

**Hastings Area Public Schools - ISD 200**  
**School Board Meeting Agenda**

Tuesday, February 13, 2024  
Work Session  
Middle School Media Center

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- I. Community in Schools Presentation  
- Amanda Sappa
- II. **Items for Discussion**
  - a. Finance 101
  - b. Behavior Review and updates
  - c. Bond Project Overview
  - d. Summer District Plans
  - e. Teaching and Learning update
  - f. Native American Committee Representative Request
  - g. Native American Liaison Position Review
  - h. Building and Grounds Structure
  - i. Committee Conversation Regarding Recording
  - j. Working Session Minutes
  - k. Legislative Platform Review
  - l. Policies
    - First Reading - 415, 419, 421
    - Second Reading - 206
    - Third Reading/Consent Agenda - 306
  - m. Policies/Procedures/Forms - 203.2PR, 206.1, 206.2PR, 215.1PR
  - n. Board Handbook Updates and Review
  - o. Superintendent Stipend



# Bond Projects Update

February 13, 2024

# Bond Finances

- Total Bond revenue \$49,367,304
- Interest earned as of 1/31/2024 \$2,516,153
- Amount expended as of 1/31/2024 \$48,706,891
- Total amount remaining \$3,176,566
- Uncommitted remaining \$283,690
  
- >85% of funds spent
- [Arbitrage calculation](#) on remaining funds (tax-exempt bond issue earning an investment yield in excess of the bond yield)



# In Process Projects

- Identified projects still “in process” pending close-out process, majority or all of work completed
- Estimated \$52,000 to uncommitted
- Low risk/potential for additional costs on these projects

Uncommitted as of 1/31/24	\$283,690
Available upon close-out of “in process” projects	\$52,000
Total available for reallocation	\$335,690



# In Process Projects

- Additional projects still in process. Work completed is not close enough to close-out process to determine available funds.
  - Door & Glass Improvements - Middle School
  - High School Carpet
  - Safety & Security Improvements
  - Interior Locks Allowance
  - High School Deferred Maintenance (Storefront/Shower Valves)
  - High School Tuckpoint



# In Design/Not Completed

Project Name	Amount Remaining as of 1/31/24
High School Student Entrance Bollards	\$5,000
Nature Preserve Gravel Parking Lot & Monument Sign	\$86,500
Technology Improvements	\$329,233
Radio Replacement	\$100,000
Grounds/Site Improvements	\$500,000
Flexible Furniture	\$85,524
Total	\$1,106,257



# HHS Student Entrance Bollards

For safety purposes, 7 bollards will be added outside the student entrance in April 2024. The bollards will be removable for ease of snow removal in the winter. Additional funding will be provided for this project from Capital.

Bond Budget Remaining	\$5,000
Bond Funding	\$5,000
Capital Funding	\$15,350



# Nature Preserve Gravel Parking Lot & Monument Sign

For safety purposes, adding a gravel parking lot at the nature preserve to provide off-street parking. In addition, a monument sign to designate the land as ISD 200 property.

This project is currently being re-evaluated due to county and township feedback and budget constraints.

Bond Budget Remaining	\$86,500
Gravel Parking Lot	\$72,000-\$84,000
Monument Sign	\$62,000



# Technology Improvements

The remaining funds for technology improvements are expected to be spent by 06/30/24.

- Newline Interactive Display Boards - Tilden
- Student/Staff Replacement Cycle
- Printer Replacement Project

Bond Budget Remaining	\$329,233
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# Radio Replacement

Two options are currently being evaluated.

Bond Budget Remaining	\$100,000
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# Grounds/Site Improvements

District-wide project to include maintenance strips, rubber mulch, tree removal and replacement, reestablishment of grass. Irrigation will be an alternate on this project and funded from capital. Project will be bid in March 2024.

Bond Budget Remaining	\$500,000
Bond Funding - Grounds/Site Improvements Alternate for Middle School Main Entry Maintenance Allowance for 40 trees	\$529,000
Capital Funding - Irrigation	\$200,000-\$300,000



# Flexible Furniture

Replacement cafeteria tables were purchased for Pincrest and should arrive in March. Buildings also have some remaining funds, expected to be spent by 6/30/24.

Bond Budget Remaining	\$85,524
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# Summer Planning 2024

Updated: January 31, 2024

Construction/Maintenance Projects (INDOORS)		
Building	Project	Timeline
District-Wide	Camera Replacement Project	All summer
	Rekeying Project	Pinecrest: Mid-February Tilden: HS: Mid-April MS:
	Recoat gym floors	Either summer or winter break 2024
<b>HIGH SCHOOL</b>		
High School Commons	Carpet/Flooring Replacement	All summer
High School Music Area	Carpet/Flooring Replacement	All summer
High School Gyms 1-4	Bleacher Replacement Project	July 8-August 9, 2024
High School Locker Rooms	Shower Valve Replacement Project	July 8-August 9, 2024
<b>MIDDLE SCHOOL</b>		
Middle School	Pool Resurfacing Project	All Summer - Trent reviewing with swim users
Middle School	Door Replacement Project - Interior	All summer
<b>PREK+ELEMENTARY SCHOOLS</b>		

## Summer Planning 2024

McAuliffe	No Scheduled Projects	
Pinecrest	Door Replacement Project - Interior	All summer
Pinecrest Cafeteria	Table Replacement Project	
Pinecrest Cafeteria	New Storage	2-3 weeks, flexible
Pinecrest Media Center	Possible Carpet Replacement Project	2 weeks, flexible
Kennedy	Door Replacement Project - Interior	All summer
Kennedy	Possible Restroom Remodel Project	If committed, all summer
Tilden	New line Replacement Project Continuing	
<b>Construction/Maintenance Projects (OUTDOORS)</b>		
District-wide	Irrigation and Tree Replacement	Communicate specifics for community awareness
Todd Field	SW light pole issue - rerun electrical	After July 1 - no concrete date
High School		
	Tuckpointing	All Summer
	Door Replacement Door 1 and Door 22	All Summer
	Restriping Parking Lots	Band and Black Dirt Theater relocating

## Summer Planning 2024

Tilden	Sealcoating the parking lots	
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SUMMER PROGRAMMING		
Building	Dates	Hours
<b>High School Summer School</b>	June 10-28, M-F	7:30-12:30 (Not in session on 6/19)
ESY	June 17-June 27 (M-TH) July 8-11 (M-TH)	8:30-11:30
<b>Elementary</b>	June 17-June 27 (M-TH) July 8-11 (M-TH)	8:45-12:15
<b>Elementary - Kennedy</b>	Camp Horizons at Kennedy, June 12 - August 23 (Mon - Fri) 6:30 am - 6:00 pm.	Sam Robertson reaching out
MS	June 17-June 27 (M-TH) July 8-11 (M-TH)	8:30-12:00 Noon

2024-2025 SCHOOL YEAR		
Building	Dates	Hours
<b>Fall Sports</b>	August 12, 2024	



# HASTINGS PUBLIC SCHOOLS

## POSITION DESCRIPTION

**Job Title:** Native American Education Liaison

**Department:** Administration

**FSLA Status:** Non-Exempt

**Bargaining/Work Unit:** Unaffiliated

**Reports To:** Superintendent

**Band/Grade:** 9

**Position Last Updated:** 1.26.24

### **JOB SUMMARY**

To strengthen and support Native American families by providing a culturally appropriate educational environment, promoting positive experiences and educational outcomes for Native American students.

### **SUPERVISORY RESPONSIBILITIES**

*None*

### **ESSENTIAL DUTIES AND RESPONSIBILITIES**

#### **Native American Education Programming**

**Percent of Time: 45%**

- Acts as a resource for incorporating inclusive practices and Native American content standards in K-12 classrooms, including coordinating culturally appropriate training(s) and identifying resources and content materials.
- Facilitates Native American Student Leadership and Affinity Groups.
- Promotes and encourages participation in after school activities.
- Provides tutoring to Native American students individually or in small groups to achieve academic and behavior success.
- Monitors student academic needs and works collaboratively with classroom teachers to address areas where academic support is needed.
- Explores and identifies system issues that can inhibit or support Native American educational student success.
- Leads cultural events and activities, organizing field trips and hosting guest educators or speakers, and maintains the Native American resources, supplies and materials.
- Coordinates activities that support/strengthen Native American students' cultural identity using culturally-relevant materials and curriculum when appropriate.
- Provides education to students within the district increasing their knowledge of Native American tribal languages and culture.

#### **Support/Advocacy for Students and Families**

**Percent of Time: 35%**

- Builds relationships and establishes communication between home, school, and outside agencies in order to advocate for Native American students and provide academic and social support.
- Acts as a liaison between building and district administration to address questions or concerns brought forth by students, parents, or other staff.
- Assists in mediating crisis situations with school district personnel and other agencies involving situations such as school disciplinary issues, complaints, truancy, suspension, and behavioral problems.
- Conducts home visits with families to gather and collect accurate information and to interpret school district policies and procedures.

#### **Support/Advocacy for Students and Families (Cont'd)**

**Percent of Time: 35%**

- Provides families with guidance and support in completing 506 forms and other relevant documentation or applications. Ensure accurate documentation, organization, and storage of 506 forms.
- Provides assistance to families and students as they enroll and participate in school including enrollment paperwork and checklists, food service applications, transportation, on-line support, and health concerns, as well as other services/activities as needed and appropriate.
- Encourages parents to attend and be active in both Native American Education and school/district meetings, committees, and events.
- Facilitates communication between home and school in identifying special education issues of assessment, IEP planning, due process, and program implementation, and may assist with the process.

### **Building/District Level Support**

**Percent of Time: 15%**

- Collaborates with administration on the Title VI, Achievement and Integration Plan, and Impact Aid Grants.
- Supports, and/or co-leads the Native American Parent Advisory Committee (NAPAC).
- Provides the NAPAC with access to state and district guidance and deadlines in order to fulfill the rights and responsibilities of the group.
- In collaboration with the Director of Teaching and Learning and NAPAC, guides the use of the Native American Education budget, ensuring proper and timely use of funding and resources. Includes submission of invoices and reimbursements, following monthly deadlines and requirements from the Finance Department.
- Serves as a point of contact between the school district and the Minnesota Department of Education – Office of Indian Education and U.S. Department of Education – Office of Indian Education.
- Works in collaboration with the Director of Teaching and Learning to provide guidance and education about the Native American Education Program to our schools and local community.
- Partners with local tribes and Native American Education programs.

### **Special Projects**

**Percent of Time: 5%**

- Stays abreast of changing laws and requirements related to work.
- Performs other job-related duties as requested or assigned.

### **KNOWLEDGE, SKILLS AND ABILITIES**

- Knowledge of Native American communities including background, culture, and customs.
- A current working knowledge of applicable state and federal laws, regulations, and policies related to work.
- Knowledge of District policies and procedures, including those related confidentiality and privacy of data, and the District discipline policy for behavior and attendance.
- Ability to communicate and establish positive relationships with students, parents, school staff, and other agencies.
- Demonstrated exceptional customer services skills including outstanding conflict resolution, responsiveness and follow through.
- Highly developed interpersonal skills including listening, communication, and presentation of information.
- Ability to work cooperatively with others in a manner that builds respect and teamwork.
- Ability to effectively communicate through a variety of mediums.
- Excellent organizational, planning, group process and time management skills, and an ability to provide clear, correct answers and direction to others.
- Ability to be flexible in working schedule.
- Effective facilitation and personal use of technology as a communication tool to improve student achievement and manage/perform work.

### **KNOWLEDGE, SKILLS AND ABILITIES (Cont'd)**

- Willing to participate in professional development opportunities for continued growth within the position/district.
- Ability to grow and take on expanded duties within the position.

**EDUCATION/CERTIFICATION REQUIREMENTS\***

- High School diploma or equivalent.
- Post high school training in related field preferred.

**EXPERIENCE REQUIREMENTS\***

- Experience working with the Native American community.
- Job related experience with increasing levels of responsibility desired.

\* Such alternatives to the above qualifications as the District may find appropriate and acceptable.

**PHYSICAL JOB REQUIREMENTS**

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job.

**Physical Job Requirements:**

<i>Key: N=Never O=Occasionally (1-33%) F=Frequently (34-66%) C=Consistently (67-100%)</i>					
<b>Demands</b>		<b>Demands</b>		<b>Demands</b>	
<i>Physical</i>		<i>Lifting/Carrying</i>		<i>Exposure to Environ. Conditions</i>	
Standing	O	Up to 10 pounds	C	Possible exposure to blood-borne pathogens through blood and/or body fluids	N
Walking	O	Up to 25 pounds	O		
Sitting	C	Up to 50 pounds	N		
Talking in person/on the phone	F	Up to 75 pounds	N	Toxic chemicals	N
Pushing/Pulling	O	Up to 100 pounds	N	Moving parts	N
Hearing	F	More than 100 pounds	N	Electrical shock risk	N
Feeling, grasping, finger dexterity	C	<b>Noise Levels</b>		Explosives	N
Climbing, balancing	O	Quiet (i.e. private office)	N	Fumes	N
Stooping (bend at waist)	O	Moderate noise (i.e. business office with typewriters/ printers, light traffic)	F	Extreme cold (non-weather)	N
Crouching, crawling, kneeling, squatting	O			Extreme heat (non-weather)	N
Stretching/reaching with hands & arms	O	Loud noise (i.e. many children laughing & playing, large earth moving equipment)	N	Varying weather conditions	N
				<b>Sight</b>	
Distinguishing smell	N	Very loud noise (i.e. jack hammer, front row rock concert)	N	Vision for close work/ability to adjust focus	O
Distinguishing temperature	N			Looking at computer monitor	F
Traveling by automobile	O			Color vision (identify & distinguish colors)	O
				Peripheral, depth perception	O

The duties listed above are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment of the position. The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

*The District is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the District will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer.*



Association of Metropolitan School Districts

# LEGISLATIVE PLATFORM

2024

## Build on the Momentum

The AMSD Board of Directors acknowledges and appreciates the significant education investments approved in the 2023 legislative session.

Linking the formula to inflation and reducing the shortfalls in the special education and English learner programs provides a foundation for restoring Minnesota's historic commitment to education.

At the same time, historic inflation, staffing shortages, and new programs and requirements adopted in the 2023 session have created budget challenges for school districts. AMSD urges state policymakers to



refrain from enacting any new mandates and address the priorities outlined in this platform in the 2024 session.

## ABOUT AMSD

The Association of Metropolitan School Districts represents 47 K-12 school districts and six intermediate / cooperative districts. AMSD member school districts enroll more than one-half of all public school students in Minnesota, with the mission to lead the transformation of public education. AMSD stands ready to assist state policymakers by providing current research and data to help them make informed decisions.

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## Association of Metropolitan School Districts

# FUND NEW REQUIREMENTS AND INFLATIONARY COSTS

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Stable funding sufficient to cover inflationary cost increases and mandated programs is essential to ensuring equitable academic outcomes for students. AMSD urges the Governor and Legislators to provide funding for the new programs adopted in the 2023 legislative session including Paid Family Medical Leave, Earned Sick and Safe Time, The READ Act, and Unemployment Insurance. Specifically, the Governor and Legislature should:

- Increase the basic formula allowance by an additional 2 percent for FY 25;
- Increase Local Optional Revenue to \$920 per pupil to recover ground lost to inflation and link it to the basic formula;
- Establish an ongoing funding stream for unemployment insurance and Paid Family Medical Leave costs;
- Fully fund the implementation of the READ Act and adjust the timelines to ensure successful implementation;
- Make compensatory hold harmless funding permanent; and
- Increase equalization of levies, particularly the operating referendum, to reduce taxpayer and education funding disparities.

## ENHANCE SCHOOL SAFETY

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To ensure safe and secure learning environments for students and staff, the Governor and Legislature should:

- Remove the per pupil limit in the Long-Term Facilities Maintenance Revenue program and expand allowable uses of revenue to include security modifications to buildings, remodeling, and additions to existing space;
- Increase the Safe Schools levy from \$36 to \$108 per pupil; and
- Clarify language related to the use of physical restraints to ensure the safety of students and staff.

## PRIORITIZE STUDENT-CENTERED LEARNING THROUGH ENHANCED LOCAL CONTROL

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Locally elected school boards are in the best position to work with their staff, students, parents, and communities to address local needs and challenges. One size fits all mandates stifle innovation and creativity and consume staff time and resources. Accordingly, the Governor and Legislature should:

- Repeal the requirement that school boards negotiate e-learning days and student-to-staff ratios;
- Increase student-centered learning opportunities by creating alternative pathways to graduation and allowing students to earn credit for learning wherever it occurs;
- Reduce special education paperwork requirements to allow teachers to spend more time with students; and
- Use the flexibility allowed under the ESSA to reduce the number of required standardized tests so school districts can offer assessments that more accurately measure growth, proficiency, and college or career readiness.

## ADDRESS THE EDUCATOR WORKFORCE SHORTAGE

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To address staff shortages and diversify the educator workforce, the Governor and Legislature should:

- Enhance support for programs like Grow Your Own and apprenticeships;
- Extend the short-call substitute teaching pilot project to four years and eliminate the required minimum salary; and
- Maintain multiple pathways to teacher licensure.

## CONTACT AMSD

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# DAKOTA COUNTY SCHOOL DISTRICT LEGISLATIVE PRIORITIES



## GRATEFUL FOR EDUCATION INVESTMENTS, YET COSTS OUTPACE FUNDING

To continue our collective commitment to providing high-quality learning environments that maximize every student's potential, Dakota County school districts have established the following priorities for the 2024 legislative session:



- 1 Continue to hold harmless on Compensatory Education funding
- 2 Fully fund unemployment and Earned Sick and Safe Time (ESST)
- 3 Fully fund the READ Act
- 4 Reduce or close cross-subsidies for Special Education and English Language programs
- 5 No unfunded mandates and honor local control and managerial rights
- 6 Increase per pupil funding
- 7 Repeal the requirement for boards to negotiate e-learning days and class size
- 8 Provide funding to diversify staff as well as funding to address teacher shortages

**TOGETHER, WE ARE COMMITTED TO TEACHING THE  
NEXT GENERATION OF COMMUNITY LEADERS.**





# Minnesota Association of School Administrators 2024 Legislative Priorities

## ***Continued Commitment:***

### ***Ensuring Ongoing Support for Public Education***

MASA appreciates the substantial funding approved by the legislature in 2023, which alleviated some pressures confronting school districts. However, school districts continue to face ongoing financial hardships due to historical underfunding, persistent staff shortages and new mandates, such as Earned Sick and Safe Time, the READ Act, and no permanent funding to support unemployment insurance for hourly school employees.

Looking ahead to the 2024 legislative session, our priorities are clear. First, we ask the legislature for no additional mandates and to entrust school districts with the autonomy to make decisions based on their local needs. Secondly, we ask the legislature to recognize funding challenges faced by districts and at least fund those mandates that are not funded or underfunded. MASA's three main legislative priorities include the following:

**Allocate additional resources for the READ Act and permanently fund unemployment insurance**

**Continue to close the special education cross-subsidy**

**Increase the basic formula allowance by an additional 2% in FY2025**



# Minnesota Association of School Administrators 2024 Legislative Priorities

## About MASA

MASA members include more than 600 superintendents, directors of special education, curriculum and technology leaders, other central office administrators, service providers, business partners, and retirees.

As advocates of a world-class education for Minnesota's learners, MASA's members serve as the leading voice for public education, shape and influence the state and national education agenda, and empower leaders through high-quality professional learning, services, and support.

### Education Funding

- Improve pension benefits, including reduction of penalties, lowering the normal retirement age, and extending income limits for retirees who return to the education profession
- Make the compensatory hold-harmless enacted in the 2023 session permanent
- Allow school districts participating in the substitute teacher pilot the flexibility to pay wages based on the district's current rate of pay for substitutes
- Increase school district equalization aid
- Expand safe schools funding so districts have resources to address cybersecurity issues

### Education Policy

- Address student discipline initiatives to keep schools and classrooms safe
- Allow broad teacher licensure in science, math and special education and reform posting requirements for Tier 1 teachers
- Allow school districts the option to create flexible learning environments and school calendars
- Allow school districts to carry over student support personnel funding in order to have enough resources to hire new appropriate staff including those in special education



## LEGISLATIVE PLATFORM FOR 2024

The Minnesota School Boards Association (MSBA) is a statewide organization and a leading advocate for public education, serving 331 public school districts. School boards lead and govern school districts small and large – from 32 students to 38,590 students – 869,055 statewide. Our student demographic profile is 37.7 percent students of color, 43.4 percent qualify for free or reduced-priced meals, 9.2 percent English Learner, 1 percent homeless and 17.6 percent receiving special education services. Our districts and students' needs are growing faster than the amount of money districts have received – now is not the time for the legislature to stop or pause the progress made in 2023.



*“Minnesota's students deserve high-quality academic instruction and social-emotional supports,”* said Commissioner Willie Jett. *“Our public schools must be provided with the necessary resources to meet these needs.”*

The MSBA platform recognizes and is appreciative of the investments made last year. The 2024 Legislature has another opportunity to continue progress made last year in meeting the academic, social, and emotional needs of students. A supplemental budget will provide stability and help continue the student services provided with expiring federal funds and other impacts to districts like enrollment declines and inflation.

Despite notable funding in 2023, districts are experiencing a shortfall putting students at risk of losing more ground. Stabilizing education funding has many pieces and a supplemental budget will provide relief for all public school districts.

## Supplemental Funding Pieces:

The first critical piece to education funding is the per pupil formula, which currently is underfunded by \$1,356 for FY25 per student due to inflation.

*MSBA asks the legislature to increase the basic education formula by an additional 2% for the 2024-25 school year to address critical staffing shortages, Elementary and Secondary Education Relief (ESSER) funding running out, student and staff mental health supports, decline in enrollments, and interrupted learning recovery efforts. Cost: \$160 million.*

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Another critical piece, create a permanent state funding stream for unemployment insurance for nonlicensed employees.

*MSBA asks the legislature to fully fund the cost of unemployment insurance for nonlicensed employees.*

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Another critical piece, eliminate the per pupil cap on the Long-Term Facilities Maintenance Revenue to allow all school districts to address their critical facility maintenance needs efficiently and effectively.

*MSBA asks the legislature to eliminate the cap on the Long-Term Facilities Maintenance Revenue.*

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The final piece, increase eroded equalization formulas to address the inequities in education related property tax levies:

- Operating referendum
- Local optional revenue (LOR)
- Debt service formulas

*MSBA asks the tax committee of the legislature to include an increase in equalization.*

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## Supplemental Policy Pieces:

Allow school boards authority to transform and innovate our high schools for the future by providing flexibility in how schools define "instructional hours."

*MSBA asks the legislature to increase personalized learning pathways for high school students.*

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Empower local decision making by resisting new unfunded mandates:

- Expedite the teacher licensure process.
- Extend the short-call substitute teaching pilot program and repeal the \$200 daily rate of pay.
- Allow school districts that are not required to have a licensed school nurse to qualify for Student Support Personnel Aid.
- Reduce special education paperwork by eliminating or reducing the reports that go beyond federal compliance to help retain and recruit our workforce.
- Repeal the language in the 2023 Jobs and Labor bill that requires "adult-to-student ratios in classrooms", "student testing", and "student-to-personnel ratios" as terms and conditions in collective bargaining and reinstate "the number of personnel" from the matters of inherent managerial policy.

*MSBA asks the legislature to resist any new unfunded mandates and honor local control and inherent managerial rights.*

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Ensure school districts, their staff and partners in school safety and security have clear guidelines and improve definitions related to the use of force and to resolve dual and conflicting standards.

*MSBA asks the legislature to provide and fund safe and secure school environments.*

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Recognize efforts by early adopters of evidence-based reading by reimbursing districts for expenditures related to implementation and training.

*MSBA asks the legislature to provide additional Read Act funding for districts that have been engaged in evidence-based reading curriculum. And, provide full funding for Read Act expenditures into the future.*

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Minnesota Comprehensive Assessments (MCA), data and scores and rating report cards should not include the scores for students who do not participate or opt out. School districts should not reflect poorly in academic achievement when students do not participate in the testing.

*MSBA asks the legislature to discontinue the current practice of including scores of students whose parents/caregivers choose to opt out of Minnesota Comprehensive Assessment (MCA) standardized testing, which counts as a zero, and change practice to only include scores of students who took the assessment.*



## 415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

### I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

### II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to ~~fully~~ comply fully with Minnesota Statutes section 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

### III. DEFINITIONS

- A. "Abuse" means:
  - 1. (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in Minnesota Statutes sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in Minnesota Statutes section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in Minnesota Statutes section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in Minnesota Statutes sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction.
  - 2. Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or

involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under Minnesota Statutes section 245.825.

3. Any sexual contact or penetration as defined in Minnesota Statute section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility.
4. The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another.

Abuse does not include actions specifically excluded by Minnesota Statutes section 626.5572, Subd. 2.

- B. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.
- C. "Common entry point" means the entity responsible for receiving reports of alleged or suspected maltreatment of a vulnerable adult and designated by the Commissioner of the Minnesota Department of Human Services as the MN Adult Abuse Reporting Center (MAARC).
- D. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.
- E. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

~~F. “Mandated reporters” are education professionals or professional’s delegate identified by law who MUST make a report if they have reason to believe that the abuse, neglect, or financial exploitation of a vulnerable adult has occurred. means a professional or professional’s delegate while ¶ engaged in education.~~

~~“Mandated Reporters” means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.~~

.F “Maltreatment” means the neglect, abuse, or financial exploitation of a vulnerable adult.

G. “Mandated reporters” are education professionals or professional’s delegate identified by law who MUST make a report if they have reason to believe that the abuse, neglect, or financial exploitation of a vulnerable adult has occurred.

HE. “Neglect” means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult’s physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct.

Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult’s health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minnesota Statutes section 626.5572, Subd. 17.

I. “School Personnel” means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.

~~D. “Abuse” means: ¶~~

~~1. (a) An act against a vulnerable adult that constitutes a violation ¶ of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation, inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first~~

~~through fifth degrees as defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) ¶~~

~~2. Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. ¶~~

~~(c)3. Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. ¶~~

~~(d)4. The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. ¶~~

~~Abuse does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 2.~~

~~E. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.~~

~~JKF.~~ "Vulnerable ~~a~~Adult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services required to be licensed

under ~~Minnesota Statutes chapter Minn. Stat. Ch.~~ 245A, except as excluded under ~~Minnesota Statutes section Minn. Stat. §~~ 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or (4) regardless of residence or ~~whether any~~ type of service ~~is~~ received, possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to ~~adequately~~ provide ~~adequately~~ for the individual's ~~person's~~ own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.

- ~~G. "Caregiver" means an individual or facility who has responsibility for the care of a vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.~~
- ~~H. "School Personnel" means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.~~
- ~~I. "Immediately" means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.~~

#### IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports.
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The reporter shall, to the extent possible, identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident, and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose *not public data* as defined under ~~Minnesota Statutes section Minn.~~

~~Stat. §~~ 13.02, to the extent necessary to comply with the above reporting requirements.

- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting, or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.
- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against a vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

## V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

## VI. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks where appropriate.
- B. The school district will develop a method of discussing this policy with employees where appropriate.
- C. This policy shall be reviewed at least annually for compliance with state law.

*Legal References:* Minn. Stat. § 13.02 (Government Data Practices; Definitions ~~Collection, Security, and Dissemination of Records; Definitions~~)  
Minn. Stat. Ch. 245A (Human Services Licensing)  
Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)  
Minn. Stat. §§ 609.221-609.224 (Assault)  
Minn. Stat. § 609.232~~4~~ (Crimes Against Vulnerable Adults; Definitions ~~the Person~~)  
Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)

Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)  
Minn. Stat. § 609.341 (Definitions)  
Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)  
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)  
Minn. Stat. § 626.5572 (Definitions)  
*In re Kleven*, 736 N.W.2d 707 (Minn. App. 2007)

***Cross References:*** ~~ISD 200MSBA/MASA Model~~ Policy 103 (Complaints – Students, Employees, Parents, Other Persons)  
~~ISD 200MSBA/MASA Model~~ Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)  
~~ISD 200MSBA/MASA Model~~ Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
~~ISD 200MSBA/MASA Model~~ Policy 406 (Public and Private Personnel Data)  
~~ISD 200MSBA/MASA Model~~ Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
~~ISD 200MSBA/MASA Model~~ Policy 515 (Protection and Privacy of Pupil Records)

*Policy Reviewed:* ~~01.26.2024~~07.22.2020  
*Policy Adopted:* 08.26.2020  
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**419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION**

**I. PURPOSE**

The purpose of this policy is to maintain a learning and working environment that is tobacco-free.

**II. GENERAL STATEMENT OF POLICY**

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.
- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

### III. DEFINITION ~~STOBACCO AND TOBACCO-RELATED DEVICES DEFINED~~

- A. “Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption through inhalation of aerosol or vapor from the product. Electronic delivery devices include, but are not limited, to devices manufactured, marketed, or sold as electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery devices include any component part of a product, whether or not marketed or sold separately. Electronic delivery devices exclude drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

~~“Electronic delivery device” means any product containing or delivering nicotine, lobelia, or any other substance intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of vapor from the product. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.~~

- B. “Heated tobacco product” means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. “Tobacco” means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. “Tobacco-related devices” means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of aerosol or vapors of tobacco or

tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.

- E. “Smoking” means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. “Vaping” means **using** an activated electronic delivery device or heated tobacco product.

#### IV. EXCEPTIONS

- A. A violation of this policy does not occur when ~~an Native American Indian~~ adult lights tobacco on school district property as a part of a traditional **Native American** spiritual or cultural ceremony. A ~~Native American Indian~~ student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices. A ~~Native American Indian~~ is a person who is a member of ~~a Native American Indian~~ **a Native American Indian** tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.

#### V. VAPING PREVENTION INSTRUCTION

- A. The school district must provide vaping prevention instruction at least once to students **in grades six 6 through eight8**.
- B. The school district may use instructional materials based upon the Minnesota Department of Health’s school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district’s locally developed health standards.

## VI. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

## VII. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

**Legal References:** Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)  
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)  
Minn. Stat. § 609.685 (Sale of Tobacco to **Persons Under Age 21 Children**)  
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

**Cross References:** ISD 200 Policy 506 (Student Discipline)

**Policy Reviewed:** 01.26.2024

*Policy Adopted:* 06.28.2023

*Policy Revised:* 06.28.2023



## **421 GIFTS TO EMPLOYEES AND SCHOOL BOARD MEMBERS**

### **I. PURPOSE**

The purpose of this policy is to avoid the appearance of impropriety or the appearance of a conflict of interest with respect to gifts given to school district employees and school board members.

### **II. GENERAL STATEMENT OF POLICY**

- A. The school district recognizes that students, parents, and others may wish to show appreciation to school district employees. The policy of the school district, however, is to discourage gift-giving to employees and to encourage donors instead to write letters and notes of appreciation or to give small tokens of gratitude as memorabilia.
- B. A violation of this policy occurs when any employee solicits, accepts, or receives, either by direct or indirect means, a gift from a student, parent, or other individual or organization of greater than nominal value.
- C. A violation of this policy occurs when any employee solicits, accepts, or receives a gift from a person or entity doing business with or seeking to do business with the school district. Employees may accept items of insignificant value of a promotional or public relations nature or a plaque with a resale value of \$5 or less with an inscription recognizing an individual for an accomplishment. The superintendent has discretion to determine what value is “insignificant.”
- D. Teachers may accept from publishers free samples of textbooks and related teaching materials.
- E. This policy applies only to gifts given to employees where the donor’s relationship with the employee arises out of the employee’s employment with the school district. It does not apply to gifts given to employees by personal friends, family members, other employees, or others unconnected to the employee’s employment with the school district.
- F. An elected or appointed member of a school board, a school superintendent, a school principal, or a district school officer, including the school business official, may not accept a gift from an interested person.

### **III. DEFINITIONS**

- A. “Gift” means money, real or personal property, a service, a loan, a forbearance or forgiveness of indebtedness, or a promise of future employment that is given

without something of equal or greater value being received in return.

- B. “Interested person” means a person or a representative of a person or association that has a direct financial interest in a decision that a school board member, a superintendent, a school principal, or a district school officer is authorized to make.
- C. “Financial interest” means any ownership or control in an asset which has the potential to produce a monetary return.

#### **IV. PROCEDURES**

Any employee considering the acceptance of a gift shall confer with the administration for guidance related to the interpretation and application of this policy.

#### **V. VIOLATIONS**

Employees who violate the provisions of this policy may be subject to discipline, which may include reprimand, suspension, and/or termination or discharge.

**Legal References:** Minn. Stat. § 10A.07 (Conflicts of Interest)  
Minn. Stat. § 10A.071 (Prohibition of Gifts)  
Minn. Stat. § 15.43 (Acceptance of Advantage by State Employee;  
Penalty)  
Minn. Stat. § 471.895 (Certain Gifts by Interested Persons Prohibited)

**Cross References:** ~~ISD 200MSBA/MASA Model~~ Policy 209 (Code of Ethics)  
~~ISD 200MSBA/MASA Model~~ Policy 210 (Conflict of Interest – School  
Board Members)  
~~ISD 200MSBA/MASA Model~~ Policy 306 (Administrator Code of Ethics)

*Policy Reviewed:* 01.26.2024

*Policy Adopted:* 03.24.2021

*Policy Revised:*



## 206 PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS ABOUT PERSONS AT SCHOOL BOARD MEETINGS AND DATA PRIVACY CONSIDERATIONS

### I. PURPOSE

- A. The school board recognizes the value of participation by the public in deliberations and decisions on school district matters. At the same time, the school board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants' respective views.
- B. The purpose of this policy is to provide procedures to assure open and orderly public comments to the school board as well as to protect the due process and privacy rights of individuals under the law.

### II. GENERAL STATEMENT OF POLICY

- A. The policy of the school board is to encourage comments to the school board by persons of subjects related to the school district. ~~prior to the start of regular school board meetings.~~ The school board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate free comments to the school board by all interested parties.
- B. The school board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students.

### III. DEFINITIONS

- A. "Personnel data" means government data on individuals maintained because the individual is or was an employee or applicant for employment. For purposes of this policy, "employee" includes a volunteer or an independent contractor. ~~"Personnel data" means government data on individuals maintained because they are or were employees of the school district, applicants for employment. For the purposes of this policy, "employee", or includes a volunteers or an independent contractor. Fos for the school district, or members of or applicants for an advisory board or commission. Personnel data include data submitted to the school district by an employee as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations. An employee who is identified in a suggestion shall have access to all data in the suggestion except~~

~~the identity of the employee making the suggestion.~~

- B. Personnel data on current and former employees that is “public” includes: Name; employee identification number, which must not be the employee’s social security number; actual gross salary; salary range; terms and conditions of employment relationship; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary; bargaining unit; job title; job description; education and training background; previous work experience; date of first and last employment; the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action; the final disposition of any disciplinary action as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the public body; the complete terms of any agreement settling any dispute arising out of the employment relationship, including a buyout agreement as defined in Minn. Stat. § 123B.143, Subd. 2, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money; work location; work telephone number; badge number; work-related continuing education; honors and awards received; and payroll time sheets or other comparable data that are only used to account for employee’s work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee’s reasons for the use of sick or other medical leave or other not public data.
- C. Personnel data on current and former applicants for employment that is “public” includes:
- Veteran status; relevant test scores; rank on eligible list; job history; education and training; and work availability. Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the appointing authority to be finalists for a position in public employment. For purposes of this subdivision, “finalist” means an individual who is selected to be interviewed by the appointing authority prior to selection.
- D. “Educational data” means data maintained by the school district which relates to a student.
- E. “Student” means an individual currently or formerly enrolled or registered in the

school district, or applicants for enrollment, or individuals who receive shared time services.

- F. Data about applicants for appointments to a public body, including a school board, collected by the school district as a result of the applicant's application for appointment to the public body are private data on individuals, except that the following are public: name; city of residence, except where the appointment has a residency requirement that requires the entire address to be public; education and training; employment history; volunteer work; awards and honors; prior government service; any data required to be provided or that is voluntarily provided in an application to a multi member agency pursuant to Minn. Stat. § 15.0597; and veteran status. Once an individual has been appointed to a public body, the following additional items of data are public: residential address; either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; the first and last dates of service on the public body; the existence and status of any complaints or charges against an appointee; and, upon completion of an investigation of a complaint or charge against an appointee, the final investigative report unless access to the data would jeopardize an active investigation. Any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

#### **IV. RIGHTS TO PRIVACY**

- A. School district employees have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
1. Right to a private hearing for teachers, pursuant to Minn. Stat. § 122A.40, Subd. 14 (Teachers Discharge Hearing);
  2. Right to privacy of personnel data as provided by Minn. Stat. § 13.43 (Personnel Data);
  3. Right to consideration by the school board of certain data treated as not public as provided in Minn. Stat. § 13D.05 (Not Public Data);
  4. Right to a private hearing for licensed or non-licensed head varsity coaches to discuss reasons for nonrenewal of a coaching contract pursuant to Minn.

Stat. § 122A.33, Subd. 3.

- B. School district students have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
1. Right to a private hearing, Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing);
  2. Right to privacy of educational data, Minn. Stat. § 13.32 (Educational Data); 20 U.S.C. § 1232g (FERPA);
  3. Right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).

## V. THE PUBLIC'S OPPORTUNITY TO BE HEARD

The school board will strive to give all persons an opportunity to be heard and to have complaints considered and evaluated, within the limits of the law and this policy and subject to reasonable time, place, and manner restrictions. Among the rights available to the public is the right to access public data as provided by Minn. Stat. § 13.43, Subd. 2 (Public Data).

## VI. PROCEDURES FOR COMMENTS TO THE BOARD

- A. ~~Comments to the school board will begin fifteen minutes prior to the scheduled regular school board meeting. This time is for citizens who wish to address the board regarding School District related items. A maximum of five speakers will be given the opportunity to provide public comment. The school board will not engage in discussion or provide responses during this time, however, may respond at a later time and/or direct administration to follow up with the speaker.~~ The school board will not engage in discussion or provide responses during this time, however, may respond at a later time and/or direct administration to follow up with the speaker.
- B. To be recognized, citizens must complete the Public Participation at School Board Meetings Procedures and Request (Form 206.1FRM) and submit their request via email or drop it off at the district office no later than 8 am on the day prior to the regularly scheduled board meeting. If a group or organization wishes to address the school board on a topic, one representative shall be designated as the speaker. Selected speakers will be notified by the administrative assistant to the superintendent [district representative].
- C. Only those speakers recognized by the school board will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt

speakers, school board, or the proceedings may be directed to leave.

- D. ~~Each speaker will be limited to 3 minutes. This time may not be ceded to another speaker. If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one representative or spokespersons to speak on behalf of the group or organization.~~
- E. Matters which may involve preliminary allegations, or which may be potentially libelous or slanderous in nature shall not be considered in public, but shall be processed as determined by the school board in accordance with governing law.
- F. The school board shall promptly rule out of order any discussion by any person, including school board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual and any media feed will be cut immediately.
- G. Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.

#### ~~PUBLIC HEARINGS~~

~~¶~~

~~The procedures identified in Section IV A-G will also be used for comments to the school board during a public hearing, unless otherwise determined by statute or by the school board.~~

## VII. COMPLAINTS

- A. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.
- B. If the complaint is against an employee relating to child abuse, -discrimination, racial, religious, sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the school district policy governing that kind of complaint. In the absence of a designated person, the matter should be referred to the superintendent.
- C. Unresolved complaints from Paragraph 1 of this section or problems concerning the school district should be directed to the superintendent's office.

- D. Complaints which are unresolved at the superintendent's level may be brought before the board as a whole by notifying the school board ~~chair~~ in writing.

## VIII. PENALTIES FOR VIOLATION OF DATA PRIVACY

- A. The school district is liable for damages, costs and attorneys' fees, and, in the event of a willful violation, punitive damages for violation of state data privacy laws. (Minn. Stat. § 13.08, Subd. 1)
- B. A person who willfully violates data privacy or whose conduct constitutes the knowing unauthorized acquisition of not public data is guilty of a misdemeanor. (Minn. Stat. § 13.09)
- C. In the case of an employee, willful violation of the Minnesota data practices law, Chapter 13, and any rules adopted thereunder, including any action subject to a criminal penalty, constitutes just cause for suspension without pay or dismissal. (Minn. Stat. § 13.09)

## IX. PROCEDURES

The Board may determine at the Organizational Meeting, or as otherwise necessary at a board meeting, the time, place, and manner considerations for this policy as outlined in 206.2. ¶

¶

~~Meeting start time and day of the week ¶~~

- ~~1. Start time of the public comment session ¶~~
- ~~2. The location of the public comment session ¶~~
- ~~3. If the public comment sessions will be recorded/live-streamed ¶~~
- ~~4. If public comment sessions will be summarized as outlined in Policy 203.2.~~

### ***Legal References:***

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

Minn. Stat. § 13.43 (Personnel Data)

Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)

Minn. Stat. § 13D.05 (Meetings Having Data Classified as Public)

Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures; Closed or Open Meeting)

Minn. Stat. § 122A.33, Subd. 3 (License and Degree Exemption for Head Coach; Notice of Nonrenewal; Opportunity to Respond)

Minn. Stat. § 122A.40, Subd. 14 (Employment; Contracts; Termination; Hearing)

Procedures)

Minn. Stat. § 122A.44 (Contracting with Teachers; Substitute Teachers)

Minn. Stat. § 123B.02, Subd. 14 (General Powers of Independent School Districts; Employees; Contracts for Services)

Minn. Stat. § 123B.143, Subd. 2 (Superintendents; Disclose Past Buyouts or Contract is Void)

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Minn. Op. Atty. Gen. 852 (July 14, 2006)

***Cross References:***

ISD 200 Policy 203.2PR (Order of the Regular School Board Meeting)

ISD 200 Policy 205 (Open Meetings and Closed Meetings)

ISD 200 Policy 206.2PR (Board Procedures for Policy 206)

ISD 200 Policy 207 (Public Hearings)

SD 200 Policy 406 (Public and Private Personnel Data)

ISD 200 Policy 515 (Protection and Privacy of Pupil Records)

MSBA School Law Bulletin “C” (Minnesota’s Open Meeting Law)

MSBA School Law Bulletin “I” (School Records – Privacy – Access to Data)

*Policy Reviewed:* 01.19.2024

*Policy Adopted:* 05.24.2023

*Policy Revised:* 05.24.2023



## 306 ADMINISTRATOR CODE OF ETHICS

### I. PURPOSE

The purpose of this policy is to establish the requirements of the school board that school administrators adhere to the standards of ethics and professional conduct in this policy and Minnesota law.

### II. GENERAL STATEMENT OF POLICY

A. An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community, professional associates, and students. To these ends, the administrator must subscribe to the ~~following~~ standards below.

B. The Educational Administrator:

1. Makes the well-being of students the fundamental value of all decision-making and actions.
2. Fulfills professional responsibilities with honesty and integrity.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.
5. Implements the school board's policies.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.
7. Avoids using positions for personal gain through political, social, religious, economic, or other influence.
8. Accepts academic degrees or professional certification only from duly accredited institutions.

9. Maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development.
10. Honors all contracts until fulfillment, release, or dissolution is mutually agreed upon by all parties to the contract.
11. Adheres to the Code of Ethics for School Administrators in Minnesota Rule.

*Legal References:* Minnesota Statute 122A.14, Subd. 4 (Duties of Board of School Administrators)  
Minn. Rules Part 3512.0100 (Definitions)  
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)

*Cross References:* None

*Policy Reviewed:* 01.26.2024  
*Policy Adopted:*  
*Policy Revised:*



## 203.2PR ORDER OF THE REGULAR SCHOOL BOARD MEETING PROCEDURE

### I. PURPOSE

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

### II. GENERAL STATEMENT OF PROCEDURE

The school board shall consider matters that come before it in a consistent and orderly manner.

### III. 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
4. Consent agenda (minutes approval to be included in consent)
5. Recognition of visitors
6. Raider Spotlight
7. Public Comments Session
8. Reports and discussions
9. Action items
10. Future meetings and topics
11. 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 (Boards of Independent School Districts)

**Cross References:** ISD 200 Policy 203 (Operation of the School Board – Governing Rules)  
ISD 200 Policy 203.5PR (School Board Meeting Agenda Procedure)  
ISD 200 Policy 203.6PR (Consent Agendas Procedure)

**Policy Adopted:** 01.19.2024



Hastings Public School District  
ISD #200

**206.1 Public participation at School Board Meetings Procedures and Request**

Any individual wishing to address the school board must review Policy 206 in its entirety. According to Minnesota Statute 13.09, "A person who willfully violates data privacy or whose conduct constitutes the knowing unauthorized acquisition of not public data is guilty of a misdemeanor."

To address the School Board, read the procedures below, complete the form, and return it to the Superintendent's Office in person at:

ISD 200  
1000 W 11th St.  
Hastings, MN 55033

The form can also be returned via email to the following address: [tludwig@isd200.org](mailto:tludwig@isd200.org) no later than 8:00 AM the day before the regularly scheduled board meeting.

If you have documents to handout to the school board, please email the documents to [tludwig@isd200.org](mailto:tludwig@isd200.org) or bring nine copies to the regular board meeting. If you have any additional questions, please call the Superintendent's office at 651-480-7013.

Public comment at each Regular School Board meeting is an opportunity for residents of the School District to address the School Board. After being recognized by the chair, each individual will identify themselves and the group they represent, if any. Individuals will also state whether or not they are a District 200 resident.

The Minnesota Government Data Practices Act prohibits comment about specific student matters, even without naming the student, in open session. This includes the public comment portion of a school board meeting. The Board respects and values input on student matters, but when it relates to a specific student or to a specific student matter, such input must be heard by the appropriate personnel - such as the building principal or superintendent - and not during an open meeting of the School Board.

The School Board will strive to give all district residents an opportunity to be heard and to have complaints considered and evaluated, within the limits of the law and this policy and subject to reasonable time, place, and manner restrictions. The public comment portion of the Regular School Board meeting is considered to be a listening session. Please understand that the board will not directly respond to your comments, but we invite you to follow-up with individual board members, by appointment.

**Contact Information**

Name: \_\_\_\_\_ School Board Meeting Date to Address the Board: \_\_\_\_\_

Home Address: \_\_\_\_\_  
*(Street, City, State, Zip Code)*

Phone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

If presenting as a group, the board asks the group to select one spokesperson to address the board. Representation:

- Self Only
- Organization: \_\_\_\_\_ Spokesperson: Self \_\_\_ Other \_\_\_ : \_\_\_\_\_
- Other Group: \_\_\_\_\_ Spokesperson: Self \_\_\_ Other \_\_\_ : \_\_\_\_\_

**Nature of Request/Comments:**

Are your comments related to an agenda item?

Yes - Name the agenda item: \_\_\_\_\_

No - Topic of comments: \_\_\_\_\_

What would you like the school board or administration to do in response to your comments?:

\_\_\_\_\_  
\_\_\_\_\_

What district personnel have you contacted about this issue? (please specify): \_\_\_\_\_

By signing below, I acknowledge that I have read all of the procedures listed above and have read and understand School District Policy 206 in its entirety.

\_\_\_\_\_

*(Signature)*

\_\_\_\_\_

*(Date)*



## **206.2PR Public Comment Procedures**

In accordance with Policy 206, section X, the school board will develop the procedures for public comment **sessions** during the Organizational Meeting, or as otherwise necessary. Procedures outlined in this supplemental document include the time, place and manner for public comment.

1. Meeting start time and day of the week
  - Current practice: During each regular board meeting.
2. Start time of the public comment session
  - Current practice: Public comments shall begin after the Raider Spotlight.
3. If the public comment sessions will be recorded/live streamed (requires coordination and approval from HCTV or purchase of ISD 200 recording equipment)
  - Current practice: Will be recorded and live streamed
4. If public comment sessions will be summarized as outlined in Policy 203.2.
  - Current practice: comments are during the regular meeting.

The board chair, prior to opening public comment, will provide speakers, the community, and the board, a reminder of expectations for public comment.

1. Data Privacy requirements and expectations that public speakers understand what this includes and the penalties for violations in accordance with Minn. Stat. § 13.09.
2. The school board will recognize one speaker at a time, and will rule out of order other speakers who are not recognized.
3. Only those speakers recognized by the school board will be allowed to speak.
4. Comments by the others are out of order.
5. Individuals who interfere with or interrupt speakers, school board, or the proceedings may be directed to leave.
6. Each speaker will have 3 minutes to address the school board, and there will be a maximum of five speakers.
7. If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.
8. The board will not directly respond to speaker comments, but invites individuals to follow-up with individual board members, by appointment.



## 215.1PR Addressing School Board Member Violations Procedure (draft)

### I. 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. If agreement or understanding is reached; consider the issue resolved.

Most board member issues and situations are intended to fall into Category 1. Categories ~~2, 3, and 4, and 5,~~ are intended for extreme and/or repeated instances of violations where Category 1 has not resulted in a change in member behaviors.

3. If resolution isn't achieved, in accordance with legal counsel, bring the alleged violation to the school board by requesting a closed meeting in accordance with Minnesota Statute 13D.05 for preliminary consideration of allegations or charges against an individual subject to the board's authority
4. Public censure 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, by simple majority vote.;
5. 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.

### II. ~~PROCEDURE TO ADDRESS ALLEGATIONS OF A VIOLATION ¶~~

- ~~A. Conversation in a private setting between the offending member and the school board chair or other individual member; such conversation will be reported by the chair to the balance of the board. ¶~~
- ~~B. If agreement or understanding is reached; consider the issue resolved. ¶~~

~~C. If resolution isn't achieved, in accordance with legal counsel, bring the alleged violation to the school board by requesting a closed meeting in accordance with Minnesota Statute 13D.05 for preliminary consideration of allegations or charges against an individual subject to the board's authority.¶¶~~

~~D. If the members conclude that a violation has occurred by a majority vote, all future meetings related to those specific violations, including disciplinary action, shall be held in an open meeting.¶¶~~

### ~~III. APPROPRIATE ACTION BY THE SCHOOL BOARD¶¶~~

~~A. If the school board agrees a violation occurred, the school board shall vote to determine appropriate action regarding the violation. Actions may include, but are not limited to:¶¶~~

~~1. Issuing a public statement indicating that the board does not condone or agree with behavior or action of the board member's misconduct;¶¶~~

~~2. Public censure, by simple majority vote, of the school board, as well as removal from committees and leadership positions, to which the member has been appointed or elected.¶¶~~

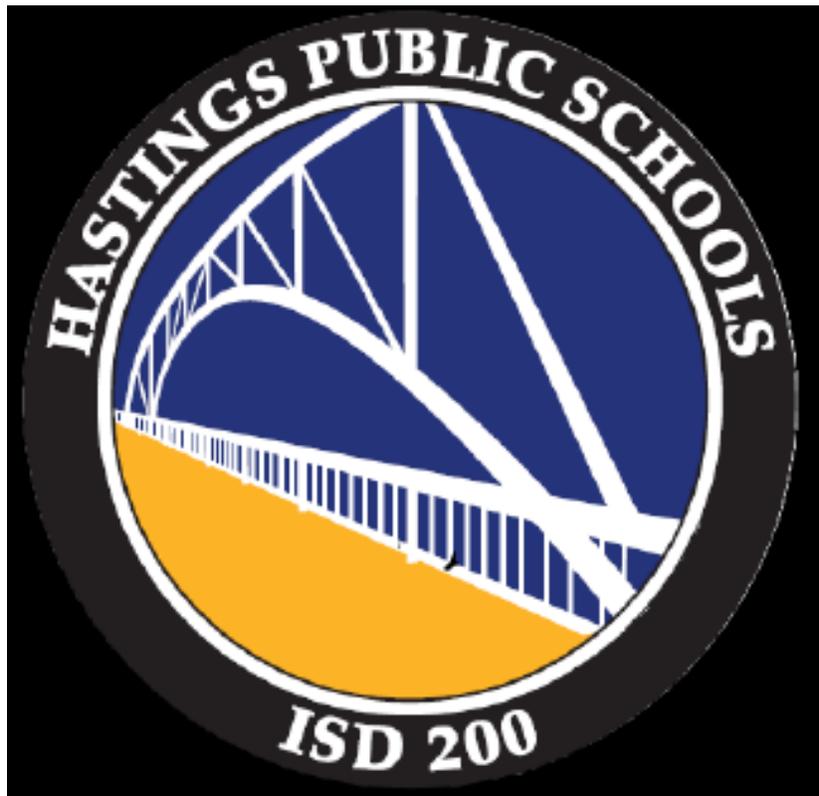
~~3. Removal from the school board for proper cause by a concurrent vote of at least four members. The board member to be removed will be duly notified of the time and place of the meeting for which the vote is to be taken, and for the reasons for the proposed removal. The board member will be given an opportunity to be heard in defense against the removal.¶¶~~

~~4. Note: Most board member issues and situations are intended to be resolved in Subd.H of this procedure and Subd. III (a) (2) & (3) are intended for extreme circumstances and/or for repeated instances of violations where subd.H has not resulted in a change in member behaviors.~~

*Reviewed: 11.2908.2023*

# BOARD MEMBER HANDBOOK

A Guide for  
Hastings Public Schools  
Board of Education Members



1000 West 11th Street  
Hastings, MN, 55033

<http://www.hastings.k12.mn.us>

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# HASTINGS PUBLIC SCHOOLS LEADERSHIP DIRECTORY

2024-2026

## BOARD MEMBERS

	EMAIL ADDRESS	PHONE NUMBER
Director Philip Biermaier	<a href="mailto:pbiermaier@isd200.org">pbiermaier@isd200.org</a>	651-295-3064
Director Matt Bruns	<a href="mailto:mbruns@isd200.org">mbruns@isd200.org</a>	651-226-5697
Director Jessica Dressely	<a href="mailto:jdressely@isd200.org">jdressely@isd200.org</a>	651-366-7130
Director Melissa Millner	<a href="mailto:mmillner@isd200.org">mmillner@isd200.org</a>	651-353-4325
Director Carrie Tate	<a href="mailto:ctate@isd200.org">ctate@isd200.org</a>	612-354-0732
Director Jenny Wiederholt-Pine	<a href="mailto:jwiederholtpine@isd200.org">jwiederholtpine@isd200.org</a>	651-503-3161
Director Mark Zuzek	<a href="mailto:markzuzek@isd200.org">markzuzek@isd200.org</a>	651-335-0786

## EXECUTIVE STAFF

Superintendent Dr. Tammy Champa	<a href="mailto:tchampa@isd200.org">tchampa@isd200.org</a>	651-480-7001
Administrative Assistant Tammy Ludwig	<a href="mailto:tludwig@isd200.org">tludwig@isd200.org</a>	651-480-7013

## LEADERSHIP CABINET

Building & Grounds Director Cam Peterson	<a href="mailto:cpeterson@isd200.org">cpeterson@isd200.org</a>
Community Education Director Kari Gorr	<a href="mailto:kgorr@isd200.org">kgorr@isd200.org</a>
Finance & Operations Director Jen Seubert	<a href="mailto:jseubert@isd200.org">jseubert@isd200.org</a>
High School Principal Scott Doran	<a href="mailto:sdoran@isd200.org">sdoran@isd200.org</a>
Human Resource Director Cathy Moen	<a href="mailto:cmoen@isd200.org">cmoen@isd200.org</a>
Kennedy Principal Principal Kyle Latch	<a href="mailto:klatch@isd200.org">klatch@isd200.org</a>
Pinecrest Principal Paul Bakker	<a href="mailto:pbakker@isd200.org">pbakker@isd200.org</a>
McAuliffe Principal Matt Esterby	<a href="mailto:mesterby@isd200.org">mesterby@isd200.org</a>
Middle School Principal Steve Kovach	<a href="mailto:skovach@isd200.org">skovach@isd200.org</a>
Special Services Director Megan Miller	<a href="mailto:mmiller@isd200.org">mmiller@isd200.org</a>
Interim Teaching & Learning Director	
Technology Director Missy Williams	<a href="mailto:mwilliams@isd200.org">mwilliams@isd200.org</a>

# DISTRICT BUILDINGS



District Office

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



Hastings High School  
Grades 9 -12 and  
Area Learning Center

200 General Sieben Drive, Hastings, MN 55033  
(651) 480-7470  
(651) 480-7690



Hastings Middle School  
Grades 5 - 8

1000 West 11th Street, Hastings, MN 55033  
(651) 480-7060



Kennedy Elementary  
Grades K - 4

1175 Tyler Street, Hastings, MN 55033  
(651) 480-7220



McAuliffe Elementary  
Grades K - 4

1601 West 12th Street Hastings, MN 55033  
(651) 480-7390



Pinecrest Elementary  
Grades K -4

975 West 12th Street Hastings, MN 55033  
(651) 457-9426



Tilden Community Center  
Early Learning Programming,  
Adult Education,  
Family Education,  
Community Education

310 River Street, Hastings, MN 55033  
(651) 480-7680

# 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.

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.



# INTRODUCTION: ONBOARDING

The purpose of this handbook is to outline the board’s operating procedures and norms. It also includes important information on policies, meetings, committees, partnerships and communication. Its ongoing guidance is meant to enable each board member to fulfill essential governance duties and to exercise their responsibilities as a board member, while also providing expectations, and standards of behavior for the conduct of the board.

*Through our commitment and work, the members of the Hastings Public Schools Board of Education will strive to provide an excellent public education that meets the needs of all students in our district. As a board, we will model with each other the leadership and relationships we seek to build with others. The way we run meetings and interact with one another sends clear signals about how we value the mission of the district. Collaborative relationships based on trust and accountability inspire confidence in our leadership, and the vision of what we intend to create for Hastings Public Schools.*

## SCHOOL BOARD NORMS

Norms are not dictated by policy, nor mandated by law, but by explicitly stating board norms, every board member will understand how the board operates to complete its work and how to interact with one another. Norms provide a standard against which board members can give each other feedback, evaluate efficiencies, and improve board operations. The board maintains its ability to be flexible and through general consensus at a working session, the board may add, remove, and/or replace norms to improve the board’s operations. **When we know better, we do better!**

## NAVIGATING THE HANDBOOK

- All active links are underlined
- Five general terms used throughout this handbook should be explained. From this point forward, the words, “board”, “board member”, “district”, “chair”, and “meeting” will have the same meaning as the formal terms, “school board”, “school board member”, “school district”, “school board chair”, and “school board meeting”.

## HANDBOOK MAINTENANCE & REVIEW PROCEDURE

- During each year, the handbook may undergo a brief review by the policy committee that will:
  - Ensure consistency with the 200 series policies, and procedures;
  - Be presented to the board for discussion during a working session; and
  - Be adopted by a majority vote during a single board meeting.
- During the review of the 200 series policies, the handbook will undergo a full review that will:
  - Ensure consistency with the 200 series policies, and procedures;
  - Seek input and feedback regarding best practices;
  - Be presented to the board for discussion at a working session; and
  - Be adopted by a majority vote of the board following the 3 reading procedure.
- Board members may propose additions/revisions to the handbook by sending an email to the chair & superintendent requesting to add “handbook discussion” as a topic for an upcoming working session.
- The handbook may be updated to reflect adopted policy changes without further board action;
- Links to policies, procedures, and board norms may be updated without further board action;
- The date that this handbook was last reviewed, updated, and/or revised, is included on the last page of this handbook.

# SCHOOL BOARD MEMBERS

Board members have the duty of the care, management, and control of the public schools of the school district in accordance with the authority granted them in law.

## AS A MEMBER OF THE SCHOOL BOARD, I WILL:

- Attend all school board meetings, working sessions, committee meetings, and board retreats;
- Come to the meetings prepared for discussion of the agenda items;
- Listen to the opinions and views of others;
- Vote my conscience unless I abstain because a conflict of interest exists;
- Support the majority decision. This does not mean that my position has changed, but it does mean that I support & I respect the fairness of the board's voting process;
- Seek to understand the context of the decisions made by previous boards; and
- Be motivated by a desire to provide the best possible education for all students in Independent School District 200.

## IN PERFORMING THE FUNCTIONS OF A SCHOOL BOARD MEMBER, I WILL:

- Focus on students, and education;
- Consider myself a trustee of public education and I will do my best to protect, conserve, and advance its progress;
- Recognize that my responsibility, exercised through the actions of the board as a whole, is to see that the schools are properly run – not to run them myself;
- Work collaboratively with the superintendent; and
- Delegate the implementation of board decisions to the superintendent.

## LEGAL OBLIGATIONS OF A SCHOOL BOARD MEMBER

- Comply with all federal, state and local laws relating to my work as a board member;
- Comply with all policies and procedures as adopted by the board;
- 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;
- Transact district business in an open meeting of the board;
- Avoid conflicts of interest and refrain from using a board position for personal gain; and
- Guard the confidentiality of information that is protected under applicable law.

## RESPONSIBILITY TO THE COMMUNITY THAT WE SERVE

- Plan for both the present and future educational needs of students;
- Obtain adequate financial support for the school district's programs;
- Insist that business transactions of the school district be ethical and open;
- Strive to uphold my responsibilities and accountability to the taxpayers in my school district; and
- Fully accept my fiduciary responsibility to focus on the district's need for resources to carry out its mission and goals, approve a school district budget that protects the future fiscal integrity of the district and is an effective use of public funds.

# DUTIES OF THE SCHOOL BOARD

ISD 200 Policy 201

## THE SCHOOL BOARD SHALL PERFORM THE FOLLOWING:

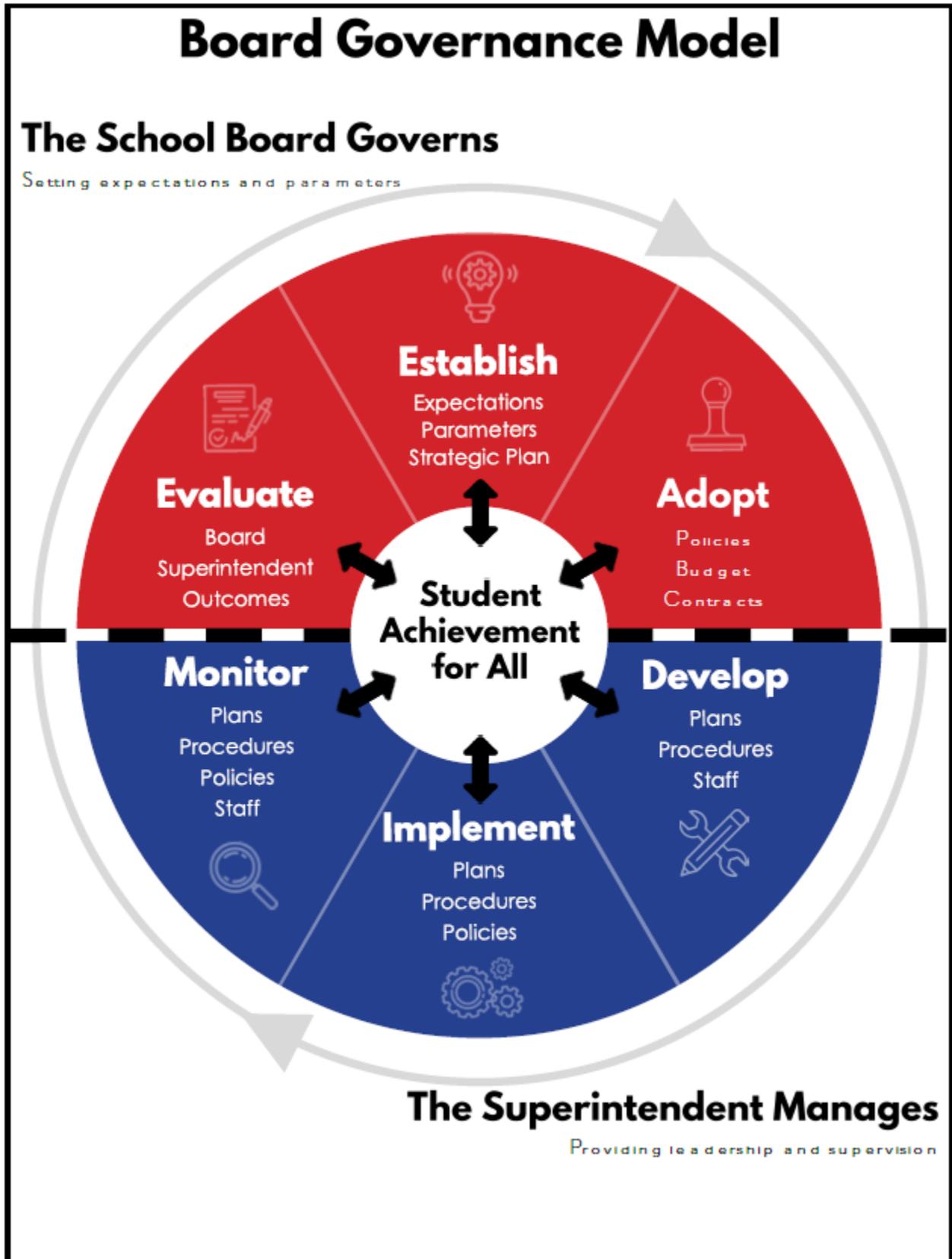
- provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;
- conduct the business of the schools and pay indebtedness and proper expenses;
- employ/contract with necessary qualified teachers and discharge the same 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; and
- procure insurance against liability of the school district, its officers, and employees.

## THE SCHOOL BOARD 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;
- provide free breakfast & lunch for pupils in accordance with MN statute and furnish lunch for teachers on such terms and prices 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 purpose;
- authorize co-curricular and extracurricular activities;
- receive, for the benefit of the school district, bequests, donations, or gifts for any proper purpose; and
- perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools.

# BOARD GOVERNANCE MODEL

MSBA Board Development





**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**

# THE ELECTION IS OVER; WHAT'S NEXT?

## CERTIFICATION OF FILING

The Certification of Filing is due no later than seven days after the general election. Access form [here](#).

## CANVASS

Between the third and tenth days after a school district election, the school board shall canvass the returns and declare the results of the election.

## CERTIFYING RESULTS

The school district clerk shall certify the results of the school district election to the county auditor.

## CAMPAIGN FINANCE REPORTING

Candidates must submit all campaign finance reports required by *MN Statute Section 211A.02* to the school district clerk.

## CERTIFICATE OF ELECTION

After the time for contesting results has passed (five days after the canvass is completed) and after confirming that all campaign financial reports have been filed, the school district clerk shall issue a certificate of election to each successful candidate. The successful candidates shall sign & file "Acceptance and Oath of Office" (document provided by the district) with the clerk within 30 days. **NORM:** The school district clerk will contact successful candidates to complete this process at the district office.

## DISTRICT HUMAN RESOURCES & Human Resources will contact you

- Complete intake
- Provide Forms
- Collect contact information
- Background check
- Set up email, and payroll

## ADMINISTRATIVE ASSISTANT Administrative Assistant will contact you

- Request your photo
- Request telephone number for website
- Schedule one on one with the superintendent
- Provide & explain access to electronic resources
- Provide MSBA website login

## OATH OF OFFICE

Every person elected or appointed to any public office shall take an oath or affirmation to support the U.S. Constitution and the Constitution of Minnesota, and to discharge faithfully the duties of their office to the best of their judgment and ability. **NORM:** Newly elected school board members participate in a Ceremonial Oath of Office prior to being seated at the board table during the Organizational Meeting. (Group board photo will be taken at the start of the Organizational Meeting).

## TERM OF OFFICE

Board members are elected to four-year terms commencing on the first Monday in January of the year following the November election and ending the first Monday in January, four years later. There is no limit on the number of consecutive terms a member can serve.

# WHAT'S NEXT CONTINUED . . .

## APPOINTMENTS TO FILL VACANCIES

A vacancy on the board shall occur when a member dies, resigns, or ceases to be a resident of Independent School District #200. Any vacancy on the board must be filled by a board appointment at a regular or special meeting. The board will fill all vacancies in accordance with legal requirements and MN Statute Section 123B.09 subd.5b.

## RESOURCES TO PREPARE

Review content available on the [district's website](#) or click on the links below:

- [District Policies](#)
- [Strategic Plan](#)
- [Previous meeting minutes & agendas](#)
- [Board meeting information and schedule](#)
- Board meetings: Attend in person or [watch online](#)
- Connect with current board members

## MINNESOTA SCHOOL BOARD ASSOCIATION

MN Statute Section 123B.09 subd.2 - A board member shall receive training in school finance and management developed in consultation with the Minnesota School Boards Association. Attending the Minnesota School Boards Association's "Learning to Lead Workshops I & II" fulfills this requirement. **NORM:** Sign up for MSBA workshops & conferences by contacting the district's administrative assistant.

Learning to Lead Workshops;

- 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
  - Virtual workshops are held in late November, and early December.
  - In-person workshops are held during MSBA Leadership Conference in January

## BOARD MEMBER COMPENSATION

During the Organizational Meeting the board will vote to establish annual board member compensation. Pay dates are the 5th and 20th of each month.

- Board member annual compensation: \$4,250
- Board chair annual compensation: \$4,750
- Board member serving as the liaison to Intermediate School District #917 annual compensation: \$4,250 plus amount determined by 917's board

# AGENDAS AND MINUTES

## AGENDA PREPARATION

The board will conduct business during meetings through an adopted agenda that advances board work and district goals. While each board member has the right to request additions, amendments, or revisions to the agenda prior to its adoption during a regular board meeting, it shall be the responsibility of the board chair and superintendent to develop, prepare, and arrange the tentative items for the agenda of each board meeting and working session. **NORM:** For an item, presentation or material request to be considered for placement on the agenda, board members will strive to make email requests to the board chair and superintendent at least seven (7) days prior to the scheduled meeting. If the request is not added to the next meeting agenda, the board chair will follow up with the board member regarding the status of the request.

## POSTED AGENDAS FOR REGULAR MEETINGS

The preliminary agenda with supporting documents will be posted in BoardBook, five (5) days prior to the scheduled meeting (Friday afternoon). It is expected that all board members read the agenda prior to the meeting. **NORM:** It may be necessary to add items to the agenda after it has been posted in BoardBook. The superintendent or designee will send an email informing board members of any additions or changes to the posted agenda.

## POSTED AGENDAS FOR WORKING SESSIONS

The agenda and available supporting documents will be posted in BoardBook, five (5) days prior to the scheduled meeting. If supporting documents are not available at the time of posting, the board expects to receive a printed packet containing these materials at the working session.

**NORM:** A board member's questions pertaining to agenda items requiring time and preparation for response should be emailed to the superintendent as soon as possible, and at least three days [72 hours] in advance of the meeting. The superintendent will review the question to determine if the information is readily available. If the information is readily available, it will be provided by email to the full board. If the information is not readily available, the superintendent or designee will follow up with the board member regarding the status of the request.

**NORM:** If a clerical error is identified in a presentation, report, agenda or minutes, board members will email requests for corrections to the district's administrative assistant, this ensures that the correction can be made prior to the meeting. Clerical errors should not be addressed during the meeting.

## MEETING MINUTES

Minutes will be carefully recorded to include all actions of the board and all votes taken at a board meeting by the board's clerk or designee. Meeting minutes shall be adopted or modified by the board at a subsequent meeting. Once adopted, the meeting minutes shall be available at the district office and may be posted in BoardBook. A summary of the meeting shall be published in the official newspaper of the district.

# MEETING OPERATION NORMS

## OPEN MEETING LAW

The Open Meeting Law is intended to preserve the rights of the public to observe actions and decisions of its representatives. To satisfy this, all meetings of the board will be open to the public for attendance, and a schedule of the board's regular meetings and working sessions will include times and locations, and shall be kept on file at the district office. Additionally, the board will ensure that a schedule of meetings is posted on the district's website. The Open Meeting Law applies to all meetings of the public body and, in general, meetings of its committees and subcommittees. For the law to apply, a quorum (a majority of the members of the board) must be present. Although the responsibility to ensure that meetings are properly noticed lies with the board, this operational activity is typically carried out by the individual who functions as the clerk to the board.

## LOCATION OF MEETINGS

Regular board meetings and working sessions are held at the Hastings Middle School in the Media Center. Committee meetings are held at the District Office in Conference Room A. All meeting location changes will be posted on the district's website.

## QUORUM

In order for a board meeting to be official and before any action can be taken by the board, at least a quorum of board members (four or more of the seven members) must be present. In the absence of a quorum, the only official action that the board may take is to adjourn the meeting. The gathering of a quorum constitutes a meeting if "members discuss, decide, or receive information as a group on issues relating to the official business of the district."

## PRESIDING OFFICER

The chair will preside over all board meetings. In the event that the chair is unable to preside, the vice-chair will perform the duties of the chair. Should both the chair and vice-chair be unable to preside, the clerk will perform the duties of the chair. In the unlikely event that the chair, vice-chair, and clerk are unable to preside, the treasurer will perform the duties of the chair.

## PARLIAMENTARY AUTHORITY DURING MEETINGS

Robert's Rules of Order will govern the board in its deliberations of "Action Items" during regular, closed, emergency, and special board meetings. The board must discuss and vote on each "Action Item" one motion at a time. All motions that require a second, shall receive a second prior to discussion or debate. The member that makes the motion, has the first opportunity to speak to the motion. Additional members may speak to the motion, by raising their hand to request the floor. When a member has the floor, no other member shall interrupt unless allowed per Robert's Rules. Once a motion has been made and received a second, all discussion should be focused on the motion that is on the table.

Motion	A member makes a motion or the chair may ask for a motion & a second
Second	Another member seconds the motion
Restate Motion	The chair restates the motion
Discuss/Debate	The members debate/discuss the motion
Vote	The chair restates motion and asks for affirmative votes, and then negative votes
Announce Vote	The chair announces the results of the vote

# MEETINGS OF THE BOARD

## ATTENDANCE TO MEETINGS

All board members are expected to attend all meetings. However, it is recognized that scheduling conflicts will occur. **NORM:** A board member should notify the board chair and the district’s administrative assistant by email as soon as they are aware of a scheduling conflict.

## VOTING

Each elected member of the board will have one vote. A roll call vote will be taken when required by law or when requested by any board member.

## ORGANIZATIONAL MEETING

The first meeting in January will be devoted to business required for the proper organization of the board.

The board will take their annual group photo. The agenda may include;

- Administering the *Oath of Office* for new board members, new members seated;
- Electing officers for chair, vice-chair, clerk, and treasurer (see election procedure on pg.19);
- Setting board member compensation and meeting dates & times for the calendar year;
- Establishing standing committees & committee members;
- Determining time, place, and manner for public comments;
- Designating District Depositories; and
- Selecting the official newspaper & the district’s legal counsel.

## REGULAR BOARD MEETINGS

Regular board meetings are the formal process where the board meets as a whole to conduct the business of the school district. Meetings shall be conducted in a manner that allows board members the opportunity to review district related topics, discuss district business, and vote on action items in a timely and consistent manner. Regular Board Meetings are recorded and live streamed by Hastings Community TV.

**NORM:** Addressing others during regular board meetings - it is appropriate to use official titles followed by last name:

### Administrative

Assistant	(last name)	Principal	(last name)
Chair	(last name)	Superintendent	(last name)
Clerk	(last name)	Treasurer	(last name)
Director	(last name)	Vice Chair	(last name)

## WORKING SESSIONS

Working sessions are for board members to receive detailed reports, for district staff & board committees to introduce recommendations, and also provides time for the board to discuss topics prior to board action. Board members should utilize this time to ask clarifying questions, and request additional information. Working sessions are not recorded or live streamed. **NORM:** Addressing others during working sessions - it is appropriate to use first names.

# MEETINGS OF THE BOARD CONTINUED . . .

## SPECIAL MEETING

Any meeting that was not previously approved during the Organizational Meeting is considered a “special meeting”. When it is necessary to call a special meeting, the district’s administrative assistant will post a notice including the meeting date, time, place, and purpose on the district’s website three days before the meeting. The board’s actions during a special meeting are limited to the topics included in the notice.

## EMERGENCY MEETING

An emergency meeting is a special meeting called because of circumstances that require immediate consideration by the board. Notice of an emergency meeting must be given to the members of the board. Posted or published notice is not required per *MN statute 13D.05 subd.3*.

**CLOSED MEETING** MN Statute 13D.05, subd. 2 & 3 govern what constitutes a closed meeting

<b>What meetings MUST be closed? Meetings that discuss:</b>	<b>What meetings MAY be closed? Meetings that discuss:</b>
Alleged victims or mandated reporters of criminal sexual conduct, domestic violence, or maltreatment	Employee performance evaluations, but the meeting must be open at employee's request
Active criminal investigations and law enforcement officer misconduct	Labor negotiations
An individual's medical records	Certain security matters
Not public education data, medical data, welfare data and mental health data	Certain property transactions (asking price for property, review of confidential appraisals, develop offers or counteroffers)
Preliminary consideration of allegations or charges, but the meeting must be open at employee's request	
Meetings closed as permitted by the attorney-client privilege	
Meetings closed as expressly authorized by statute	

## BOARD RETREAT

The board will hold at least one annual retreat for board development. These meetings are not open to the public since no board business will be discussed. In addition, the superintendent may provide various opportunities throughout each calendar year for board member development.

## MEETINGS CANCELED DUE TO WEATHER

In the event that the scheduled school board meeting is canceled due to severe weather, it will be automatically rescheduled 24 hours later unless a quorum of the board is not available.

# PUBLIC COMMENTS TO THE BOARD

This time is for citizens who wish to address the board regarding school district related topics. Board members will not engage in discussion or provide responses during this time. For additional details regarding public comments, see Policy 206 and 206.1FRM. Prior to opening public comment and recognizing the first speaker, the chair will provide a verbal reminder of expectations.

- Data Privacy rules and the penalties for violations in accordance with *MN Statute Section 13.09*;
- The chair will recognize one speaker at a time, and will rule out of order other speakers who are not recognized;
- Only those speakers recognized by the school board chair will be allowed to speak;
- Individuals who interfere with or interrupt a speaker may be directed to leave;
- If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one representative or spokespersons to speak on behalf of the group or organization; and
- Board members will not provide responses during public comments.

## 206.2PR - PUBLIC COMMENTS PROCEDURE

In accordance with Policy 206, section X, the school board will develop the procedures for public comment during the Organizational Meeting, or as otherwise necessary. Procedures outlined include the time, place and manner for public comment.

Update this section after the Org. Meeting

- Meeting start time and day of the week  
Current practice: During each regular board meeting.
- Start time of the public comment session  
Current practice: Following the recognition of visitors on the agenda.
- The location of the public comment session  
Current practice: Hastings Middle School Media Center
- If the public comment sessions will be recorded/live streamed  
Current practice: TBD
- If public comment sessions will be summarized as outlined in Policy 203.2.  
Current practice: TBD based on streaming/recording ability.

# COMMUNICATION PROTOCOLS

In order to ensure Open Meeting Law compliance (Minnesota Statute 13D), one way communications to distribute information to the board should come from the board chair, superintendent, or the district's administrative assistant;

- A board member should never Reply All;
- A board member should never participate in serial emails or conversations with a quorum of board members about a topic concerning the district; and
- If a board member receives information they feel the entire board needs; email the information to the board chair and superintendent.

The school board chair will maintain a Topic Action Registrar. This registrar is accessible to the full board and is intended to be a one way communication to board members for situational awareness. To ensure Open Meeting Law compliance, the topics on this registrar should not be discussed between a quorum of board members. If a topic needs to be discussed by the full board, it should be added as an agenda item in an open meeting by following the Agenda Preparation procedure outlined on page 12 of the Handbook.

The registrar will include documentation of any topic(s) addressed, dates of communications, names of constituents and any follow-up actions related to:

- Constituent concerns related to the school board or governance;
- Constituent concerns having been elevated to the school board when they feel it is not being addressed by the superintendent;
- Constituent concerns submitted to the entire board that are directed through the appropriate chain of command;
- Staff requests/concerns that must be addressed by the school board; and
- Constituent communications that are directed to staff for resolution.

The Topic Action Registrar will not include:

- Agenda item questions/concerns (they are accessible via a Google Doc maintained by the superintendent)

In general, all non-governance questions and concerns should follow a chain of command when being addressed. The proper chain of command for non-staff constituents is teacher, principal, superintendent, then school board. For staff, the first step in the chain of command is their supervisor. The superintendent should be the first chain of command when an issue involves multiple schools or when the issue is unresolved after already contacting a principal.

No Open Meeting Law Violation occurs when mail (electronic or printed) is used to distribute materials to board members. A problem or violation may arise when the board members respond to the information and begin a discussion of the materials. Additional information about Open Meeting Law is found here:

[Minnesota Open Meeting Law - Minnesota Counties Intergovernmental Trust \(mcit.org\)](http://mcit.org)

# COMMUNICATIONS CONTINUED . . .

Situation	Communication Protocol
<p>If I get a phone call, email, or stopped in public with concerns from a constituent, including:</p> <ul style="list-style-type: none"> <li>● Staff member</li> <li>● Student</li> <li>● Parent</li> <li>● Community Member</li> </ul>	<p>Request name and phone number of the constituent if contacted via phone or while in public. Always seek to identify the situation/interest. Board members should:</p> <ul style="list-style-type: none"> <li>● Thank the person for contacting them and for bringing the issue to their attention;</li> <li>● Redirect staff to supervisor/ principal;</li> <li>● Redirect student to teacher/principal; (Caution: Follow district procedures if a safety concern is raised)</li> <li>● Redirect parent appropriately per the chain of command;</li> <li>● In all situations notify the superintendent by email or phone call for situational awareness;</li> <li>● Be available for contact in the future if redirecting does not address the concern;</li> <li>● Be alert to “patterns” of like concerns, and if present, notify the superintendent by email and possibly the board chair;</li> <li>● Contact the board chair in addition to the superintendent if the concern raises governance questions (the chair will then add it to a topic action registrar);</li> <li>● Not try to solve the problem/issue independently; and</li> <li>● Immediately notify the superintendent and chair if they are threatening to elevate a situation to the media/social media.</li> </ul>
<p>If I get an email that is addressed to the entire board with concerns from a constituent, including:</p> <ul style="list-style-type: none"> <li>● Staff member</li> <li>● Student</li> <li>● Parent</li> <li>● Community Member</li> </ul>	<p>The board chair will respond on behalf of the board using these guidelines:</p> <ul style="list-style-type: none"> <li>● Contact the superintendent and possibly legal, if needed;</li> <li>● Respond within 72 hours;</li> <li>● Reply including all board members for situational awareness;</li> <li>● In the event of a conflict of interest, the chair will coordinate with the superintendent and vice chair to identify responsibility for responding (the chair will communicate any delegation of duty to the entire board);</li> <li>● The board chair will document the communication in the Topic Action Registrar; and</li> <li>● Board members are able to reply individually to constituents, but should do so cautiously if the chair has already responded on behalf of the board. If doing so, board members should advise the constituent they are replying as a board member and not on behalf of the full board.</li> </ul>

# COMMUNICATIONS CONTINUED . . .

Situation	Communication Protocol
<p>As a board member, what should I do if I have a concern or complaint?</p>	<ul style="list-style-type: none"> <li>● Contact the chair and the superintendent directly, in person, by phone or by email;</li> <li>● Don't engage in serial meetings or emails with other board members;</li> <li>● Be clear, explain your concern and/or complaint                             <ul style="list-style-type: none"> <li>○ If it relates to the board's operations, offer a solution;</li> </ul> </li> <li>● Identify what in the concern is governance work and what is management work; and</li> <li>● Don't raise an issue as a surprise in a working session or a regular meeting. Allow the board chair, and superintendent time to research and prepare for a board discussion.</li> </ul>
<p>What if I disagree with a report or presentation to the board?</p>	<ul style="list-style-type: none"> <li>● Submit questions &amp; concerns by email to the superintendent;</li> <li>● If the disagreement is in the details, request a meeting with the superintendent to discuss;</li> <li>● Do not surprise administrators or your fellow board members at a meeting; and</li> <li>● Praise publicly, confront privately</li> </ul>
<p>Regular One Way Communications:</p> <ul style="list-style-type: none"> <li>● Board chair to board members</li> <li>● Superintendent to board members</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Board Chair Notes</b> - weekly email to all board members and the superintendent to celebrate successes from the previous week, identify upcoming activities, and note changes/additions in future board work</li> <li>● The chair may send other informational emails (If a questions arises, email the chair separately)</li> <li>● <b>Weekly Wrap</b> - weekly email from the superintendent each week.</li> </ul>
<p>Accessing the school board's shared Google Drive folder</p>	<ol style="list-style-type: none"> <li>1. Login to your district email</li> <li>2. Top right corner, click <i>Google Apps</i></li> <li>3. From drop down click the <i>Drive</i> logo </li> <li>4. Click <i>Shared Drives</i></li> <li>5. From dropdown click <i>2024 School Board Shared Docs</i></li> </ol>
<p>Communication Among Board Members</p>	<p>No open meeting violation occurs when mail (electronic or printed) is used to distribute materials to board members. A problem or violation may arise when the board members respond to the information and begin a discussion of the materials.</p>

# ELECTION OF OFFICERS

The chair, vice-chair, treasurer, and clerk of the board are elected annually at the Organizational Meeting in January.

## ELECTION OF OFFICERS PROCEDURE

- The acting chair asks for nominations. Any member of the board may nominate any other board member, and nominations do not require a second.
- If no other nominations are immediately offered, the acting chair should pause and repeat the call for nominations.
- The acting chair should again pause and repeat the call for nominations a third time to ensure that any board members wishing to make a nomination has ample opportunity to do so.
- After the third call for nominations, if no other nominations are forthcoming, the acting chair should close the nomination for the office.

## SCRIPT FOR NOMINATION PROCEDURE

- **Acting Chair:** "Nominations are now in order for the office of chair."
- **Director\_\_\_\_\_:** "I nominate Director\_\_\_\_\_."
- **Acting Chair:** "Director\_\_\_\_\_ is nominated. Are there any other nominations for the office of chair?"
- **Acting Chair:** "Are there any further nominations for the office of chair?"
- **Acting Chair:** "Are there any further nominations for the office of chair?"
- **Acting Chair:** "If there are no further nominations ... [pause] ... nominations for the office of chair are closed."

## SCRIPT FOR VOTING PROCEDURE

All votes must be recorded as required by Minnesota's Open Meeting Law

1. If a single nomination
  - **Acting Chair:** "Director\_\_\_\_\_ is the only candidate nominated for the office of chair, can I see a show of hands for those in support?"
  - **Acting Chair:** Announces the vote "Let the minutes show that Director\_\_\_\_\_ has been elected to the office of chair." **MOVE TO STEP 3**
2. If multiple nominations, vote is required and will be in the order of the nominations
  - Acting Chair:** "All those in favor of the Director\_\_\_\_\_ for the office of chair raise your hands."
  - Acting Chair:** "All those in favor of the Director\_\_\_\_\_ for the office of chair raise your hands."
  - Three or more candidates, requires a roll call vote.
  - Acting Chair:** "Director\_\_\_\_\_ received a majority of the votes cast and is elected chair of the school board." **MOVE TO STEP 3**
3. The newly elected chair then immediately assumes the duties of the presiding officer and conducts the election of other officers following the same procedure.

# ROLES OF OFFICERS

## ROLES OF BOARD OFFICERS

Once elected and sworn in, officers will immediately assume their duties. All board members maintain equal rights, equal voices, and equal access to information.

### Chair

- Presides at all school board meetings, countersigns all orders upon the treasurer for claims allowed by the board, represents the school district in all actions, and performs all duties a chair usually performs. See pages 22 & 23 for board chair norms.

### Vice-Chair

- Perform the duties of the chair in the event of the chair's temporary absence.

### Clerk

- Reads resolutions and, when necessary, records attendance and roll call votes;
- Signs documents when necessary;
- Perform such duties of the chair in the event of the chair's and vice-chair's temporary absence; and
- Since certain duties of the clerk require the clerk to be available regularly in the district office, Minnesota law allows other persons (such as the district's administrative assistant under the direction of the board clerk) to perform some duties of clerk. Including but not limited to the following:
  - Keep and maintain permanent records of the school board, including records of the minutes;
  - Ensure all public records maintained by the district are available for inspection by the public during the district's regular business hours at the district office;
  - Perform election duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections; and
  - Notify all persons elected within three days after an election.

### Treasurer

- Signs documents when necessary;
- The treasurer shall perform such duties of the chair in the event of the chair's, vice-chair's, and clerk's temporary absence; and
- Since certain tasks of the treasurer require the treasurer to be available regularly to the district's administration. The law allows the board by resolution to name a person (such as Director of Finance) to perform certain duties of treasurer. Including but not limited to the following:
  - Deposit district funds in the official depository;
  - Make reports called for by the board and perform other duties a treasurer usually performs; and
  - In the event of insufficient funds to pay valid orders presented to the treasurer, receive, endorse, and process the orders according to the law.

### School Board Student Representative

Four student representatives serve on the school board as non-voting members for a 1-year term.

# BOARD CHAIR NORMS

## ANNUALLY

- Make Committee Assignments (January) - consider board member interest, experience, time availability and equivalent distribution of workload. Make sure 917 and policy committee members understand the level of work required;
- Make Mentor Assignments (January following election years) - consider board member temperament, experience, previous relationship, and time availability;
- Initiate conversations related to the 200 Series - School Board Policies, Procedures and Norms. Highlighting Policy 209 Ethics and Policy 215 Addressing School Board Member Violations (as necessary);
- Set up Board Work Calendar (prior year chair starts a draft in Sept/Oct and responsibility is transferred to new chair in January) - incorporate board working sessions, regular meetings, board development, responsibilities to superintendent, legislative work, and board member meeting conflicts. Board Work Calendar is maintained in the board's shared google drive;
- Develop a draft 3-year work plan during the July/August working session, to get board response prior to final approval during July/August regular meeting; and
- Maintain the board's shared folder in Google Drive.

 <b>School Board Governance Work Plan</b> <b>DRAFT August 2023</b> 			
Key Roles	2023/24 SY	2024/25 SY	2025/26 SY
<b>District Policy</b>	<ul style="list-style-type: none"> <li>• 1/3 District Policy Review + Annual Policy Review</li> </ul>	<ul style="list-style-type: none"> <li>• 1/3 District Policy Review + Annual Policy Review</li> </ul>	<ul style="list-style-type: none"> <li>• 1/3 District Policy Review + Annual Policy Review</li> </ul>
<b>Operations Oversight and Long-Range Planning</b>	<ul style="list-style-type: none"> <li>• Budget Approval</li> <li>• District Long Range Model/Goals</li> <li>• Operational Plan Monitoring Reports</li> <li>• District Sizing to Enrollment and Trends</li> <li>• Supporting culture/climate for learning success (mental health and behavior)</li> <li>• Secondary Innovation programmatic recommendation</li> </ul>	<ul style="list-style-type: none"> <li>• Budget Approval</li> <li>• District Long Range Model/Goals</li> <li>• Operational Plan Monitoring Reports</li> <li>• District Sizing to Enrollment and Trends</li> <li>• Supporting culture/climate for learning success (mental health and behavior)</li> <li>• Support Secondary Innovation programmatic implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Budget Approval</li> <li>• District Long Range Model/Goals</li> <li>• Operational Plan Monitoring Reports</li> <li>• District Sizing to Enrollment and Trends</li> <li>• Supporting culture/climate for learning success (mental health and behavior)</li> </ul>
<b>Board Operations and Development</b>	<ul style="list-style-type: none"> <li>• School Board Annual Evaluation</li> <li>• Board 3 Year Governance Work Plan</li> <li>• 4 Board Seats</li> <li>• New Board Member Training</li> <li>• Board Member Deep Learning/Retreat</li> <li>• Staff engagement design</li> <li>• Consider Board Election Cycle</li> <li>• Update Board Handbook (establish practice/process)</li> <li>• Seat Student Board Member</li> </ul>	<ul style="list-style-type: none"> <li>• School Board Annual Evaluation</li> <li>• Board 3 Year Governance Work Plan</li> <li>• Board Candidate Recruitment</li> <li>• Board Member Deep Learning/Retreat</li> </ul>	<ul style="list-style-type: none"> <li>• School Board Annual Evaluation</li> <li>• Board 3 Year Governance Work Plan</li> <li>• 3 Board Seats</li> <li>• New Board Member Training</li> <li>• Board Member Deep Learning/Retreat</li> </ul>
<b>Superintendent Relations and Development</b>	<ul style="list-style-type: none"> <li>• Superintendent Evaluation</li> <li>• District Quarterly Benchmark Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent Evaluation</li> <li>• District Quarterly Benchmark Reports</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent Contract (Extension/New Search)</li> <li>• Superintendent Evaluation</li> <li>• District Quarterly Benchmark Reports</li> </ul>
<b>Public Engagement</b>	<ul style="list-style-type: none"> <li>• Legislative Engagement - Platform</li> <li>• Community Communications</li> <li>• Assess enrollment choice, decline, and engagement</li> <li>• Staff engagement design</li> </ul>	<ul style="list-style-type: none"> <li>• Legislative Action Committee</li> <li>• Community Communications</li> <li>• Assess enrollment choice, decline, and engagement</li> <li>• Staff engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Legislative Engagement - Platform</li> <li>• Community Communications</li> <li>• Assess enrollment choice, decline and engagement</li> <li>• Staff engagement</li> </ul>

# BOARD CHAIR NORMS CONTINUED . . .

## WEEKLY

- Meet with the superintendent to look at upcoming work and assign it to the board work calendar. This could be every other week. Consistency is important; and
- Notes from the Chair - weekly email to all board members and the superintendent celebrating successes from the previous week, identifying upcoming activities, and announcing changes/additions to future work.

## AT REGULAR MEETINGS

- Preside over meetings in accordance with policies and procedures (200 Series);
- Specifically for the Future Meetings and Topics, have a summary of the next 3-4 meetings (working and regular), ready to share with the board and community; and
- Maintain decorum during working sessions and regular meetings using Robert's Rules & established board norms.

## AS NEEDED

Prepare responses to community/board member/media questions

- Maintain a topic register in the board's shared Google Drive - chair editor; board members and superintendent viewers:
  - Input topic, sender, method and date;
  - Coordinate with superintendent on developing a response;
  - Reply, including all board members for situational awareness (aim for 24-72 hour response time; allowing for weekends/holidays/info gathering);
  - Update Topic Register when response is provided - date and by whom;
- If a conflict of interest exists, coordinate with the superintendent and vice chair to identify responsibility for responding. Communicate any delegation of duty to the entire board;
- In the rare instance where factually inaccurate information is released to the public (Letter to the Editor or other local media source) coordinate accurate response with superintendent;
- Keep the Board Work Calendar accurate!
- Establish and foster board member development, growth, accountability, and focus towards and to student achievement; and
- Delegate specified duties to vice chair, when necessary. Communicate any delegation of duties to the entire board.

# SUPERINTENDENT

The superintendent is a leader who aspires to improve student achievement, while ensuring that students truly are at the heart of all we do. The superintendent manages the day-to-day operation of the school district, implements decisions and policies as adopted by the school board, and supervises administrators, educators, & staff. The school board recognizes the superintendent as the chief executive officer of the school district, and a non-voting member of the board. The board expects the superintendent to inform the board of needs related to the school district's current and future operations, and to make recommendations, proposals and suggestions regarding topics before the board.

Effective school boards know that they have a duty to themselves and their communities to determine whether the authority delegated to the superintendent is being used as intended. As a result, evaluating the superintendent's performance is a major focus of the school board and, by extension, the superintendent.

## STRATEGIC ANCHORS

*Drivers of Our Continuous Improvement*

**A. Engaged Learners**

**B. Effective Operations**

**C. Communication and Collaboration**

### 2023/2024 SUPERINTENDENT GOALS

#### ENGAGED LEARNERS:

- Guide and support a process to ensure that district programming and schedules meet the needs of our students at both the middle and high school.
- Support the school board and administration to ensure that the entire scope of the READ Act is strategically implemented to provide evidence-based professional development and curriculum while maximizing financial resource opportunities.

#### EFFECTIVE OPERATIONS:

- Develop and execute an intentional and strategic plan to connect and communicate with all stakeholders to inform, engage and support the decision-making process regarding the school district's technology levy.

#### COMMUNICATION AND COLLABORATION:

- Provide reliable and consistent communication to board, staff and community stakeholders.
- Work to provide a nationally normed survey to establish baseline data for parent satisfaction, and student and staff experience.

# SUPERINTENDENT EVALUATION NORM

## SUPERINTENDENT EVALUATION TIMELINE

**Summer:** Share superintendent goals with the school board and come to a mutual agreement.

**Fall:** Superintendent provides the school board with a benchmark report of strategic/operational plan and applicable goal progress update.

**November:** The board chair sends out mid-year superintendent evaluations to board members. Evaluation will use a rating system of 1-4.

- Each board member completes and returns evaluation to the board chair within 7 days.
- The school board chair completes a mid-year formative evaluation summary document consisting of each school board member's ratings and comments.

**December Closed Session:** The school board chair brings the mid-year evaluation summary document to the superintendent's evaluation meeting (closed session).

- The school board shares and discusses the formative evaluation of performance.
- Superintendent (may or may not) complete and share goal progress self-evaluation with the school board.

**December Board Meeting:** The school board chair, at the next open meeting, summarizes conclusions regarding the mid-year evaluation. The mid-year evaluation shall be attached to the summative evaluation and placed in the superintendent's personnel file.

**January:** Superintendent provides the school board with a benchmark report of strategic/operational plan and applicable goal benchmark progress.

**May:** The board chair sends out summative superintendent evaluations to board members. Evaluation will use a rating system of 1-4.

- Each board member completes and returns evaluation to the board chair within 7 days.
- The school board chair creates a summative evaluation summary document consisting of each school board member's ratings and comments.

**June Closed Session:** The school board chair brings the summative evaluation summary document to the superintendent's evaluation meeting (closed session).

- The school board shares and discusses the summative evaluation of performance. Changes to the evaluation may be made as a result of the discussions.
- Superintendent may or may not complete and share goal progress self-evaluation with the school board.

**June Board Meeting:** The school board chair, at the next open meeting, summarizes conclusions regarding the summative evaluation. A copy of the final written summative evaluation is placed in the superintendent's personnel file.

**Subsequent Contract Negotiation Procedure: (Placeholder)**

# SCHOOL BOARD COMMITTEES

Committees may be established to address recurring needs of the school board. Committees are in place to make the board's work more efficient and effective. They serve in advisory capacities and bring recommendations to the full school board for decision making.

## ESTABLISHING SCHOOL BOARD COMMITTEES

During the Organizational Meeting, the school board shall establish each standing committee, as well as the number of committee members. Ad hoc committees may be established by general consensus to address temporary needs or perform special functions, after the completion of which the ad hoc committee will automatically dissolve. **NORM:** To ensure all board members are prepared to establish standing committees at the Organizational Meeting, the chair may add "standing committee recommendations" as a discussion topic to the board's calendar for the December working session.

## COMMITTEE MEMBERSHIP

Each school board committee will consist of two or three school board members, the superintendent, and/or administrators as delegated by the superintendent. It is the responsibility of the school board chair to appoint the members for each standing committee.

## COMMITTEE MEETINGS

Committees should meet as often as necessary to accomplish their work and should meet only when there is substantive work to be done. Meeting dates and times will be determined by the committee and proper notice will be posted for the public. **NORM:** Committee chairs are responsible for documenting committee recommendations, providing written committee reports to the district's administrative assistant, and shall provide a verbal summary of the committee recommendations for board consideration during regular board meetings.

## COMMUNITY COLLABORATION COMMITTEE

Serves to support the Strategic Anchor: Communication and Collaboration by advising the board on strategic opportunities to expand and strengthen connections with the district's parents, community, and area legislators.

## FACILITIES COMMITTEE

*Mission statement TBD by the committee.*

## FINANCE COMMITTEE

The finance committee works with the superintendent and the director of finance. Topics may include district budget, annual audit, right sizing, LTFM, fund balance, grants, and projects under construction. Communicating the work of the finance committee and educating the public regarding the district's financial position enhances public confidence in the district's ability to effectively handle its financial affairs. Chair for this committee shall be the board's treasurer.

## POLICY COMMITTEE

The Policy Committee serves to review and revise current policies, and propose policy changes for adoption, as identified for the benefit of students and staff.

## STUDENT SCHOOL BOARD MEMBER COMMITTEE

# MEMBERSHIPS AND LIAISONS

Partnerships with various organizations that are affiliated with the school district, require that a board member be appointed as a liaison. It is the responsibility of the board chair to appoint members to serve as liaisons at the Organizational Meeting. **NORM:** The board chair will consult with each individual board member and determine each member's interests & their ability to fulfill the role of liaison prior to appointment.

## ASSOCIATION OF METROPOLITAN SCHOOL DISTRICTS (AMSD)

Forty- seven K-12 school districts, six intermediate/ educational cooperative districts – ONE voice. AMSD's primary task is to lobby at the state level for the needs of metropolitan school districts. The appointed liaison will attend virtual meetings and report relevant information back to the board.

## INTERMEDIATE SCHOOL DISTRICT #917

In partnership with nine member districts, Intermediate School District #917 provides special education, career and technical education, and alternative education for students in the southeast metro area. ISD #917's Board of Education is composed of one board member from each of its nine-member districts. One board member from ISD 200, will be appointed to serve as a liaison on the board of ISD #917 for a three-year term. The appointed liaison will:

- attend ISD #917 meetings, one Tuesday a month from 4:45pm -6:15pm;
- first meeting: January 9, 2024 from 4:45pm - 6:30pm;
- provide a brief ISD #917 update during the reports portion of ISD 200 's regular meeting;
- receive additional compensation as determined by the board of ISD #917;

## MINNESOTA STATE HIGH SCHOOL LEAGUE (MSHSL)

The Minnesota State High School League provides educational opportunities for students through interscholastic athletics and fine arts programs and provides leadership and support for member schools. The appointed liaison will vote on ISD 200's behalf when necessary.

## BRIGHTWORKS (formally MetroECSU)

Provide cost-effective, high quality education services and programs to public schools/districts in the Twins Cities. A liaison is appointed but no additional meetings are required.

## MINNESOTA SCHOOL BOARDS ASSOCIATION (MSBA)

The Minnesota School Boards Association (MSBA) is a leading advocate for public education, they support, promote, and strengthen the work of Minnesota school boards. Board members are provided a login to access available resources. The Delegate Assembly is held annually to vote on resolutions proposed by school boards across Minnesota. One or two liaisons are appointed to serve a two-year term as delegates. Delegates attend one zoom meeting in November, and one in person meeting in December. See page 11 for Learning to Lead Workshop Series & Annual Leadership Conference details.

## IN DISTRICT LIAISONS

*TBD by the board in January 2024*

# POLICY NORMS

## MSBA POLICY REFERENCE MANUAL

As a service the Minnesota School Board Association provides our district with access to MSBA's Policy Reference Manual. This access assists the board and administrators in the development of proper policies and procedures in managing the district. MSBA's model policies are designed to provide accurate and authoritative information regarding the subject matter covered. Most ISD 200 policies are developed using the MSBA model policy as a starting point.

## POLICY COMMITTEE

The policy committee serves in an advisory capacity to the board. The committee researches, reviews, and develops policy recommendations. In maintaining the district's policies, this committee meets twice a month, working collaboratively with the superintendent, the district's administrative assistant, department directors and building administrators. The committee's work is guided by a three- year policy review cycle. It is common for a policy to be under review for multiple months before the committee has a recommendation to bring forward for the full board to review, discuss, and possibly adopt.

## THREE YEAR POLICY REVIEW CYCLE

The three- year policy review cycle ensures compliance with Policy 208 subd.VI (D) which states *"The school board shall review policies at least once every three years."* The review cycle began in January 2023 and goes in order of series with the committee reviewing 12-15 policies each quarter.

## MANDATORY POLICIES

A number of policies are mandatory as state or federal law requires a policy. From 2019- 2021, the policy committee worked diligently to ensure that ISD 200 adopted all mandatory policies. In addition to mandatory policies, there are also a number of policies that need to be consistent with state or federal laws which specify how a policy is to be stated or implemented. The school district's legal counsel should be consulted prior to deviation from the recommended language in an MSBA Model Policy to ensure that any variances are not inconsistent with legal requirements.

## POLICY DEVELOPMENT

Policy development may be initiated by school board members, the superintendent, district employees, students, parents, and/or community members. Proposed policy requests should be emailed to the policy committee chair and the district's administrative assistant, these requests will be placed on the policy committee's agenda for consideration. **NORM:** Policy topics that are covered by an MSBA model policy, shall be developed using the model policy as a starting point. Policies shall meet the educational goals of ISD 200, be within the scope of the board's authority, and be consistent with law and existing policies.

- New policy shall be proposed to the board for consideration.
- Adopted policies are posted in the policy manual on the district's website.

## ANNUAL REVIEW POLICIES

Per state statute, a number of policies must be reviewed annually by the board. The policy committee will begin the review of these policies in April or May. **NORM:** Annual review policies will be presented to the board for a first reading, no later than June of each year. This ensures that annual review policies are ready for the start of the new school year.

# POLICY NORMS CONTINUED . . .

## POLICY REVIEW

The policy committee reviews 12-15 policies each quarter following the review cycle. MSBA Model Policies are the starting point for each review. MSBA may also provide updates to existing policies. The objective of policy review is to determine whether the policy is consistent with:

- State and federal law;
- Current policies and procedures;
- Best practice;
- Strategic direction of the school district; and
- Meets the needs of students, families, and staff.

In addition to the review cycle, the committee may review policies that require revision based on changes made in state/federal law, and/or at the request of the board or superintendent. **NORM:** Procedures may be reviewed and revised as determined by the board and superintendent. The 200 series procedures and the school board member handbook will undergo a full review during the committee's review of the 200 series policies.

## POLICY READINGS

Readings serve as an introduction to a new policy and/or a notice of proposed changes to a current policy as recommended by the policy committee. A policy is included as an attachment to the agenda for at least three regular board meetings; this provides three opportunities for board members and the public to read the proposed policy. Policies will be proposed in the following format:

- Meeting 1 = 1st Reading: a red-lined version of the policy showing all proposed changes is included as an attachment to the agenda. Members of the public may offer suggestions regarding a policy during the public comments portion of the board meeting. The policy committee chair provides a written and verbal summary of newly proposed policies and recommended changes to current policies. At this point, suggestions and revisions to a policy are discussed by the board and additional revisions may be agreed upon. The policy is sent back to the committee. (The committee implements revisions to the policy and researches any questions asked by the board); **NORM:** Board members may make suggestions for a policy during the first and second reading and should also email those suggestions to the policy committee chair. **NORM:** As a general rule of practice, board members should refrain from making grammatical, spelling, spacing, numbering, and general formatting suggestions during the regular board meeting; these may be emailed to the policy committee chair and administrative assistant. Corrections will be reflected in the final policy once adopted by the board.
- Meeting 2 = 2nd Reading: a red-lined version of the policy showing all proposed changes and any previously agreed upon revisions is included as an attachment to the agenda. Members of the public may offer suggestions regarding a policy during the public comments portion of the board meeting. The policy committee chair provides a written and verbal summary of the policy revisions. Suggestions and revisions to the policy are discussed by the board and additional revisions may be agreed upon. The policy is sent back to the committee. (The committee implements the agreed upon revisions).
- Meeting 3 = 3rd Reading/Consent Agenda: a red-lined version of the policy showing all proposed changes and revisions is included in the agenda. The board votes to approve or reject the recommended policy or policy changes.

# POLICY NORMS CONTINUED . . .

## POLICY ADOPTION

A policy is approved by a majority vote of the board, and once approved, the policy is considered adopted and is added to the district's policy manual on the district's website. **NORM:** Minor editorial changes to a policy that do not affect the purpose, scope, or policy statement may be made without board action.

- In compliance with the district's record retention schedule, the red-lined version of a policy shall be maintained digitally in an archive folder in the policy committees shared Google Drive for up to three years. Upon completion of a three year policy review cycle, the archived folder should be re-titled to "Policy Review Cycle 20\_\_ - 20\_\_"**USE OF THE CONSENT AGENDA FOR POLICY ADOPTION**

Revisions to policies that are required due to a change in statute, or other governmental mandate, may be made by the policy committee and adopted through the consent agenda in a single meeting. A policy that is on an agenda for 3rd reading or beyond may be included in the consent agenda.

## POLICY MANUAL

The district's policy manual contains nine series, each series focuses on a specific content area. There are three document formats contained within the manual, Policies are identified by number, Procedures are identified by a number followed by PR, and forms are identified by a number followed by FRM.

100 Series - School District	600 Series - Educational Programs
200 Series - School Board	700 Series - Non-Instructional Operations
300 Series - Administration	800 Series - Health & Safety
400 Series - Employee's/Personnel	900 Series - School District/Community Relations
500 Series - Students	

Policies are the formal guidelines adopted by the school board ensuring that ISD 200 operates in an effective and efficient manner in order to achieve its mission. Policies define the desire and intent of the board, while policy implementation is delegated to the superintendent (with the exception of the 200 series - school board policies).

Procedures (PR) contain administration's guidelines as determined by the superintendent for the operational implementation of its respective policy. The superintendent will determine if a procedure is needed. No board action is required for new procedures or for changing existing procedures. Procedures shall be titled in accordance with *Policy 208.2PR* and shall be available in the policy manual on the district's website.

Forms (FRM) may accompany a policy at the direction of the superintendent.

# 200 SERIES – SCHOOL BOARD POLICIES

*MN Statute 129B.09 Subd. 7 “The board shall make, and when deemed advisable, change or repeal rules relating to the organization and management of the board and the duties of its officers.”*

The policies within the 200 series govern the board’s operation. The policy committee is responsible for the development of the policies, procedures, and norms within this series and the board is responsible for implementation of this series.

- 201 - [LEGAL STATUS OF THE SCHOOL BOARD](#)
- 202 - [SCHOOL BOARD OFFICERS](#)
- 203 - [OPERATION OF THE SCHOOL BOARD – GOVERNING RULES](#)
- 203.1PR [SCHOOL BOARD PROCEDURES; RULES OF ORDER](#)
- 203.2PR - [ORDER OF THE REGULAR SCHOOL BOARD MEETING PROCEDURE](#)
- 203.5PR - [SCHOOL BOARD MEETING AGENDA PROCEDURE](#)
- 203.6PR - [CONSENT AGENDAS PROCEDURE](#)
- 204 - [SCHOOL BOARD MEETING MINUTES](#)
- 205 - [OPEN MEETINGS AND CLOSED MEETINGS](#)
- 206 - [PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS](#)
- 206.1FRM - [PUBLIC PARTICIPATION AT SCHOOL BOARD MEETING REQUEST FORM](#)
- 206.2PR - [PUBLIC PARTICIPATION AT SCHOOL BOARD MEETING PROCEDURE](#)
- 207 - [PUBLIC HEARINGS](#)
- 208 - [DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES](#)
- 208.1PR - [DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES PROCEDURE](#)
- 208.2PR [200 SERIES POLICY PROCEDURE NORM](#)
- 209 - [CODE OF ETHICS](#)
- 210 - [CONFLICT OF INTEREST – SCHOOL BOARD MEMBERS](#)
- 211 - [CRIMINAL OR CIVIL ACTION AGAINST SCHOOL DISTRICT, SCHOOL BOARD MEMBER](#)
- 212 - [SCHOOL BOARD MEMBER DEVELOPMENT](#)
- 213 - [SCHOOL BOARD COMMITTEES](#)
- 213.1PR - [SCHOOL BOARD COMMITTEE PROCEDURE](#)
- 214 - [OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS](#)
- 215 - [ADDRESSING SCHOOL BOARD MEMBER VIOLATIONS](#)
- 215.1PR - [ADDRESSING SCHOOL BOARD MEMBER VIOLATIONS PROCEDURE](#)

[SCHOOL BOARD MEMBER HANDBOOK REVIEW NORM](#)

[STUDENT SCHOOL BOARD REPRESENTATIVES NORM](#)

[SITE VISIT PROCEDURE FOR SCHOOL BOARD MEMBERS \(Placeholder\)](#)

# EDUCATIONAL DEFINITIONS & 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 & 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 & 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 & 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 & 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 & 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

# MINNESOTA STATUTES CITED

*MN Statute Section 211A.02*

*MN Statute Section 123B.09 subd.2*

*MN Statute Section 123B.09 subd.5b*

*MN Statute 129B.09 Subd. 7*

*MN Statute Section 13D.05, subd. 2 & 3*

*MN Statute Section 13.09*

***Date of Review: 1.26.2024***