

Hastings Area Public Schools - ISD 200

School Board Meeting Agenda

Wednesday, June 18, 2025
Work Session
Middle School Media Center

- I. Pledge of Allegiance
- II. **Items for Discussion**
 - a. CEIS Presentation
 - b. MSHSL Discussion
 - c. Policy Review

1st Reading

601 School District Curriculum, and Instructional Goals
603 Curriculum Development
618 Assessment, Grading, and Reporting of Student Progress
620 Credit for Learning
707 Transportation of Public School Students

1st Reading to Sunset/Remove

- 603 Curriculum Development
- 604 Instructional Curriculum
- 606 Textbook and Instruction Materials
- 619 Staff Development for Standards
- 630 Grading
- d. Student Council Policy
- e. Todd Field Bleacher Update
- f. Gymnastic Lease Levy
- g. Special Election Timeline Review
- h. Census Certification
- i. School Board Self-Evaluation Plan
- j. MSBA Resolutions Discussion
- k. Legislative Session Updates
- l. Strategic Plan Work



Policy Committee Mission

The Hastings School Board Policy Committee serves to review and revise current policies, and propose policy changes for adoption based on statute, at the direction of the School Board or administrator, and as identified for the benefit for the students and staff of ISD 200.

Next Policy Committee Meetings

July 10 2025 at 11:00am

June 5, 2025 Policy Committee Summary

[Review Cycle Tracker](#)

1st Readings

601 School District Curriculum, and Instructional Goals

- Committee Discussion: This policy has a few major updates, since it previously only contained Comprehensive Achievement and Civic Readiness goals. ISD 200 specific curriculum and instructional goals & implementation have been added as outlined below.
- Section I & II: updated language in the Purpose & General Statement to accurately reflect the school districts curriculum and instructional goals.
- Section III: Removed definitions not used in the body of the policy and added “College and Career Readiness”
- Added Section IV Curriculum and Instructional Goals
- Added Section V Implementation
- Section VII: Updated section title and added (A)
- Section VII (A)(2): added “*subgroups*”
- Section VII (A)(3): added “*for admission to kindergarten or first grade*”
- Cross Reference: added Policy 621
 - Committee Recommendations: ***1st Reading***

603 Curriculum Development New

- Committee Discussion: This policy combines ISD 200 Policy 603 Curriculum Development, 604 Instructional Curriculum, and 606 Textbooks and Instructional Materials. A huge credit goes to our Director of T&L for all his work in crafting the combination of these policies. The current versions of 603, 604, & 606 are recommended for sunseting/removal later in the summary.
- Reason for combining these policies into one policy- The current 603, 604, and 606 all contain portions of Minnesota Statute 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness). The new ISD 200 Policy 603 Curriculum Development combines MSBA model policies 603, 604, and 606. It contains ISD 200 specific language regarding curriculum requirements & development, course offerings, curriculum advisory committee, instruction requirements, selection of text books & instructional materials, required academic standards, and college & career planning.
 - Committee Recommendations: ***1st Reading***

618 Assessment, Grading, and Reporting of Student Progress

- Committee Discussion: This policy combines the language of ISD 200 Policy 618 “Assessment of Student Achievement” and ISD 200 Policy 630 “Grading”.
- Reason: ISD 200 Policy 630 Grading was previously numbered 618 until 2024 when it was renumbered, it is not

an MSBA model policy and grading is a part of assessing student achievement. Combining the language of both policies ensures that all components of assessing student achievement are housed in one policy.

- Changed title to “618 Assessment, Grading, and Reporting of Student Progress”/ Policy 630 is recommended for sunset/removal later in the summary
- Section III: added definitions for (D) *curriculum* and (F) *instruction*
- Added: Section V *Grading* (from policy 630)
- Section VI (A) replaced “tests” with “*curriculum and assessments*” (C) added (3)
 - Committee Recommendations: ***1st Reading***

620 Credit for Learning

- Committee Discussion: Section IV(A)(2), Section IV(B)(1)(b), and Section VII will be updated before 2nd reading. In order to have this policy in place for the start of the school year, we are recommending 1st reading with the understanding that there will be an update in July
- Section III: added definitions for “*academic standard*”, “*curriculum*”, and “*instruction*”
 - Committee Recommendations: ***1st Reading***

707 Transportation of Public School Students

- Committee Discussion: New ISD 200 policy, recommended by administration. This is an MSBA model policy with minor revisions to language to reflect Hastings specific procedures/ We are recommending adoption at 2nd reading to align with admin timeline
 - Committee Recommendation: ***1st Reading***

1st Reading to Sunset/ Remove

603 Curriculum Development

- Committee Discussion: Rationale for sunset/removing policy 603 is the new Policy 603
 - Committee Recommendation: ***Sunset/Remove after two readings***

604 Instructional Curriculum

- Committee Discussion: Rationale for sunset/removing policy 604 is the new Policy 603
 - Committee Recommendation: ***Sunset/Remove after two readings***

606 Textbooks and Instructional Materials

- Committee Discussion: Rationale for sunset/removing policy 606 is the new Policy 603
 - Committee Recommendation: ***Sunset/Remove after two readings***

619 Staff Development for Standards

- Committee Discussion: Rationale for sunset/removing policy 619:
 - The intent of policy 619 was to ensure implementation of the state’s Graduation Assessment Requirement (2015), since demonstrating proficiency on MCAs is no longer required for graduation in Minnesota, the language in this policy is no longer relevant
 - ISD 200 Policy 425 Staff Development and Mentoring covers the remaining elements of 619, including: duties of the Staff Development Committee, the requirements of having a Staff Development Plan, the requirements for Paraprofessionals, Title I Aids and other instructional staff training
 - Policy 425 is up for 3rd reading/adoption in July, the recommendation is to remove policy 619 at the same time
- Committee Recommendation: ***Sunset/Remove after two readings***

630 Grading

- Committee Discussion: Rationale for sunset/removing policy 630: the language from this policy is now

included in policy 618.

- Committee Recommendation: *Sunset/Remove after two readings*

2nd Reading

No changes

3rd Readings

609 Religion and Cultural Observances

Addendum “Guidelines for Teaching Religion Related Content” was added and will be reviewed by the policy committee, the board can expect this policy for 3rd reading in July.

Upcoming/ In Progress

The remaining 600 series policies should be ready for 1st reading in July. As a reminder, the legislative session ended on June 10 and we anticipate that any legislative revisions will come from MSBA in late June. I will work on these as quickly as possible for committee review with the goal of bringing them to the board in July.

June 25, 2025 Board Meeting

1st Readings:

- 601 School District Curriculum, and Instructional Goals
- 603 Curriculum Development New
- 618 Assessment, Grading, and Reporting of Student Progress
- 620 Credit for Learning
- 707 Transportation of Public School Students

1st Reading to sunset/remove:

- 603 Curriculum Development
- 604 Instructional Curriculum
- 606 Textbooks and Instructional Materials
- 619 Staff Development for Standards
- 630 Grading

2nd Readings:

- 425 Staff Development and Mentoring
- 602 Organization of School Calendar and School Day

Consent Agenda:

- 3rd Reading/ Consent Agenda
 - 422 Policies Incorporated by Reference
 - 522 Sex Nondiscrimination Policy, Title IX Grievance Procedure and Process
 - 523 Policies Incorporated by Reference
 - 607 Organization of Grade Levels
 - 611 Home Schooling



601 SCHOOL DISTRICT CURRICULUM, AND INSTRUCTIONAL GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum **and instructional** parameters for the school district that encompass the Minnesota Academic Standards, state and federal laws, and are aligned with **creating** comprehensive achievement and civic readiness.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to strive for creating comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable. Whenever available, **instructionally sound and outcomes-focused** curriculum will be used. **Instructionally sound and outcomes-focused** curriculum shall be supported with ongoing professional development to ensure it is implementation with integrity and alignment.

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Antiracist” means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. “College and Career Readiness” means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment.
- E. “Comprehensive Achievement and Civic Readiness” means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain college and career readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.
- F. “Culturally sustaining” means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- G. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and college and

career readiness;

- H. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- I. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.

IV. CURRICULUM AND INSTRUCTIONAL GOALS

- A. Quality Curriculum and Instructional Materials: Curriculum and instructional materials will be outcomes-focused, high quality and research-based;
- B. Alignment with Academic Standards: Curriculum must align with Minnesota K-12 academic standards and benchmarks, and the districts’ established academic standards and benchmarks, and provide consistent scope and sequence that provides a coherent progression of knowledge and skills across grade levels to support vertical and horizontal alignment ensuring consistency across content areas;
- C. Comprehensive Achievement to Increase Proficiency: Curriculum and instruction must promote mastery of academic standards, development of critical thinking skills, and increase proficiency in core academic subjects (reading, math, and science) as measured by state and district assessments;
- D. Clear Learning Objectives: Curriculum and instruction must define what students should know and be able to do at the end of each unit or course using SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound);
- E. Civic Readiness: Curriculum and instruction must foster the development of students’ knowledge, skills, and the dispositions necessary to be responsible, informed, and productive citizens;
- F. Opportunity, Access and Excellence: Curriculum and instruction must provide rigorous, high-quality learning experiences and access to necessary support for all students, ensuring learners, including those with disabilities and English learners, have the opportunity to achieve academic success and reach their full potential;
- G. Continuous Improvement: The school district’s process for ongoing curriculum and instructional review and improvement, will be informed by data, educational research, best practices, and community input. Curriculum and instructional practices will be supported with ongoing professional development to ensure implementation with integrity and alignment;

- H. Accountability: Student performance data will be regularly reviewed to measure progress toward achieving curriculum and instructional goals, with necessary adjustments made to ensure comprehensive achievement and civic readiness for all learners.

V. IMPLEMENTATION

- A. The superintendent and the director of teaching and learning are responsible for overseeing the development, implementation, and evaluation of curriculum and instructional practices in alignment with this policy.
- B. The administration will provide regular reports to the school board on curriculum effectiveness, instructional improvements, student achievement, and civic readiness initiatives.

VI. PERFORMANCE MEASURES

Measures to determine school district and school site progress in striving for comprehensive achievement and civic readiness must include at least:

- A. the size of the academic achievement gap, rigorous course taking under section 120B.35, subdivision 3, paragraph (c), clause (2), and enrichment experiences by student subgroup;
- B. student performance on the Minnesota Comprehensive Assessments;
- C. high school graduation rates; and
- D. college and career readiness under Minnesota Statutes, section 120B.307.

VII. COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS PLAN

- A. The school board, at a public meeting, must adopt a comprehensive achievement and civic readiness plan to support and improve teaching and learning that is aligned with Minnesota Statutes, section 120B.11 subdivision 2 which includes:
 - 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2).;
 - 2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students to participate in gifted and talented programs and accelerate their instruction, and adopt early admission procedures for admission to kindergarten or first grade consistent with Minnesota Statutes, section 120B.15 and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward college and career readiness and leading to comprehensive achievement and

civic readiness;

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, subdivision 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes section 122A.40, subdivision 8, or 122A.41, subdivision 5;
 4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
 5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
 6. education effectiveness practices that:
 - a) integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining; and
 - b) provide a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness.
 7. an annual budget for continuing to implement the school district plan; and
 8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.
- B. The school district is not required to include information regarding literacy in the Comprehensive Achievement and Civic Readiness plan or report required under Minnesota Statutes, section 120B.11, except with regard to the academic achievement of English learners.
- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy 621 (Literacy and the READ Act).

Legal References: *Minn. Stat. § 120B.018 (Definitions)*
Minn. Stat. § 120B.02 (Educational Expectations and Graduation)

Requirements for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.12 (Read Act Goal and Intervention)
Minn. Stat. § 120B.15 (Gifted and Talented Students Programs and Services)
Minn. Stat. § 120B.25 (Ethnic Studies)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
20 U.S.C. § 5801, et seq. (National Education Goals)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References: *ISD 200 Policy 613 (Graduation Requirements)*
ISD 200 Policy 614 (School District Testing Plan and Procedures)
ISD 200 Policy 615 (Basic Standards Testing)
ISD 200 Policy 616 (School District System Accountability)

Policy Reviewed: 06.05.2025
Policy Adopted:
Policy Revised: 07.01.2024



603 CURRICULUM DEVELOPMENT

I. PURPOSE

The purpose of this policy is to provide a framework for the development of course offerings for students and to establish methods for continuous improvement of the district’s instructional curriculum. This policy ensures that all students have access to high-quality, standards-aligned curriculum that promotes academic achievement and prepares students for career and/or college success.

II. GENERAL STATEMENT OF POLICY

The district is committed to providing a rigorous, coherent, and relevant curriculum that supports best instructional practices, and meets or exceeds both state and district academic standards. The curriculum must be designed to engage all learners, promote critical thinking, and prepare students to be responsible, informed, and productive citizens.

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area;
- B. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band;
- C. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness;
- D. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- E. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning. Including the instructional program, the instructional approach, and instructional materials.
- F. “Instructional Curriculum” means the district or school-adopted programs, written plans and instructional practices designed to provide all K–12 students with meaningful, standards-based learning experiences. It integrates both the content to be taught (curriculum) and the methods of delivery (instruction), ensuring alignment with the Minnesota K–12 Academic Standards and graduation requirements, through a variety of

approaches, including applied and experiential learning.

- G. “Instructional Materials” means the materials used to advance student proficiency, these materials must accommodate every student, including English Language learning and students with disabilities.
- H. “Textbook” means a curriculum-aligned book, or workbook that provides structured lessons and content to support student learning in a specific subject and grade level.

IV. INSTRUCTION

- A. Instruction will be provided for all courses required for each grade level by the Minnesota Department of Education (MDE) and courses required in all elective subject areas;
- B. The instructional approach will advance student proficiency, promote critical thinking, and will be nonsexist, multicultural, and free of bias;
- C. The school board, at its discretion, may adopt additional courses for instruction at any grade level;
- D. Minnesota Statutes section 120A.22 Subd.9 (Knowledge and skills) and Minnesota Statutes section 120B.022 Subd.1 (Elective standards) outline that instruction must be provided in at least the following subject areas:
 - 1. basic communication skills including reading and writing, literature, and fine arts;
 - 2. mathematics and science;
 - 3. social studies, including history, geography, economics, government, and citizenship;
 - 4. health and physical education;
 - 5. career and technical education:
 - a) The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

Instruction, textbooks, and materials must be in the English language. Another language may be used pursuant to sections 124D.59 to 124D.61.

- E. Minnesota Statutes section 120A.22 Subd.9 (Knowledge and skills) and Minnesota Statutes section 120B.022 Subd.1 (Elective standards) outline that instruction may be provided in at least the following subject area:
 - 1. world languages:

- a) A district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.
- F. Instruction will be planned for optimal benefit, taking into consideration the financial condition of the school district and other relevant factors. Each course plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- G. The superintendent and the director of teaching and learning have discretionary authority to develop guidelines and directives to implement school board policy relating to instruction.
- H. Instructional Materials
 - 1. Instructional materials must advance student proficiency;
 - 2. Materials must accommodate every student, including English learners and students with disabilities;

V. CURRICULUM

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent or designee and the director of teaching and learning the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials that:
 - 1. support the goals and objectives of the education programs;
 - 2. consider the needs, age, and maturity of students;
 - 3. foster respect and appreciation for cultural diversity and varied opinion;
 - 4. fit within the constraints of the school district budget;
 - 5. are in the English language. Another language may be used, pursuant to Minnesota Statutes sections 124D.59 to 124D.61;
 - 6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and

7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.
- D. Curriculum Alignment
1. All curriculum must align with Minnesota standards and benchmarks and the district's established standards and benchmarks; and
 2. Curriculum shall be vertically and horizontally articulated to ensure consistency across grade levels and content areas.
- E. Curriculum Review & Development
1. The district's curriculum development and review cycle is aligned with MDE's Curricula Review Cycle and is outlined in ISD 200 Policy 606.1PR Curriculum Development and Review;
 2. Through the district's Curriculum Advisory Committee, the development and review procedure shall involve educators, administrators, parents/guardians, community members, students and where appropriate, consultants; and
 3. New curriculum proposals must be evidence-based and demonstrate effectiveness in increasing student achievement.
- F. Parent and Community Involvement
1. The district encourages parent and community input in curriculum decisions through the district's Curriculum Advisory Committee.
- G. Teacher Autonomy and Professional Development
1. Teachers are expected to deliver the adopted curriculum with integrity while using their professional expertise to differentiate instruction; and
 2. Professional development will be provided to support implementation of new or revised curriculum.
- H. Monitoring and Accountability

1. The district shall use multiple measures (including student assessments, surveys, and observations) to evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices for improving student outcomes; and
2. Curriculum implementation shall be monitored by building and district-level administrators.

VI. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.
- C. The district shall have a procedure to document all core instructional materials and resources utilized by staff and students.
- D. Gift resources will be judged by the same criteria and will be accepted or rejected based on those criteria.
- E. Textbooks and other instructional materials will be updated by removing resources no longer appropriate or accurate and replacing resources that have been lost or damaged.

VII. REQUIRED ACADEMIC STANDARDS

- A. The following subject areas are required in Minnesota for statewide accountability:
 1. language arts;
 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
 5. physical education;
 6. health, for which locally developed academic standards apply; and
 7. the arts.

- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

VIII. PARENTAL CURRICULUM REVIEW

The school district procedure for a parent/guardian, or an adult student (18 years of age or older), to review the content of the instructional materials to be provided to a student and, if there is an objection to the content, to make reasonable arrangements for alternative instruction are outlined in ISD 200 Policy 604.1PR (Parent/Guardian or Adult Student Objection to Instructional Content and Request for Alternative Instruction).

- A. Alternative instruction may be provided by the parent/guardian, or adult student if the alternative instruction offered by the school district does not meet the concerns of the parent, guardian, or adult student.

The school board is not required to pay for the costs of alternative instruction provided by a parent/guardian, or adult student.

- B. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

IX. CPR AND AED INSTRUCTION

In accordance with Minnesota Statutes section 120B.236 Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction, the school district will provide one time cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

X. COLLEGE AND CAREER PLANNING

- A. Consistent with Minnesota Statutes section 120B.125, the school district assists all students beginning in grade 9, through its Pathways program to explore their educational, college, and career interests, aptitudes, and aspirations, and develops a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:

1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
2. emphasize academic rigor and high expectations and inform the student, and the student's parent/guardian if the student is a minor, of the student's achievement level

score on the Minnesota Comprehensive Assessments that are administered during high school;

3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. help students access education and career options;
 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
 9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student on track for graduation, making adequate progress to meet state and district academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial coursework.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.

- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, districts must recognize the unique possibilities of each student and ensure that the contents of each student’s plan reflect the student’s unique talents, skills, and abilities as the student grows, develops, and learns.
- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes section 120A.20, subdivision 1(c). A student’s plan under this section shall continue while the student is enrolled

Legal References: *Minn. Stat. § 120A.20 (Admission to Public School)*
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.101 (Curriculum)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.20 (Parental Curriculum Review)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: *ISD 200 Policy 604.1 (Procedure for Parent/Guardian or Adult Student’s Objection to Instructional Content and Request for Alternative Instruction)*
ISD 200 Policy 606.1PR (Curriculum Review)

Policy Reviewed: 06.05.2025
Policy Adopted:
Policy Revised:

This statement signifies that the current policy fully integrates all mandatory components outlined in the MSBA Model Policies 604 and 606.



603 CURRICULUM DEVELOPMENT AND REVIEW

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- C. “Culturally sustaining” means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- D. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.

IV. RESPONSIBILITY

The **director of teaching and learning** and the superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district’s curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the **director of teaching and learning** and the superintendent that will provide for periodic reviews of each curriculum area.

V. CURRICULUM ADVISORY COMMITTEE

- A. The school board must establish a **curriculum** advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

- B. The curriculum ~~district~~ advisory committee ~~shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and,~~ to the extent possible, ~~must shall~~ reflect the diversity of the district and its school sites, and ~~shall~~ include teacher, parent, support staff, student, and other community residents ~~and administration representation,~~ and ~~shall~~ provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.
- C. The Curriculum ~~District~~ Advisory Committee must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.
- D. The school district may establish site teams as subcommittees of the Curriculum ~~District~~ Advisory Committee.
- E. The Curriculum ~~District~~ Advisory Committee must recommend to the school board:
1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a; 120B.022, subdivisions 1a and 1b; and 120B.35;
 2. district assessments;
 3. means to improve students' equitable access to effective and more diverse teachers;
 4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
 5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
 6. program evaluations.
- F. School sites may expand upon district evaluations of instructions, curriculum, assessments, or programs.

VI. SCHOOL SITE TEAM

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the curriculum advisory committee about

developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

VII. CURRICULUM DEVELOPMENT PROCESS

~~Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes section 120A.20, subdivision 1(c). A student's plan under this section shall continue while the student is enrolled.~~

- A. The curriculum development process is outlined in ISD 200 Policy 606.1PR Curriculum Development and Review;
- B. The director of teaching and learning and the superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for presenting all recommended modifications for school board review and approval.
- C. The director of teaching and learning and the superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: ~~Minn. Stat. § 120A.20 (Admission to Public School)~~
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 124D.59 (Definitions)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12)
Minn. Rules Part 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Part 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Part 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Part 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Part 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References: *ISD 200 Policy 604 (Instructional Curriculum)*
~~*ISD 200 Policy 605 (Alternative Programs)*~~
ISD 200 Policy 613 (Graduation Requirements)
ISD 200 Policy 614 (School District Testing Plan and Procedure)
ISD 200 Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
ISD 200 Policy 616 (School District System Accountability)
ISD 200 Policy 620 (Credit for Learning)
ISD 200 Policy 623 (Mandatory Summer School Instruction)

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Policy Revised: 07.01.2024

SUNSET/REMOVE 07.23.2025



604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. basic communication skills including reading and writing, literature, and fine arts;
2. mathematics and science;
3. social studies, including history, geography, economics, government, and citizenship;
4. health and physical education;
5. the arts;
6. career and technical education; and
7. world languages.

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

C. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.

E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.

F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.

G. The school district may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class

or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band
- C. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness;
- D. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- E. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning

IV. REQUIRED ACADEMIC STANDARDS

- A. The following subject areas are required for statewide accountability:
 - 1. language arts;
 - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of ~~linear~~ algebra;
 - 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
 - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
 - 5. physical education;
 - 6. health, for which locally developed academic standards apply; and
 - 7. the arts.
- B. Elementary and middle schools must offer at least three and require at least two of the

following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

V. PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

[ISD 200 Policy 604.1 \(Procedure for Parent/Guardian or Adult Student Objection to Instructional Content and Request for Alternative Instruction\)](#) outlines the district's procedure.

VI. CPR AND AED INSTRUCTION

The school district will provide one time cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. At the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
 - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - 2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or

an eligible student who has a disability.

VII. COLLEGE AND CAREER PLANNING

- A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
 2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. help students access education and career options;
 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
 9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule

keeps the student on track for graduation, making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial coursework.

- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.
- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

Legal References: *Minn. Stat. § 120A.20 (Admission to Public School)*
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.101 (Curriculum)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.20 (Parental Curriculum Review)
~~*Minn. Stat. § 120B.021 (Required Academic Standards)*~~
~~*Minn. Stat. § 120B.022 (Elective Standards)*~~
~~*Minn. Stat. § 120B.023 (Benchmarks Implement, Supplement Statewide Academic Standards)*~~
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)

Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: *ISD 200 Policy 603 (Curriculum Development)*
~~*ISD 200 Policy 605 (Alternative Programs)*~~

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SUNSET/REMOVE 07.23.2025



606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. DEFINITIONS

- A. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- B. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- C. "Instructional Materials" means the materials used to advance student proficiency, these materials must accommodate every student, including English Language learning and students with disabilities.
- D. "Textbook" means a curriculum-aligned book, or workbook that provides structured lessons and content to support student learning in a specific subject and grade level.

IV. RESPONSIBILITY OF SELECTION

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent ~~or designee and the director of teaching and learning~~ the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials that:

1. support the goals and objectives of the education programs;
 2. consider the needs, age, and maturity of students;
 3. foster respect and appreciation for cultural diversity and varied opinion;
 4. fit within the constraints of the school district budget;
 5. are in the English language. Another language may be used, pursuant to Minnesota Statutes sections 124D.59 to 124D.61;
 6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
 7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

V. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

VI. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

- A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for

reconsideration of the use of certain textbooks or instructional materials.

- B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.
- C. The superintendent shall present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.

Legal References: *Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)*
Minn. Stat. § 120B.235 (American Heritage Education)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)
Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)
Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)
Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Cross References: *ISD 200 Policy 603 (Curriculum Development)*
ISD 200 Policy 604 (Instructional Curriculum)

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Policy Revised: 02.23.2022

SUNSET/REMOVE 07.23.2025



618 ASSESSMENT, GRADING, AND REPORTING OF STUDENT PROGRESS ~~ACHIEVEMENT~~

I. PURPOSE

In order to achieve the district's mission, communication of student achievement and progress must be meaningful, accurate, consistent and supportive of learning. Teachers shall use a standards referenced grading system designed to accurately report student achievement of academic standards through providing consistency in grading practices across schools and classrooms, and aligning grading and reporting with standards based instruction and graduation requirements supports student learning and provides the most meaningful, accurate and consistent communication of a student's progress.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete graduation requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of graduation requirements.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.
- D. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.

~~"Cultural competence," for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.~~

- E. “Elective standards” means a locally adopted expectation for student learning in career and technical education and world languages.
- F. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- H. “Required standard” means (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The director of teaching and learning will establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. GRADING

- A. The purpose of student grading includes:
 - 1. Communicating the achievement status of students to parents/guardians and others.
 - 2. Providing information that students can use for self-evaluation.
- B. Grading should reflect student performance as measured by several forms of assessment. Student performance and achievement should be assessed on classroom subject or course-determined curriculum standards and objectives.
- C. Grades shall only reflect a combination of student achievement, student progress in learning, and other student learning factors.
- D. Student understanding of scoring criteria is a hallmark of quality standards based instruction and grading.

- E. Course or subject objectives are aligned with state standards. Grading practices will be based on assessment of students against a standard for learning.
- F. The grading system at the high school involves non-weighted grading values.
- G. Each school program level (elementary, middle school, and high school) will establish standardized grading criteria. The grading criteria will be reflective of the age of the student and the level of content learning.
- H. A procedure must be in place to address maximum attempts, timeline, and performance thresholds in student assessment retakes.

VI. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing curriculum and assessment tests to measure student academic knowledge and skills.

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a) computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b) high school reading in grade 10, mathematics in grade 11, and a high school writing test, (when it becomes available); and
 - c) science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally-constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.

4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
5. ~~For students in grade 8, t~~The school district must record on the high school transcript a student's progress toward career and college readiness. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The Minnesota Commissioner of Education must create and publish a form for parents and guardians that:
 - a) explains the need for state academic standards;
 - b) identifies the state assessments that are aligned with state standards;
 - c) identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
 - d) states that students who receive a college-ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e) summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and
 - f) notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.
3. The school district ~~may~~will provide a student's parent/guardian access to the student's individual student performance data and achievement report that is made available under paragraph (b), clause (1), when the performance data and report is available to the

school district.

VII. RIGOROUS COURSE OF STUDY WAIVER

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
 - 1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
 - 2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
 - 3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VIII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and

partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

- C. All students, except those eligible for alternative assessments, will be encouraged to participate in a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References: *Minn. Stat. § 120B.018 (Definitions)*
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)

Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.3520 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References: *ISD 200 Policy 601 (School District Curriculum and Instruction Goals)*
ISD 200 Policy 613 (Graduation Requirements)
ISD 200 Policy 614 (School District Testing Plan and Procedure)
ISD 200 Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
ISD 200 Policy 616 (School District System Accountability)

Reviewed: 06.05.2025

Adopted: 05.22.2024

Revised: 05.17.2024



619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels.

III. DEFINITIONS

- A. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness;
- B. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.

IV. STANDARDS FOR STAFF DEVELOPMENT

- A. The ~~Staff Development Committee Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Committee)~~ shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation Assessment Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the school district programs.
- D. In service, staff meetings, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation Assessment

Requirements at all levels for all students, including those with special needs.

V. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles, and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

- B. Teachers and Administrators. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

Legal References: *Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)*
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References: *ISD 200 Policy 601 (School District Curriculum and Instruction Goals)*

ISD 200 Policy 613 (Graduation Requirements)
ISD 200 Policy 616 (School District System Accountability)

Reviewed: 063.056.20245

Adopted: 07.31.2024

Revised: 07.01.2024

SUNSET/REMOVE 07.23.2025



620 CREDIT FOR LEARNING

I. PURPOSE

This policy recognizes student achievement that occurs in postsecondary enrollment options and other advanced enrichment programs. This policy also recognizes student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.

~~“Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).~~

~~“Concurrent enrollment” means nonsectarian courses in which an eligible pupil under Minnesota Statutes, section 124D.09, subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.~~

- B. “Course” means a course or program.
- C. “Curriculum” means district or school-adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness:
- D. “Eligible institution” means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities

industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

- E. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- F. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- G. “Weighted grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

- 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
- 2. *Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least [insert number] credits from the school district*

B. Transfer of Academic Requirements from Other Schools

- 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. *Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least [insert number] credits from the school district.*
 - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school

district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.

- d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
 - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
 - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.
 3. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or non-final grades earned during the academic term.

V. POSTSECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes section 124D.09 that has been approved as meeting the

necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.

- B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation requirements and subject area requirements of the district.
 - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 - 2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.
 - 3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 - 4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 - 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 - 6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the school district in planning, a pupil must inform the district by

October 30 or May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following school year academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30.

- E. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

VII. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

In the event that a medical pathways program exists in Hastings Public Schools, then consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked days, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VIII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide

elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

IX. WEIGHTED GRADES

- A. The school district does not offer weighted grades.

X. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section X.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: *Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)*
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum,

Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References: *ISD 200 Policy 601 (School District Curriculum and Instruction Goals)*
ISD 200 Policy 613 (Graduation Requirements)
ISD 200 Policy 614 (School District Testing Plan and Procedure)
ISD 200 Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
ISD 200 Policy 616 (School District System Accountability)
ISD 200 Policy 618 (Assessment of Student Achievement)

Policy Reviewed: 06.05.2025
Policy Adopted: 07.31.2024
Policy Revised: 07.01.2024



630 GRADING

I. PURPOSE

The school board recognizes that in order to achieve its mission, communication of student achievement and progress must be meaningful, accurate, consistent and supportive of learning. It is the school board's position that a standards based grading system designed to accurately report student achievement of academic standards through providing consistency in grading practices across schools and classrooms, and aligning grading and reporting with standards based instruction and graduation requirements supports student learning and provides the most meaningful, accurate and consistent communication of a student's progress.

II. GENERAL STATEMENT OF POLICY

A. The purpose of student grading includes:

1. Communicating the achievement status of students to parents/**guardians** -and others.
2. Providing information that students can use for self-evaluation.

B. Grading should reflect student performance as measured by several forms of assessment. Student performance and achievement should be assessed on classroom subject or course-determined curriculum standards and objectives.

C. Grades reflect a combination of student achievement, student progress in learning, and other student learning factors.

D. Student understanding of scoring criteria is a hallmark of quality standards based instruction and grading.

E. Course or subject objectives are aligned with state standards. Grading practices will be based on assessment of students against a standard for learning.

F. The grading system at the high school involves non-weighted grading values.

III. DEFINITIONS

A. "Grades" means an assessment tool used by teachers to communicate the achievement status of students to parents, students and others.

B. "Progress Reports" means periodic reporting that provides a grade status report for a student's scheduled classes or coursework.

C. "Grading Procedure" means the teacher responsible for the instruction of the student's

class or course will complete the necessary assessments and provide the appropriate grade. No grade will be altered without consultation with the assigned teacher.

Policy Reviewed: 05.31.2023
Policy Adopted: 07.27.2023
Policy Revised: 07.27.202
SUNSET/REMOVE **07.23.2025**



707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

- A. “Child with a disability” includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Education (“Commissioner”). A licensed physician, an advanced practice nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district’s discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability.
- B. “Home” is the legal residence of the child. At the discretion of the school district, “home” also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student’s parent or guardian as the home of a student for part or all of the day, if requested by the student’s parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless

student is a resident of the school district if enrolled in the school district.

- C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances.
- D. "Care and Treatment" for the purposes of this policy includes students who are placed in any of the following facilities: (1) chemical dependency and other substance abuse treatment centers; (2) hospitals; (3) day treatment centers; (4) correctional facilities; (5) residential treatment centers; and (6) mental health program facilities. Such facilities must be licensed by the Minnesota Department of Human Services or the Minnesota Department of Corrections.
- E. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minnesota Statutes, section 120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964.
- F. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides.
- G. "Pupil support services" are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located.
- H. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled.
- I. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minnesota Statutes, section 120A.22 by attendance at a nonpublic school.

- J. “Student” means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota.

IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the school district will provide transportation according to Minnesota Statute except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student’s parent or guardian.

Hastings Public Schools has determined walking distance parameters which allows for transportation for elementary students (grades K-4) for students residing more than .75 miles from school, and for secondary students (grades 5-8) for students residing more than 1.75 miles from either the middle school or high school. A shuttle service provides transportation between the secondary buildings.

- B. At the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district’s expenditures for transportation.
- C. For purposes of stabilizing enrollment and reducing mobility, the school district may, at its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students.
- B. If the school district decides to transport a nonresident student within the student’s resident district, the school district will notify the student’s resident district of its decision, in writing, prior to providing transportation.
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district.

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NON DISTRICT SCHOOLS

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week (Minnesota Statutes, section 124D.03, subdivision 8).
- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if at the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, at its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district.
- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion.

VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/ STUDENTS WITH TEMPORARY DISABILITIES

- A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minnesota Statutes, section 123B.92, subdivision 1(b)(4), for a resident child with a disability not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs.
- B. Resident students with a disability whose disabling conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the

basis of the disabling condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district.

- C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district.
- D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary.
- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a daycare and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district.
- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation.
- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law.
- H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the

alternative dispute resolution and due process procedures provided for in Minnesota Statutes, chapter 125A.

VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district.
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
 - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district.
 - 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation.
 - 3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located.
 - 4. A homeless nonresident student enrolled under Minnesota Statutes section 124D.08, subdivision 2a, must be provided transportation from the student's district of residence to and from the school of origin.

IX. CARE AND TREATMENT TRANSPORTATION RESTRICTIONS

- A. Transportation shall only be provided by the school district during regular operating hours of the school district.
- B. When allowable, transportation may be provided for a student placed in temporary care and treatment for a maximum of 65 days within a school year and only in accordance with the district's calendar.
- C. Forty-Mile Radius: The District will restrict transportation for a student to or from the care

and treatment facility closest to the school district and not to exceed up to 40 miles outside the district's geographic boundaries.

D. Closer Facility: The District may refuse to transport a student to a care and treatment facility if another care and treatment facility is at least 10 miles closer to the student's home and is sufficient to meet the needs of the student.

1. The student's parent or legal guardian submits written document to the district showing that the insurer has formally denied coverage for a requested placement at the closest facility; or

E. The student's parent or legal guardian submits written documentation to the district office showing that the closest facility has denied the requested placement.

X. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program.

XI. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board.

XII. GENERAL RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 United States Code, section 1415 (Individuals with Disabilities Act), 29 United States Code, section 794 (the Rehabilitation Act), and 42 United States Code, section 12132, (Americans with Disabilities Act) are governed by these provisions.

Specialized transportation services will be suspended or discontinued after three consecutive days of non-participation or if 50% of scheduled rides are missed within a two-week period without any communication.

XIII. FEES

- A. At its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minnesota Statutes section 190.05.
- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee.
- D. Where, at its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.59 (Bus Transportation a Privilege Not a Right)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.41 (Definitions)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.84 (Policy)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.04 (Options for Enrolling in Adjoining States)
Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 125A.02 (Children with a Disability Defined)
Minn. Stat. § 125A.12 (Attendance in Another District)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)

Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
Minn. Stat. § 126C.01 (Definitions)
Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
Minn. Stat. § 190.05 (Definitions)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)
20 U.S.C. § 1415 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 2000d (Prohibition against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)
42 U.S.C. § 11431 *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)
42 U.S.C. § 12132 *et seq.* (Americans with Disabilities Act)

Cross References: ISD 200 Policy 708 (Transportation of Nonpublic School Students)
ISD 200 Policy 709 (Student Transportation Safety Policy)
ISD 200 Policy 710 (Extracurricular Transportation)

Policy Reviewed: 06.05.2025
Policy Adopted:
Policy Revised:



539 HIGH SCHOOL STUDENT COUNCIL

I. PURPOSE

The purpose of this policy is to identify the position and philosophy of the school district and school board related to the high school's student council.

II. GENERAL STATEMENT OF POLICY

The Hastings Public Schools Board of Education recognizes the importance of student leadership, voice, and engagement. The high school student council, under the guidance of two advisors, shall operate to promote student interests, enhance school culture, and encourage civic responsibility.

Specific details of membership, eligibility, and elections are outlined in the student council protocol document.

III. DECISION-MAKING

- A. All final decisions made by the student council must have the support of both the advisors and the building principal. Decisions that affect the entire student body are expected to be made through a collaborative process that considers diverse perspectives and actively seeks input from all students;
- B. Decisions should be supported by relevant data—such as survey results or other forms of stakeholder feedback—to ensure they reflect the needs and perspectives of the entire student body; and
- C. Any decisions that represent a significant change should be reviewed in consultation with the superintendent.

IV. RESPONSIBILITIES

- A. School Board & Superintendent will:
 - 1. Review the student council policy once every three (3) years.
- B. Principal will:
 - 1. Ensure that the student council events and activities are in compliance with district policies;
 - 2. Assign, supervise, and evaluate student council advisors;
 - 3. Communicate event decisions with district administration; and
 - 4. The principal may delegate responsibilities to other school district personnel but shall

continue to be accountable for actions taken under such delegation.

C. Advisors will:

1. Provide leadership and complete the duties of student council advisor as assigned and defined by the building principal or designee;
2. Adhere to district policies including Policy 713 (*Student Activity Accounting*); and
3. Maintain records of meeting minutes as determined by building administration.

V. OVERSIGHT

The school board and superintendent maintain their ability to veto any decision.

VI. DISTRICT AND SCHOOL POLICIES

All events and initiatives organized by the student council must comply with all ISD 200 Policies and the Student Code of Conduct, which includes safety protocols and behavior standards.

VII. POLICY REVIEW AND RECONSIDERATION

If changes occur that affect how the student council operates, the change must be communicated by email to the superintendent.

Legal References: *MN Statute 123B.147 Subd.1 (Supervision of school building)*
MN Statute 123B.147 Subd. 3 (Duties; evaluation)
MN Statute 123B.02 (General Powers of Independent School districts)
MN Statute 123B.49 Subd.4 (Board control of extracurricular activities)

Cross Reference: *ISD 200 Policy 713 (Student Activity Accounting)*

Policy Reviewed:

Policy Adopted:

Policy Revised:

Member _____, introduced the following resolution and moved for its adoption:

A RESOLUTION ESTABLISHING DATES FOR FILING AFFIDAVITS OF CANDIDACY

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

1. The period for filing affidavits of candidacy for the office of school board member of Independent School District No.200 shall begin on July 29th, 2025 and shall close on August 12th, 2025. An affidavit of candidacy must be filed in the office of the school district clerk and the \$2 filing fee paid prior to 5:00 o'clock p.m. on August 12, 2025. **Please note:** District offices are closed on Fridays during the filing period. Candidates should plan accordingly when submitting affidavits.

2. The clerk is hereby authorized and directed to cause notice of said filing dates to be published in the official newspaper of the district, at least two (2) weeks prior to the first day to file affidavits of candidacy.

3. The clerk is hereby authorized and directed to cause notice of said filing dates to be posted at the administrative offices of the school district at least ten (10) days prior to the first day to file affidavits of candidacy.

4. The notice of said filing dates shall be in substantially the following form:

**NOTICE OF FILING DATES FOR ELECTION TO THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT NO. 200
HASTINGS PUBLIC SCHOOLS
STATE OF MINNESOTA**

NOTICE IS HEREBY GIVEN that the period for filing affidavits of candidacy for the office of school board member of Independent School District No.200 shall begin on July 29th, 2025, and shall close at 5:00 o'clock p.m. on August 12th, 2025. **Please note:** District offices are closed on Fridays during the filing period. Candidates should plan accordingly when submitting affidavits.

The special election shall be held on Tuesday, November 4th, 2025. At that election, one member will be elected to fill the vacancy on the School Board for a term expiring on the first Monday in January, 2029.

Affidavits of Candidacy are available from the school district clerk, Independent School District No. 200, 1000 W 11th St Hastings, MN 55033. *Note: District office is closed on Fridays during this filing period.* The filing fee for this office is \$2. A candidate for this office must be an eligible voter, must be 21 years of age or more on assuming office, must have been a resident of the school district from which the candidate seeks election for thirty (30) days before the general election, and must have no other affidavit on file for any other office at the same primary or next ensuing general election.

The affidavits of candidacy must be filed in the office of the school district clerk and the filing fee paid prior to 5:00 o'clock p.m. on August 12th, 2025. All affidavits have a two-day withdrawal period after the deadline. The final date of withdrawal is prior to 5:00 pm on August 14th, 2025.

Dated: June 25th, 2025

BY ORDER OF THE SCHOOL BOARD

School District Clerk
Independent School District No. 200
(Hastings Public Schools)
State of Minnesota

The motion of the foregoing resolution was duly seconded by _____.

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

The following voted against the same:

WHEREUPON said resolution was declared duly passed and adopted.

DRAFT

Election Judge Application



You must be:

- ❖ At least 18 years old (student judges must be 16-17 years old)
- ❖ A Citizen of the United States
- ❖ A Minnesota Resident for at least 20 days
- ❖ Able to read, write, and speak the English language
- ❖ Eligible to vote in Minnesota
- ❖ Able to complete required trainings online and in person

Please note: At this time, training dates have not been determined. Election judge training for the 2025 School District Election will be held prior to November 4th and you will be paid for time spent at training.

Please Type or Print

Name:	
Address:	
Phone Number:	Email Address:
Do you have any family members (including spouses or step-relatives) that have signed up to be an election judge for 2025? ___ No ___ Yes	
If yes, please provide name and relationship: _____	
Are you a relative of, or live with permanently or temporarily, a candidate running in the 2025 election? ___ No ___ Yes	

I am interested in the following position(s). Please check all that apply:

- ___ Head Judge
- ___ Election Judge
- ___ Co-Head Election Judge *(must be able to work the full day)*

I am available to work at the following time(s). Please check all that apply:

- ___ No Preference ___ Full Day ___ 1st Shift (6am-2pm) ___ Afternoon (11am-3pm) ___ 2nd Shift (2pm-10pm)

I have a polling location preference. ___ No ___ Yes, please select below

Please note: We will try to accommodate your preference.

	Hope Lutheran Church	Our Saviors Lutheran Church	United Methodist Church	St. Philips Lutheran Church	St. Johns Lutheran Church
First Choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Second Choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Third Choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fourth Choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fifth Choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PLEASE COMPLETE THE BACK SIDE OF THIS FORM

To give back to the community, Minnesota Statute 204B.31 allows Election Judges to work unpaid and volunteer their time. Please indicate your preference:

- I would like to be paid for my time
- I will work as an unpaid volunteer

Please select all that apply:

- I have previous Election experience
- I am comfortable with using technology (i.e. Poll Pads, Tabulator, etc.)
- I am interested in helping with Election prep work (i.e. Public Accuracy Testing)
- I am interested in helping with Absentee Voting activities (i.e. Health Care Facility Voting)
- I will need a letter notifying my employer of my service as an Election Judge (M.S. 204B.195)

Please Read and Acknowledge

To ensure fair and honest elections results, if selected to serve as an election judge, I will adhere to the following:

- ❖ I will arrive at my assigned polling place at the assigned time and remain until my assigned time or excused by the Head Judge.
- ❖ I agree to be courteous, respectful and to assist all voters regardless of national origin, physical challenge, or efficiency in the English language.
- ❖ I agree to read and study the Election judge Training Manual and any additional information. I will attend Election Judge training so that I am prepared to fulfill my responsibility to conduct the election according to federal, state, and local election laws and policies.
- ❖ I understand that we are responsible for the security of election equipment and supplies, and I will handle and monitor all such equipment and supplies exactly as instructed.
- ❖ I agree to complete all documentation required by federal, state, and local election laws for my assigned position's responsibilities as accurately and completely as possible: including voter canvasses, Election day logs and any other documentation designed to reconstruct the election or to document that the number of persons appearing to vote and the number of votes cast guarantee a fair and honest outcome.
- ❖ I agree to report immediately to the Head Judge any malfunction or possible tampering of voting equipment, unusual or suspicious behavior occurring in the polling room, or any other event or occurrence that may threaten the accurate gathering or sanctity of the vote.
- ❖ I agree not to bring newspapers, magazines, or other public information materials into the polling room.
- ❖ I agree to remain a-political and refrain from making personal opinion comments while serving as an election judge.

I hereby certify that all answers to the questions on this application are true and I have read and agree to comply with the statements above.

Signature of Applicant

Date



Timeline for 2025 Special Election



First Tuesday After First Monday in November

November 4, 2025

		No later than:
Last day for school board to publish notice of filing period.	14 days before filing opens	July 15, 2025
Last day for school district to post notice of filing period.	10 days before filing opens	July 19, 2025
Candidate filing period for General Election. MN SOS Affidavit of Candidacy Form	Not less 98 to 84 days before the election	July 29 to August 12, 2025
Submit candidate filing affidavits to county auditor(s)	84 days prior to election	August 12, 2025
Last day for candidates to withdraw. Send candidate withdrawal form to county auditor(s). MN SOS Candidacy Withdrawal Form	5 p.m. 2 days after filing closes	August 14, 2025
Last day to adopt resolution calling General Election.	84 days prior to election	August 12, 2025
Last day to notify county auditors with written notice of General Election.		
First day absentee ballots must be available for General Election.	46 days prior to election	September 19, 2025
Last day to adopt resolution appointing election judges <i>(County handles during general election, School District is responsible for special election and nothing else on ballot)</i>	25 days prior to election	October 10, 2025
Last day to preregister for General Election.	5 p.m. 21 days prior to election	October 14, 2025
Last day to publish first notice of General Election.	At least 14 days prior to election	October 21, 2025
Last day to post notice of General Election.	10 days prior to election	October 25, 2025
Campaign finance reports due if spent or received more than \$750, an initial report was filed, and the name is on the ballot.	10 days prior to election	October 25, 2025
Last day to publish second notice of November General Election.	At least 7 days prior to election	October 28, 2025
Last day to post sample ballot of November General Election.	At least 4 days prior to election	October 31, 2025
Publish notice of testing Public Accuracy Test (PAT)	At least 3 days prior to election	November 1, 2025
General Election Day. No public meetings or school events may be held between 6 p.m. and 8 p.m. Voting hours are 7 a.m. to 8 p.m.		November 4, 2025
Time period to canvass results of the General Election. Note that districts should NOT canvass on Veterans Day, Nov. 10.	3 to 10 days after election	November 7 to November 14, 2025
Notify the Commissioner of the Results	3 to 10 days after election	November 7 to November 14, 2025
Last day for candidates to file Campaign Financial Report Certification of Filing form.	7 days after election	November 11, 2025
Time period for candidates to request a recount.	Up to 7 days after canvass period ends	November 14 to November 21, 2025
Time period to issue certificate of election. (IF candidate has filed the Campaign Financial Report Certification of Filing form, AND no recounts are requested.	Up to 7 days after recount period ends	November 15 to November 22, 2025
Time period for newly elected school district officers to file acceptance of office and oath forms.	Within 30 days of Receiving Certificate of Election	November 15 to December 22, 2025
Campaign finance reports due	30 days after election	December 4, 2025
Terms begin for members elected at 2025 November Election.	First Monday in January After Election	January 5, 2026