0.00	16,541.28	(16,541.28)	(16,541.28)
	Spec. Ed. State/Misc	0.00	6,330,209.24	8,455,196.63	(2,124,987.39)	(2,124,987.39)
	Transportation	0.00	1,932,776.58	3,648,893.11	(1,716,116.53)	(1,716,116.53)
	(does not include extra curr. budgeted at sites)					
	Unassigned	14,195,981.56	40,291,153.26	35,422,890.03	4,868,263.23	19,064,244.79
	Donations Fund 11 (tied to fund 1)	0.00	299,074.99	299,074.99	0.00	0.00
	<small>Fund 1 includes pmt. to OPEB Trust (\$1,065,567) 20-21 & 21-22</small>					
			includes trnsf(\$21,608) oasis \$17,686 wellness \$3,580, ship \$342			
422	UNASSIGNED	14,195,981.56	50,471,974.13	49,663,385.67	808,588.46	15,004,570.02
1/10/11/12	TOTAL GENERAL FUND	24,923,012.92	57,544,207.60	54,863,073.73	2,681,133.87	27,604,146.79
			57,544,207.60	54,863,073.73	312,531.24	20-21 Rev #2
			0.00	0.00	(496,057.22)	

Hastings ISD # 200 2020-2021 Final

		Audited				
		Balance 6/30/20	Revenues	Expenditures	Net Budget	Balance 6/30/21
2	FOOD SERVICE FUND					
460-130	Inventories	0.00	0	0	0	0.00
460-131	Prepaid Expenditures	0.00	0	0	0	0.00
	NONSPENDABLE	0.00	0	0	0	0.00
464-418	Pension and ASL (trnsf from 464)	44,858.41	10,853	7,539	3,313	48,171.73
464	Food Service Program	661,881.91	1,630,341	1,849,645	(219,304)	442,578.13
	Includes pmt to OPEB Trust (\$31,009) 20-21 & 21-22 & GASB 68 Rev/Exp \$710					
	RESTRICTED	706,740.32	1,641,194	1,857,184	(215,990)	490,749.86
463	UNASSIGNED	0.00	0	0	0	0.00
	TOTAL FOOD SERVICE FUND	706,740.32	1,641,194	1,857,184	(215,990)	490,749.86
4	COMMUNITY SERVICE FUND					
460-130	Inventories	0.00	0	0	0	0.00
460-131	Prepaid Expenditures	0.00	0	0	0	0.00
	NONSPENDABLE	0.00	0	0	0	0.00
431	Community Education General	407,754.92	1,093,315	1,248,142	(154,828)	252,927.27
432	ECFE	154,746.65	269,122	315,363	(46,242)	108,505.09
444	School Readiness	63,084.17	492,045	510,862	(18,817)	44,267.03
447	ABE	0.00	13,313	13,313	0	0.00
	Includes pmt to OPEB Trust (\$36,735) 20-21 & 21-22 & GASB 68 Rev/Exp \$4,422					
464-418	Pension and ASL (trnsf from trust 18 & above GL)	8,737.53	27,443	25,080	2,363	11,100.54
464-599	Screening	0.00	20,147	20,147	0	0.00
464	Non Public	24,629.30	193,758	193,758	0	24,629.30
	RESTRICTED	658,952.57	2,109,142	2,326,665	(217,523)	441,429.23
463	UNASSIGNED	0.00	0	0	0	0.00
	TOTAL COMMUNITY SERVICE FUND	658,952.57	2,109,142	2,326,665	(217,523)	441,429.23
6	BUILDING CONSTRUCTION FUND					
460-131	Prepaid Expenditures	0	0	0	0	0.00
	NONSPENDABLE	0.00	0	0	0	0.00
464	Building Construction	20,674,351.43	60,794	6,781,378	(6,720,584)	13,953,767.92
	RESTRICTED	20,674,351.43	60,794	6,781,378	(6,720,584)	13,953,767.92
	TOTAL BLDG CONSTRUCTION FUND	20,674,351.43	60,794	6,781,378	(6,720,584)	13,953,767.92
7	DEBT SERVICE FUND					
425	Refunding HS Building Bonds	0.00	0	0	0	0.00
451	QSCB Sinking Fund (GL JE)	9,902,964.24	445,231	(812,000)	1,257,231	11,160,195.39
464	Debt Service	1,133,968.34	4,739,033	4,684,963	54,071	1,188,039.28
	RESTRICTED	11,036,932.58	5,184,265	3,872,963	1,311,302	12,348,234.67
	TOTAL DEBT SERVICE FUND	11,036,932.58	5,184,265	3,872,963	1,311,302	12,348,234.67
	TRUST FUNDS					
18	CE Pension and ASL	110,907.41	1,796	25,080	(23,284)	87,623.67
20	Dental Self-Funded	813,397.16	737,221.97	609,943.62	127,278	940,675.51
21	Health Self-Funded	4,784,178.07	8,776,548.94	8,170,184.04	606,365	5,390,542.97
45---000	IRR-OPEB- PERA	3,873,602.71	1,138,270	195,337	942,933	4,816,535.69
	TOTAL TRUST FUNDS	9,582,085.35	10,653,837	9,000,545	1,653,292	11,235,377.84
	TOTAL ALL FUNDS	67,582,075.17	77,193,439	78,701,808	(1,508,369)	66,073,706
			77,193,439.24	78,701,808.10		
			0	0		

Future Meetings

Date	Time	Description	Location
12/15/2021	6:00 PM	Special Board Meeting - Budget Adjustments	HMS Media Center
01/05/2022	6:00 PM	School Board Organizational Meeting	HMS Media Center
01/25/2022	6:00 PM - 7:00 PM	Community Engagement Committee Meeting	District Office Conference Room A
02/02/2022	6:00 - 8:00 PM	School Board Work Session - Board Governance	HMS Media Center
02/09/2022	6:00 - 8:00 PM	School Board Work Session - District Long Range Model/Strategic Planning	HMS Media Center
02/22/2022	6:00 PM - 7:00 PM	Community Engagement Committee Meeting	District Office Conference Room A
03/09/2022	6:00 PM - 7:00 PM	School Board Work Session	HMS Media Center
03/09/2022	7:00 - 9:00 PM	School Board Work Session - Board Governance	HMS Media Center
03/29/2022	6:00 PM - 7:00 PM	Community Engagement Committee Meeting	District Office Conference Room A
04/26/2022	6:00 PM - 7:00 PM	Community Engagement Committee Meeting	District Office Conference Room A
05/31/2022	6:00 PM - 7:00 PM	Community Engagement Committee Meeting	District Office Conference Room A