

# Hastings Area Public Schools - ISD 200

## School Board Meeting Agenda

Wednesday, June 25, 2025  
Regular Meeting  
Middle School Media Center

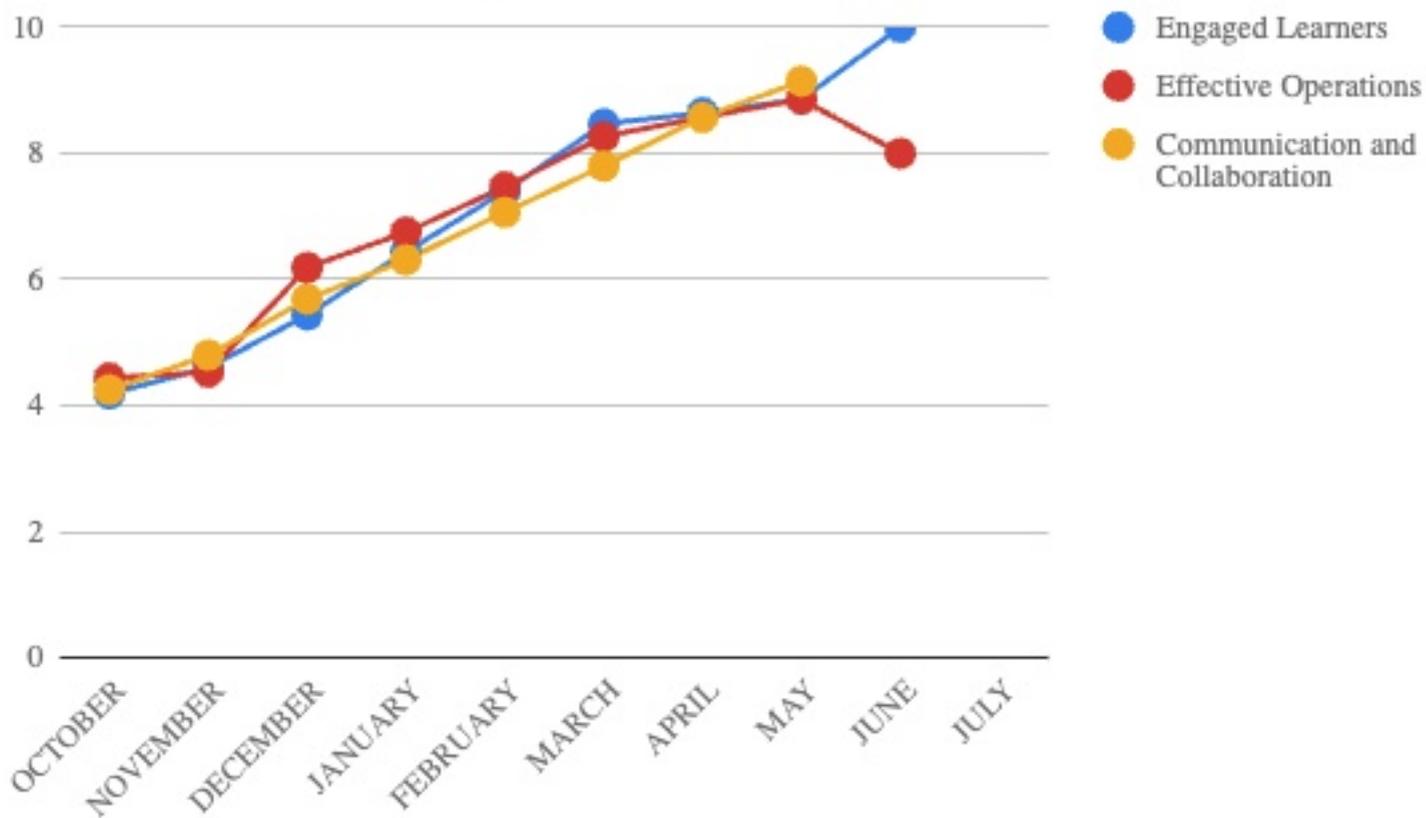
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- I. **Call Meeting to Order**
  - a. Attendance
- II. **Pledge of Allegiance**
- III. **Motion to Approve the Agenda/Table File**
- IV. **Recognition of Visitors**
- V. **Raider Spotlight**
  - Imagine Foundation
  - Friend of Education Award by EdMN - Jessie Holm
- VI. **Reports and Discussions**
  - a. Superintendent Report
  - b. Public Comment
  - c. Smart Choices Student Wellness Annual Report
  - d. Fastbridge Results & Literacy Plan Presentation
  - e. Building Construction Fund Project Update
  - f. Legal: Data Request Update
  - g. SRO Agreement Amendment Discussion
  - h. School Board Representatives/Committees
    - i. ISD 917 School Board Representative Update
    - ii. AMSD Update
    - iii. Community Collaboration Committee Update
      - No meetings held since last update
    - iv. Facilities, Finance, and Joint Powers Committee Update
    - v. NAPAC Committee Update
    - vi. Student School Board Committee Update
      - No meetings held since last update
    - vii. Policy Committee Update
  - i. Policies
    - i. First Readings
      - 540 High School Student Council
      - 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
    - ii. 1st Reading to Sunset/Remove
      - 603 Curriculum Development
      - 604 Instructional Curriculum
      - 606 Textbook and Instructional Materials
      - 619 Staff Development for Standards
      - 630 Grading
    - iii. Second Readings
      - 425 Staff Development and Mentoring
      - 602 Organization of School Calendar and School Day

- iv. Third Readings
      - 609 Religion and Cultural Observances
  - j. Hockey Arena Discussion
- VII. **Action Items**
  - a. Consent Agenda
    - i. Approval of the Minutes from the:
      - 05.21.2025 Regular Board Meeting Minutes
      - 05.28.2025 Special Closed Board Meeting Minutes
    - ii. Personnel Report
    - iii. Bills Payable
    - iv. Policies for Approval after Third Reading
      - 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
    - v. Sternau Contract
    - vi. 24-25 School Board Fundraising Report
    - vii. Cancel July 9th Work Session
  - b. Items for Individual Action
    - i. Property & Liability, Workers Comp Approval
    - ii. Community Education Census Certification Resolution
    - iii. ISD 200 LTFM
    - iv. Special Election Resolution - Candidate Filing Dates
    - v. Strategic Plan Approval
    - vi. IoWA Resolution to designate Dr. Kristine Wehrkamp Herman to act as the Identified Official with Authority (IoWA).
    - vii. Food Service MOU
    - viii. Educational Support Professionals (ESP) MOU
- VIII. **Future Meetings**
- IX. **Adjournment**

# CADENCE OF RAIDER RESPONSIBILITY

Cadence of Raider Responsibility



**2024-2025 VISION CARD DATA**

District-wide Goal								
What We Are Tracking	How We Are Measuring	2021-22	2022-23	2023-24	2024-25	Trend Line		
Engaged Learners	Student Achievement	MCA Reading Grades 3-8, 10	52%	53%	52%			
		Fastbridge Screening Data (Literacy)	70%	74%	61%	61%		
		MCA Math Grades 3-8, 11	49%	50%	47%			
		MCA Science Grades 5, 8 and HS	46%	43%	41%			
		MCA Opt-Out			2.70%			
		ACT Grades 11 and 12 (national average is 19)	22.4	21.4	21.9			
		Graduation Rate (year lag time)	95.60%	94.50%	95% <sup>(5-year rate)</sup>			
		Passing Rates Grades 5 - 9 (students passing ALL classes)	76%	87%	88%			
	Achievement Gap	MCA Math, Reading, Science (Median of all groups)	Math -24.6 Rdg - 20.2 Sci - 20.5	Math - 26.8 Rdg - 21.3 Sci - 13.1	Math - 20.8 Rdg - 16.8 Sci - 9.4			
		Secondary Credit Recovery (Credits earned)	649	720	542			
		Student Enrollment: College In the Schools, Career & Tech, Advanced Placement, Chippewa Valley Technical College	CIS - 473 CTE - 2164 AP - 572 CVTC-NA	CIS -455 CTE -2081 AP -423 CVTC-405	CIS - 313 CTE - 1627 AP - 517 CVTC - 483			
	PSEO Enrollment	Full Time/Part Time			57 <sup>(19 FT/38PT)</sup>			
	Student Attendance	Chronic Absences	9%	7%	7%			
	School Perceptions Survey	I feel safe at school (grades 4-12)			89%	89%		
		I know my teachers care about me (grades 4-12)			89%	90%		
		Teachers treat me with respect (grades 4-12)			95%	95%		
		My teachers make their classes fun and interesting (grades 4-12)			83%	83%		
		If I were bullied, I would feel comfortable talking to someone (grades 4-12)			77%	79%		
	Mental Health	Survey: If I have a big problem, there's an adult at school I can talk to. (grades 4-12)			88%	88%		
		ELEM students accessing recurrent support services	97	124	170			
		MS students accessing recurrent support services	100	320	*5343			
		MS students participating in support groups	174	210	49			
		# of times HS students accessed recurrent support services	6594	6095	6640			
		HS students identified and met with due to Depression Screener	73	71	62			
	HS Peer Helper contacts	2465	3388	3678				
	Student Participation In Activities/Athletics	Number of Students Participating in Secondary Activities/Athletics	1710	1624	**1382			
	Staff Engagement	School Perceptions Survey: Staff	I feel safe at school			89%	95%	
			I feel supported by my supervisor/administrator when I make a decision			77%	85%	
I feel comfortable sharing my input and concerns with my supervisor/administrator					74%	81%		
Most days, I look forward to going to work.					77%	87%		
Highly Trained Certified Staff (Master's Degree or Higher)		Percentage of Highly Trained Staff	81%	81%	80%	84%		
Family Engagement	School Perceptions Survey: Families	I feel welcomed in my child's school.			86%	91%		
		School staff treat my child with dignity and respect.			93%	95%		
		My child feels safe at school.			86%	89%		
		The school has high expectations for my child.			80%	85%		
		If my child breaks a rule at school, they are treated fairly.			90%	93%		
	School communication is timely and transparent.			81%	87%			
Family Engagement / Untapped Families	Yearly Points of Contact/Engagement in School Activities	5 events	4 events	6 events Raider, Set, Go, EL Family Night, EL Picnic, AVID Family Night, Open Houses/Conferences (2)	6 events Raider, Set, Go, EL Family Night, EL Picnic, AVID Family Night, Open Houses/Conferences (2)			
Operational Efficiency	School Finance Award based on MDE criteria	Annually meeting the established criteria.			100%, awarded annually since 2008			
	Building Conditions from School Perceptions Survey: Families	School facilities are clean and well-kept.			91%	92%		
	Technology	Overall satisfaction with technology support within district			97%	96%		
Community Engagement	Community Partnerships and Collaboration			Presentations /Engagement Events: 31				
	Raider Update Metrics			184,977 views/year AVG 20,553/month AVG 5138/week	Moved to Engage Newsletters with website transition - Newsletter metrics ranged from 1710- 5190 views peer week.			

NOTES: \*23-24 increase reflects the first year of automated check-in system, \*\*23-24 participation did not include student activity numbers.



# Smart Choices Student Wellness

Report to School Board - Wednesday, June 25, 2025

In compliance with [The Student Wellness Policy \(#533\)](#) and with guidance from the USDA Dietary Guidelines and the U.S. Department of Health and Human Services’ Physical Activity Guidelines for Americans, Hastings Public Schools led by the Smart Choices Wellness Committee continues to strive to provide opportunities for students to access healthy food and water, engage in physical activity opportunities and establish a sense of safety within their respective school environments. The following report will outline aggregate student survey data to assist with district planning to further improve the health and wellbeing of the students in attendance at Hastings Public Schools.

Student Survey Results: Healthy Eating & Physical Activity Opportunities	Hastings Elementary Schools (476 Responses)	Hastings Middle School (978 Responses)	Hastings High School (359 Responses)
Healthy Eating Opportunities (Agree or Strongly Agree) *	28%	68%	69%
Physical Activity Opportunities (Agree or Strongly Agree) **	73%	81%	87%

\*Elementary School results: percent of students that consumed 5 or more fruits and vegetables the day prior to completing the survey.

\*\*Elementary School results: percent of students that engaged in physical activity by playing outside for 15 minutes or more.

## 2024-2025 School Year in Review

- The Wellness Committee met 5 times during the 2024-2025 School Year.
- Kennedy Elementary School was awarded SHIP 2024-2025 School Year Community Partner Award Funding to provide teachers and service providers with equipment to help students regulate their emotional and sensory needs, calm their bodies, and learn appropriate social emotional and self-regulation skills
- [Wellness Policy #533](#) Revision by School Board - feedback about the proposed changes was given to the school board . The screenshot below depicts the new purpose statement in pink and the previous purpose statement (struck out) as an example of how it was changed.

### I. PURPOSE

The purpose of this policy is to set forth methods that promote student wellness, prevent and reduce childhood obesity, and assure that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state, and federal standards. ~~The purpose of this policy is to assure a school environment that promotes and protects students’ physical, social and emotional health and development, and ability to learn by supporting healthy eating and physical activity. The Hastings Public School District encourages and promotes life-long healthy eating and physical activity.~~

- Triennial Assessment WellSAT was conducted in February and March of 2025. The WellSAT is a tool to assess written district wellness policies and their implementation.  
[Wellness Policy Scorecard](#)  
[Putting Wellness Policy into Practice Scorecard](#)

[District's Triennial Scorecard](#)

- Students (1,813), Parents (40), and staff (127) were surveyed regarding Student Wellness.

[Elementary Survey Results](#)

[Middle School Survey Results](#)

[High School Survey Results](#)

[Parent Survey Results](#)

[Staff Survey Results](#)

- Smart Choices Newsletters: [Winter 2025](#) [Spring 2025](#)
- Vape Waste Clean Up Event held April 16, 2025 at Hastings High School

### Elementary Student Survey Results Summary:

The results capture 476 students' responses from three elementary schools: Pinecrest, Kennedy & Christa McAuliffe (McA). Survey questions aimed to assess students' access to opportunities for healthy eating, physical activity and evaluate students perceived stress and safety.

- **Strengths:**

- 28% of students responded that they consumed 5 or more fruits and vegetables the day prior to completing the survey.
- 73% of students reported that they play outside for 15 minutes or more for physical activity besides gym and recess.
- The majority of students responded that their family, friends and teachers make them feel safe.
- 83% of students reported that they 'mostly' or 'always' feel safe.
- 84% of students reported that 'yes', they had a trusted adult they could talk to.

- **Opportunities for Improvements:**

- Implement health and nutrition curriculum to improve engagement in health-promoting behaviors such as healthy eating. The 2025 survey found that 9% of students reported they ate zero fruits and vegetables the day before taking the survey, though self-reported data should be interpreted with caution due to inaccuracies in individual responses. Additionally, the age of the respondents may affect their ability to fully articulate or contextualize their experiences, which can impact the reliability and consistency of the data. This does not diminish the importance of early interventions to help promote healthy eating behaviors starting at a young age.

Access 2024-2025 [Elementary Student Survey Results](#) for additional details

### Hastings Middle School Survey Results Summary:

- **Strengths:**

- 68% of students 'agree' or 'strongly agree' they have opportunities to eat healthily, this can be interpreted as more significant due to the larger data set from 2024 to 2025.
- 81% 'agree' or 'strongly agree' that they have opportunities to stay physically active.
- 73% of students reported that they 'agree' or 'strongly agree' that they feel safe.

- 17% increase in student responses that state their stress level was ‘a little stressed’ and ‘not at all stressed’.

- **Opportunities for Improvements:**

- In 2024, 88% of students reported that they had opportunities to be physically active, and in 2025 that dropped 7%. Evaluating opportunities for students to be physically active before, during, and after the school day can support student health.
- 59% of students reported they have healthy coping skills that help manage stress but a common reported stressor for middle schoolers was lifestyle stressors including schoolwork, interpersonal relationships and time management with extracurricular activities.

<b>Question asked of HMS Students (year &amp; # of students)</b>	<b>2019</b> 798 Responses	<b>2020*</b> 479 Responses	<b>2022</b> 682 Responses	<b>2023</b> 519 Responses	<b>2024</b> 174 Responses	<b>2025</b> 978 Responses
At HMS I have opportunities to eat healthy food (agree & strongly agree)	75%	87%	58%	62%	68%	68%
At HMS I have opportunities to be physically active (agree & strongly agree)	88%	92%	86%	84%	88%	81%
I have healthy coping skills that help me manage my stress (agree and strongly agree)	55%	69%	57%	57%	56%	59%
My level of stress right now (A little stressed & not at all)	60%	71%	52%	54%	20%	37%
Social media has a positive impact on my life (agree & strongly agree)	53%	56%	52%	49%	59%	54%
I am on my cell phone (frequently & constantly)	41%	54%	36%	39%	46%	42%
I feel safe at school (agree & strongly agree)	70%	90%	64%	67%	72%	73%

*\*students were surveyed while going to school on-line at home during initial covid-19 stay at home directive*

Access 2024-2025 [Middle School Student Survey Results](#) for additional details

### Hastings High School Survey Results Summary:

- **Strengths:**

- 69% of students agree or strongly agree they have opportunities to eat healthily.
- 87% agree or strongly agree that they have opportunities to stay physically active.
- 58% of students reported that they ‘agree’ or ‘strongly agree’ that they feel safe.

- **Opportunities for Improvements:**

There has been a positive trend in the data reported by students showing that there has been an increase in those that feel they have opportunities to be active, eat healthy, manage their stress and feel safe at school. Drawing cautious correlations, there has been a decrease in time students report spending on their cell phones by 5% and more students reported that social media had a positive impact on their lives. It may be possible to make a connection between decreased cell phone usage and improved student mental health. It would be to the benefit of the school district to continue to evaluate student mental health, phone usage and digital literacy.

<b>Question asked of HHS students. (year &amp; # of students)</b>	<b>2022</b> <i>526 Responses</i>	<b>2023</b> <i>365 Responses</i>	<b>2024</b> <i>442 Responses</i>	<b>2025</b> <i>359 Responses</i>
At HMS I have opportunities to eat healthy food (agree & strongly agree)	56.9%	47%	60%	69%
At HMS I have opportunities to be physically active (agree & strongly agree)	81.2%	76%	78%	87%
I have healthy coping skills that help me manage my stress (agree and strongly agree)	48.5%	49%	51%	64%
My level of stress right now (A little stressed & not at all)	30%	34%	37%	38%
Social media has a positive impact on my life (agree & strongly agree)	41.3%	56%	39%	45%
I am on my cell phone (frequently & constantly)	53.9%	41%	38%	33%
I feel safe at school (agree & strongly agree)	57.1%	60%	58%	58%

*\*Vegetables are defined as green salad, potatoes [excluding French fries, fried potatoes, or potato chips], carrots, or other vegetables.*

Access 2024-2025 [High School Student Survey Results](#) for additional details

### Goals for the coming year

- Evaluate the WellSAT and Student Wellness Survey results and determine next steps the committee can take to best meet identified needs.
- Hold regularly scheduled committee meetings
- Conduct student, parent and staff surveys
- Smart Choices Newsletters

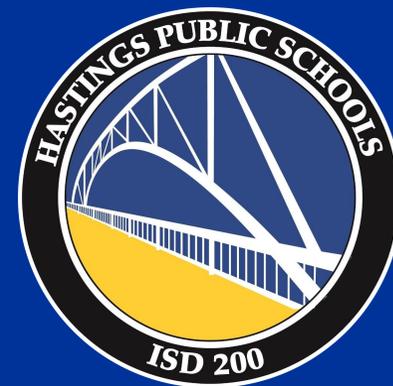


### Smart Choices Committee Members

- Sara Stenger, School Social Worker, Building Representative HHS
- Molly Cirillo, District Family Resource Coordinator, Building Representative HMS
- Emily Lubich, Nurse, Building Representative McAuliffe Elementary
- Katie Skramstad, School Psychologist, Kennedy Elementary
- Michaela Burr, School Social Worker, Building Representative Pinecrest Elementary
- Brittany Hirschauer, Director of Food and Nutrition Services
- Anna Kuczarskyj, Dakota County School Wellness Consultant
- Kassy Podvin, Health Promotion Specialist, Dakota County
- Mary Ellen Fox, Health Services Supervisor, chair

### References:

1. U.S. Department of Agriculture and U.S. Department of Health and Human Services. *Dietary Guidelines for Americans, 2020-2025*. 9th Edition. June 2023. Available at [DietaryGuidelines.gov](https://www.dietaryguidelines.gov).
2. Department of Health and Human Services. *Physical Activity Guidelines for Americans, 2018*. 2nd edition. June 2023. Available at [Health.gov](https://www.health.gov).
3. Minnesota Student Survey Interagency Team. Minnesota Student Survey for survey years 2013, 2016, 2019, 2022. Minneapolis, MN: Minnesota Department of Education, 2013, 2016, 2019, 2022. (Data analyzed for ISD 200 by Dakota County Public Health, 30 May 2023).



# Hastings Public Schools

## Fastbridge 24-25

Review of Student Achievement and Growth

# Fastbridge Purpose

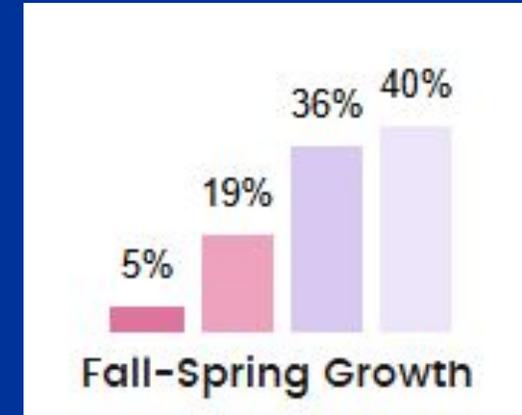
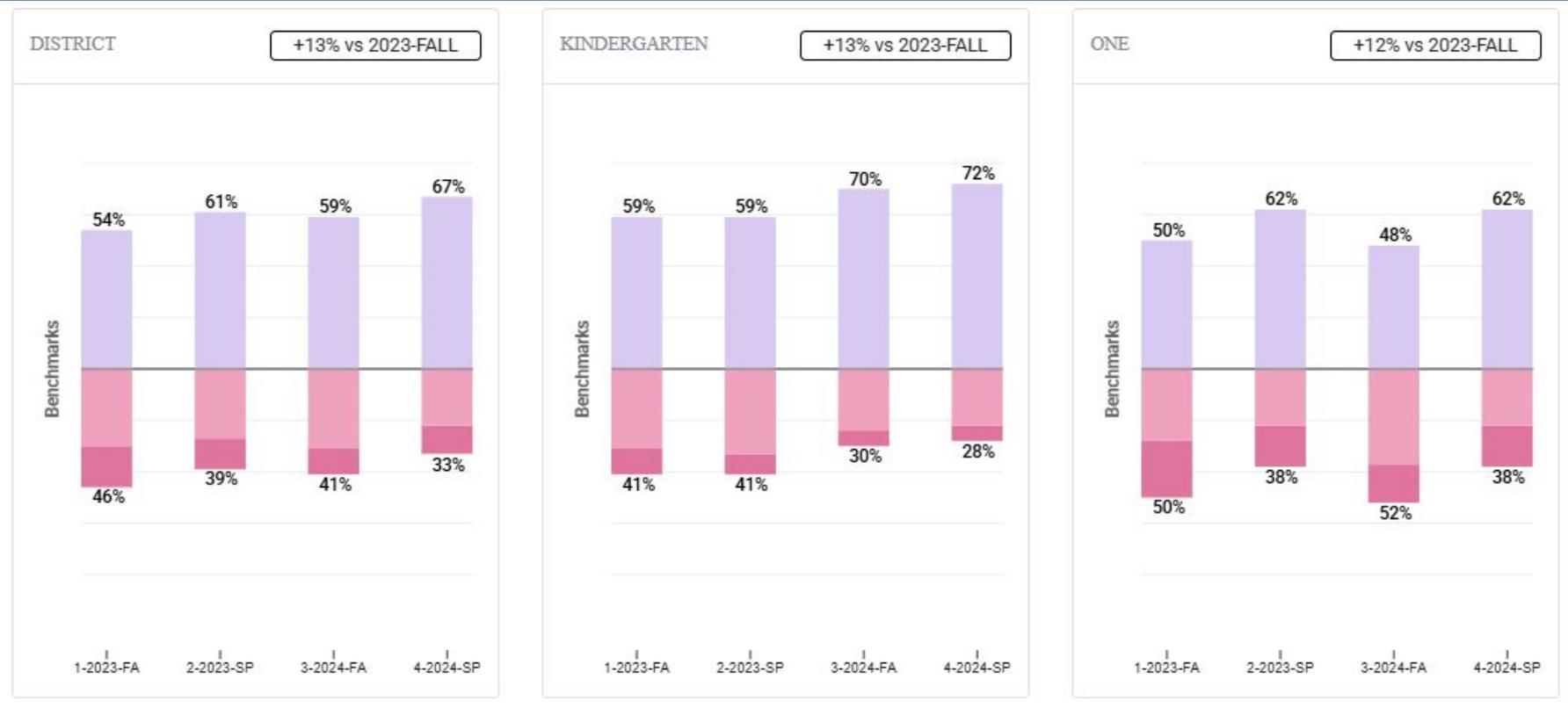


- The purpose of the FastBridge math and reading assessments is to provide reliable, research-based data that helps educators:
- Screen All Students
  - Identify students who are at risk for academic difficulties in reading and math.
  - Administered to all students (typically three times per year) to monitor overall performance and growth.
- Diagnose Skill Gaps
  - Pinpoint specific skill areas (e.g., phonemic awareness, fluency, number sense) where students may need additional support and identify where they are excelling
- Guide Instruction and Intervention
  - Support data-driven instruction by matching interventions to student needs.
  - Assist in grouping students for targeted small-group or individual support.
- Monitor Progress
  - Measure whether students receiving intervention are making expected progress.
  - Adjust instruction based on frequent progress monitoring data.
- Support MTSS Framework
  - Provide essential data for Multi-Tiered Systems of Support (MTSS) by identifying which students need:
    - Tier 1 (core instruction),
    - Tier 2 (supplemental support), or
    - Tier 3 (intensive intervention).

# District Achievement and Growth - earlyReading

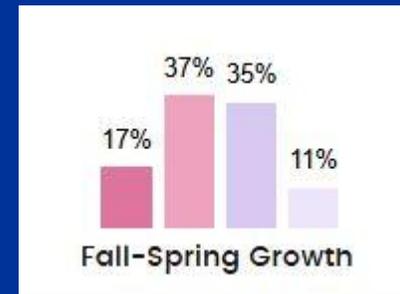
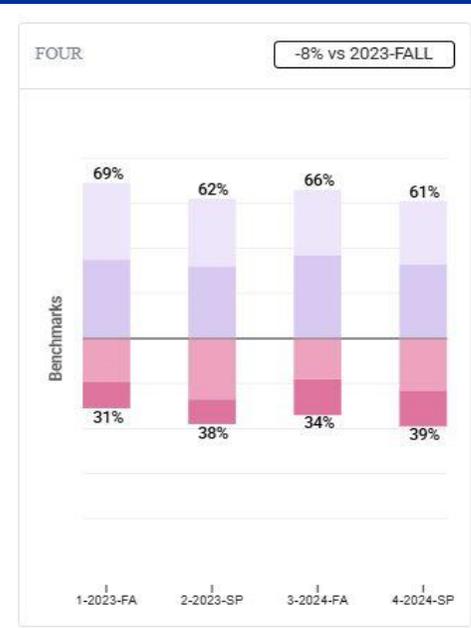
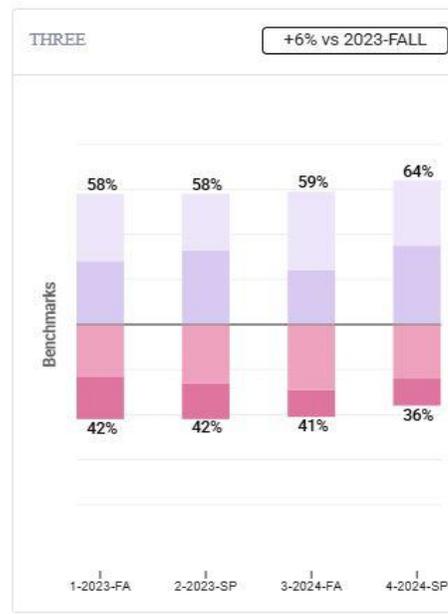
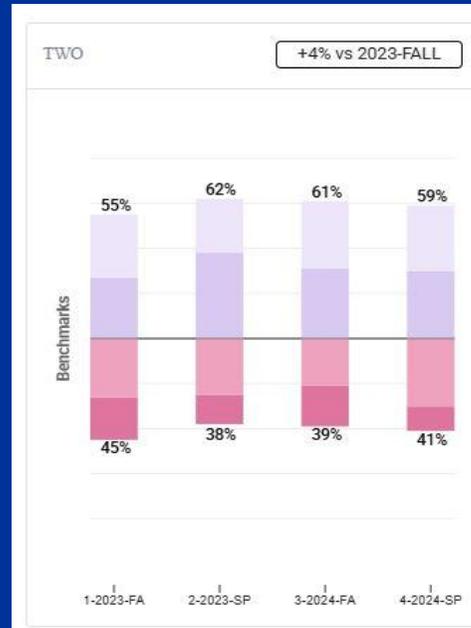
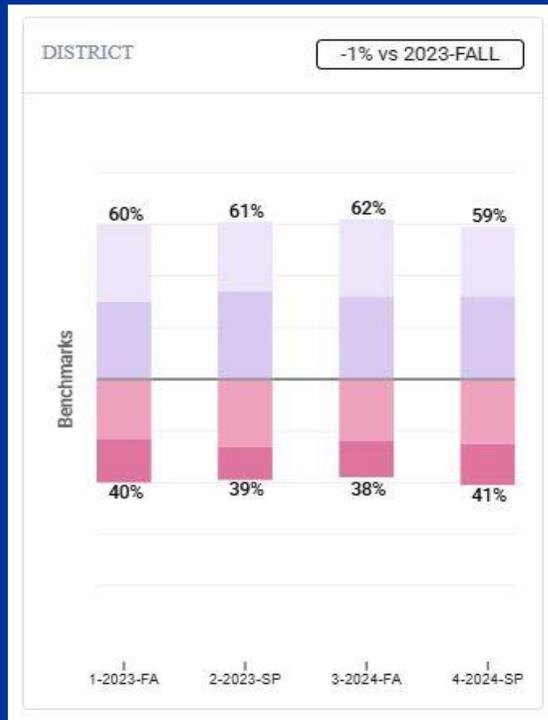


## Fall to Spring - 2 Year View



# District Achievement - aReading

## Fall to Spring - 2 Year View



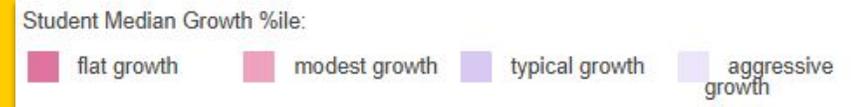
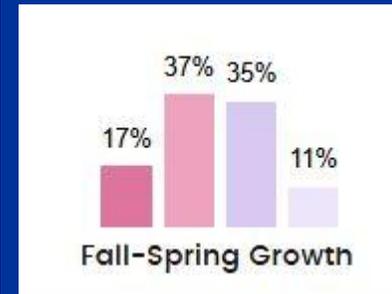
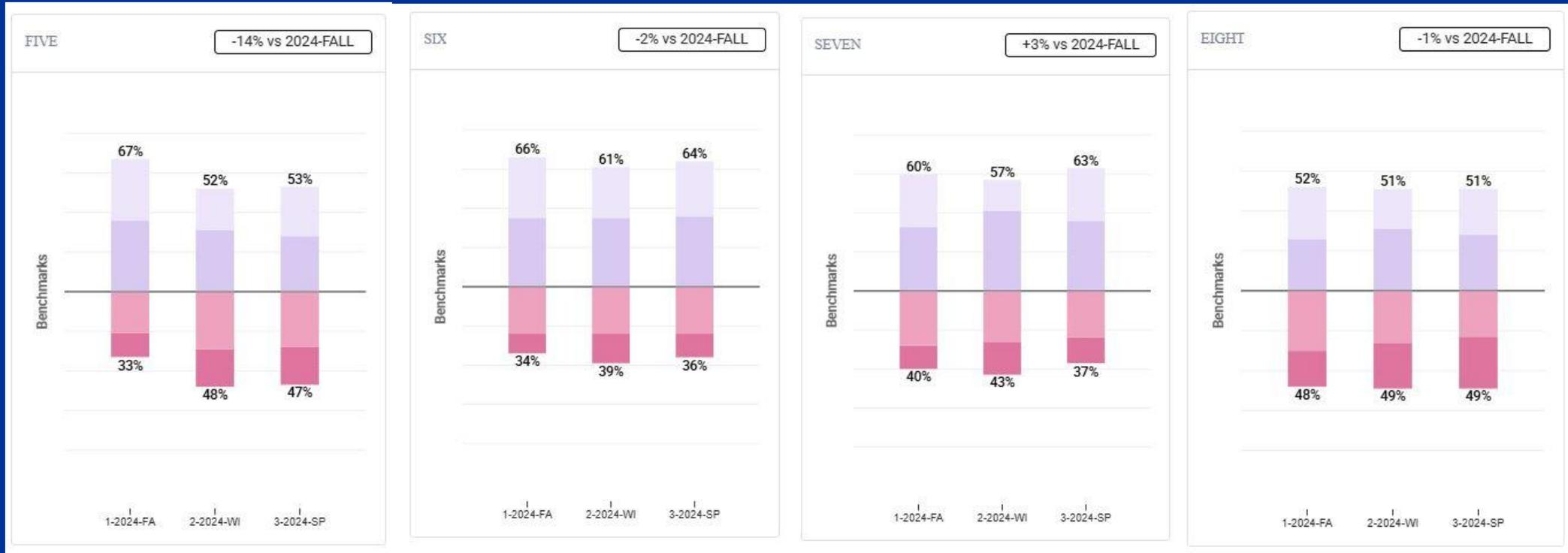
■ HIGH RISK   
 ■ SOME RISK   
 ■ LOW RISK

Student Median Growth %ile:

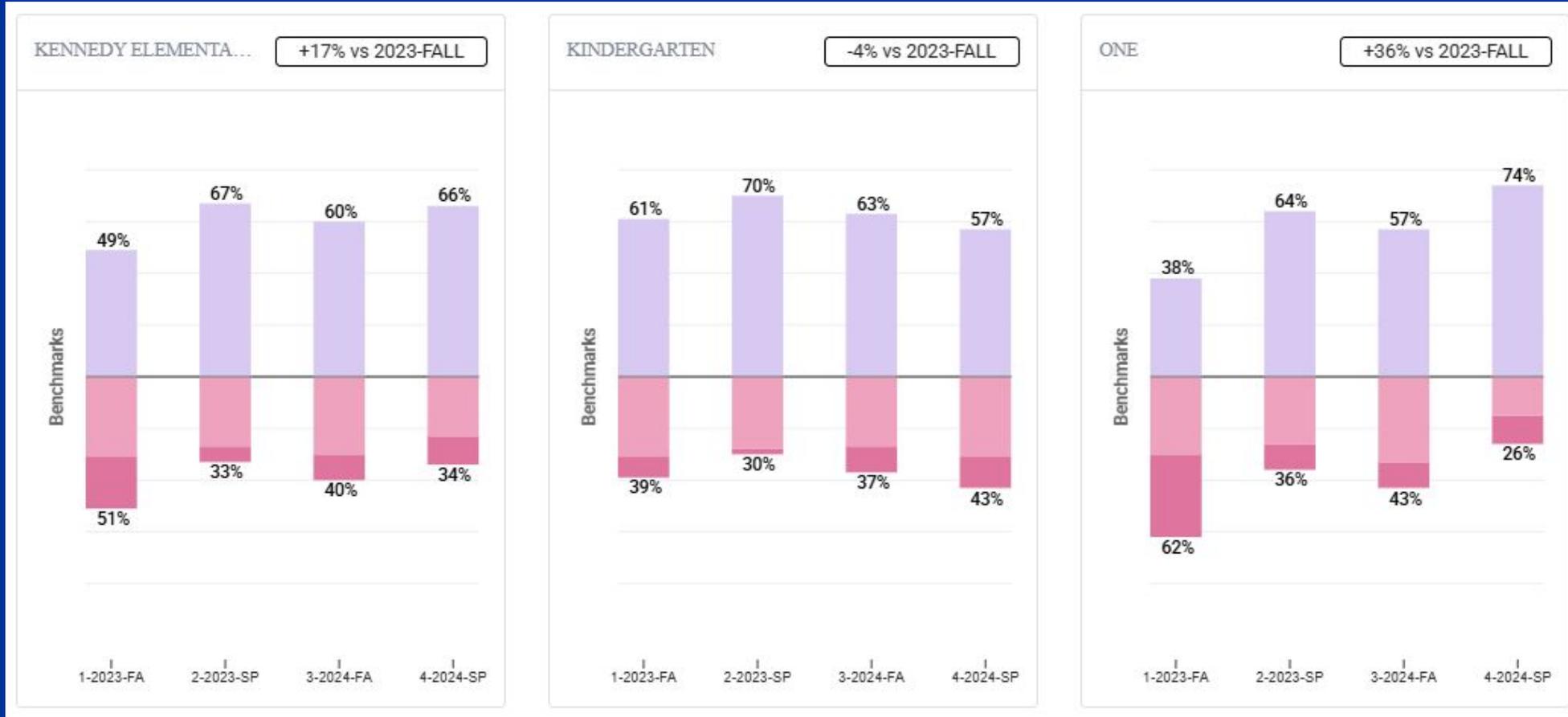
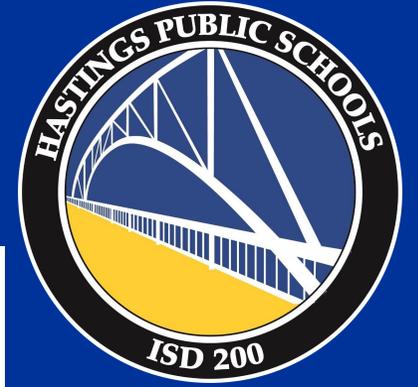
■ flat growth   
 ■ modest growth   
 ■ typical growth   
 ■ aggressive growth

# District Achievement - aReading

## Fall to Spring - 2 Year View

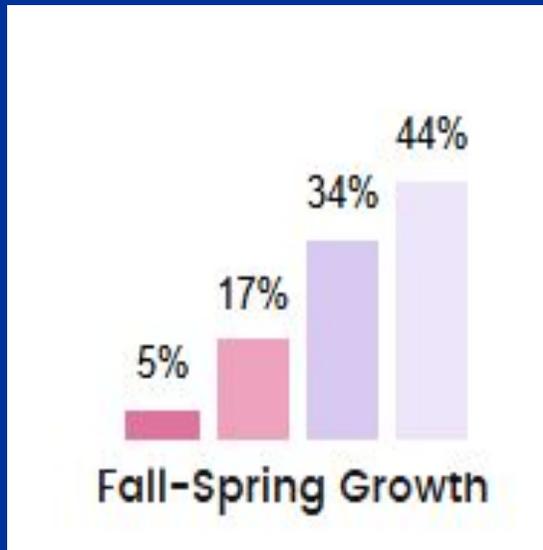


# Kennedy Achievement - earlyReading

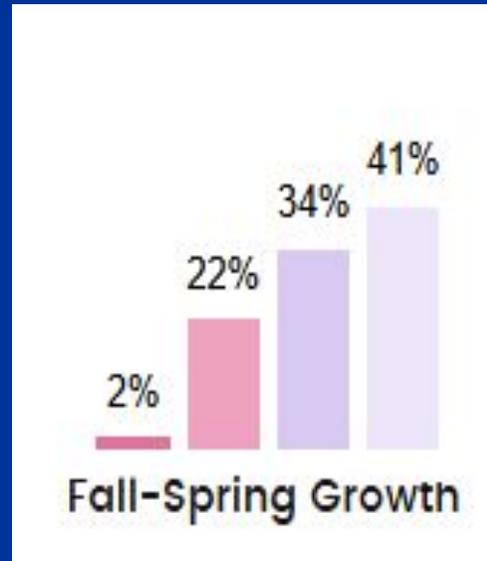


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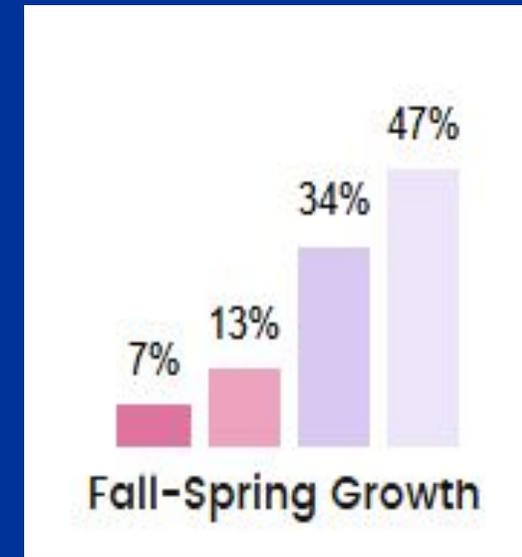
# Kennedy Growth - earlyReading



K-1 Overall



Kinder

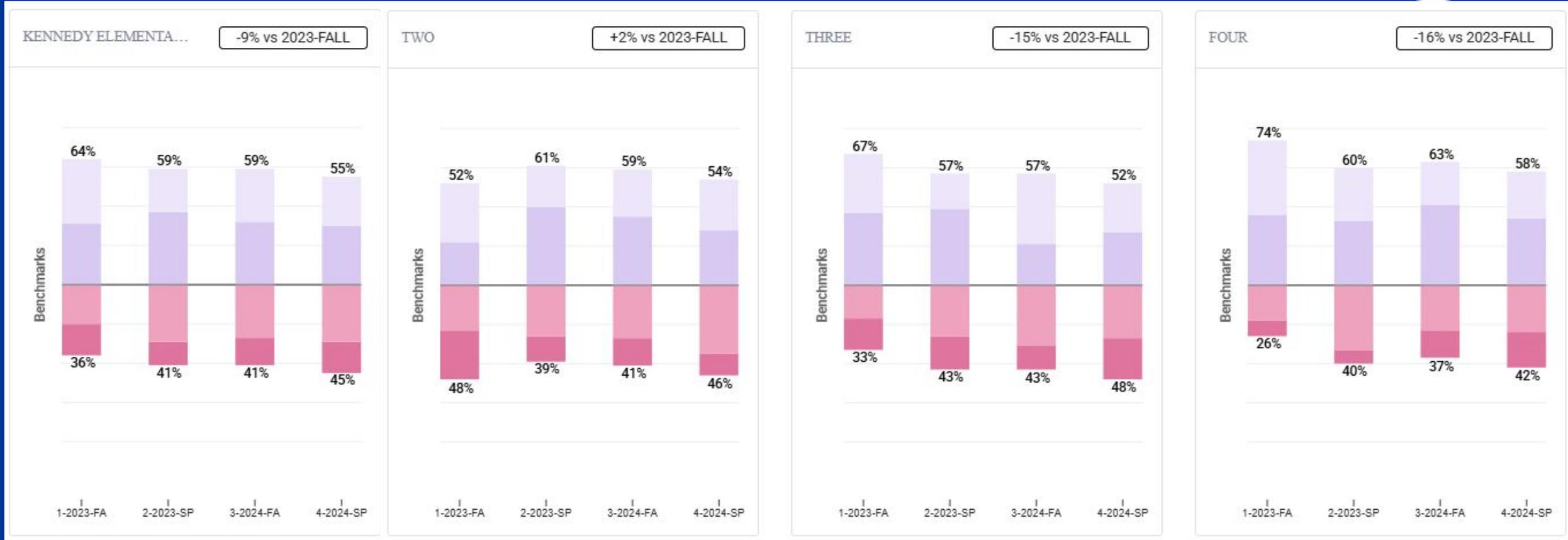


1st Grade

Student Median Growth %ile:



# Kennedy Achievement - aReading



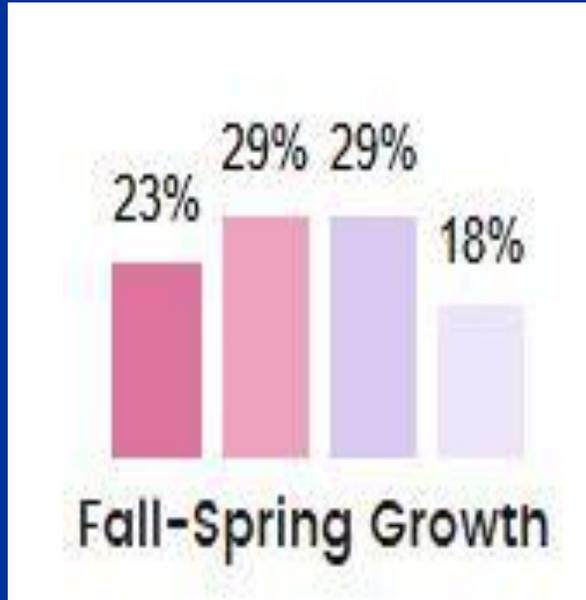
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# Kennedy Growth - aReading



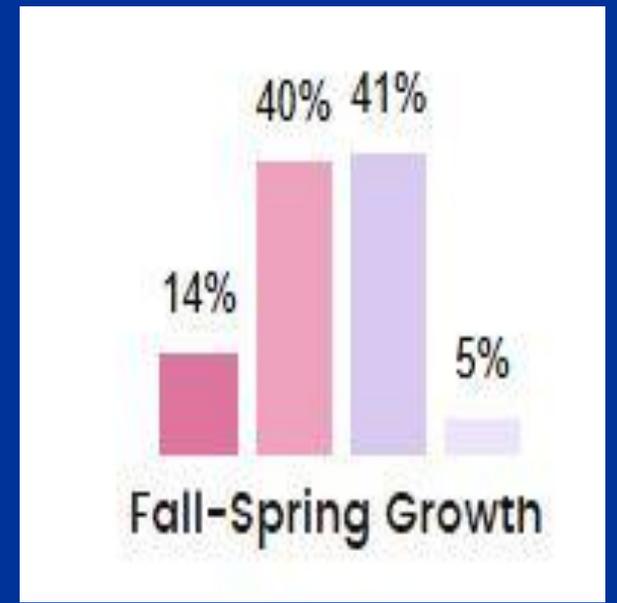
2-4 Overall



2nd Grade



3rd Grade

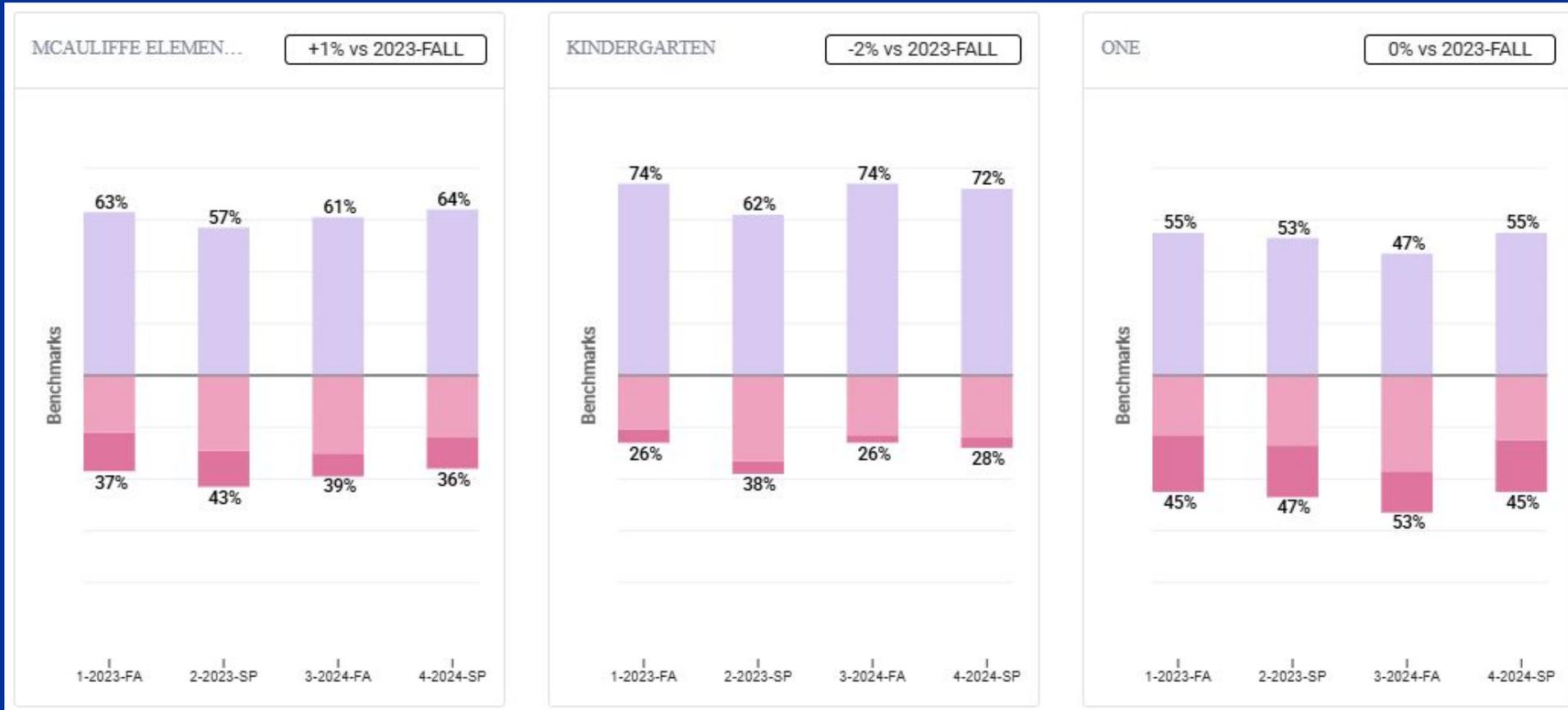


4th Grade



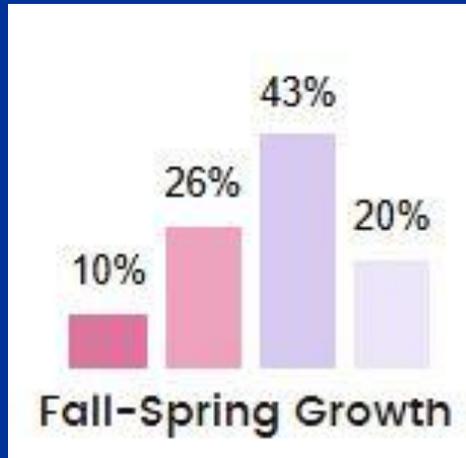


# McAuliffe Achievement - earlyReading



■ HIGH RISK ■ SOME RISK ■ LOW RISK

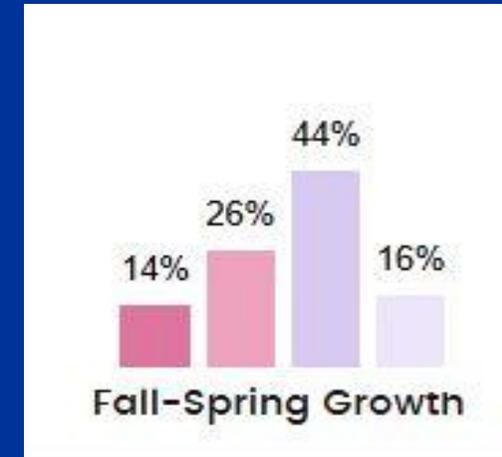
# McAuliffe Growth - earlyReading



K-1 Overall



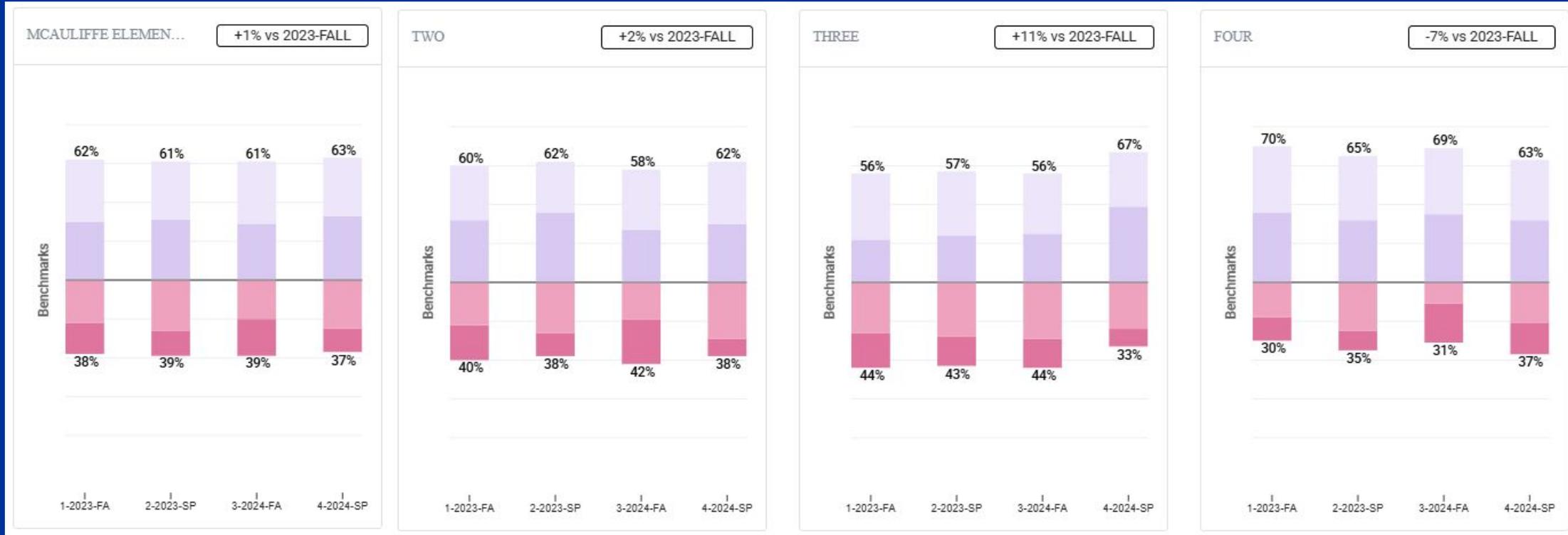
Kinder



1st Grade



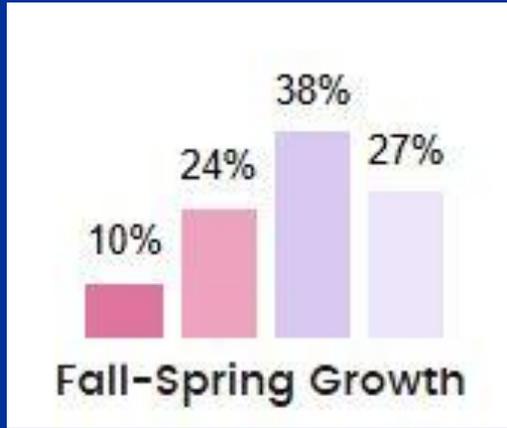
# McAuliffe Achievement - aReading



■ HIGH RISK
 ■ SOME RISK
 ■ LOW RISK



# McAuliffe Growth - aReading



2-4 Overall



2nd Grade



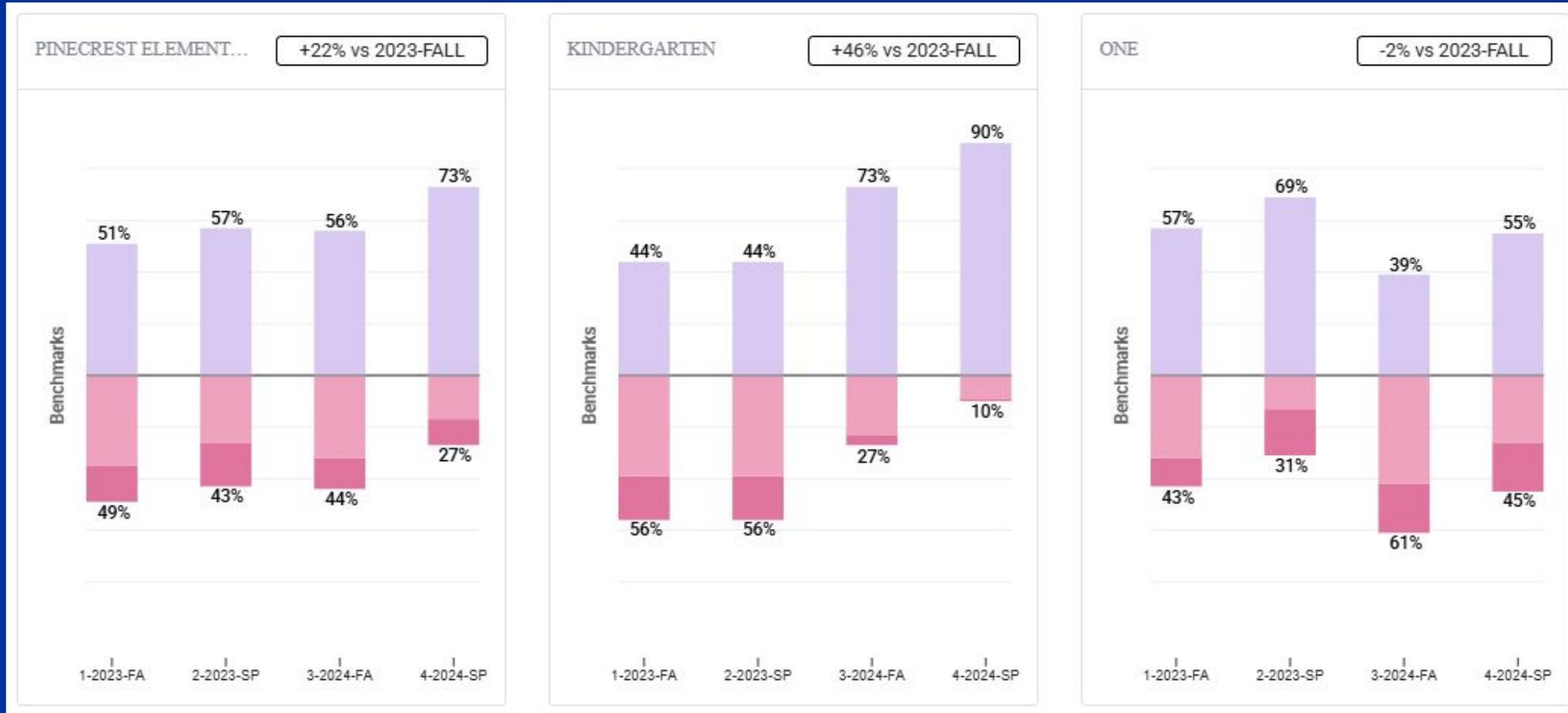
3rd Grade



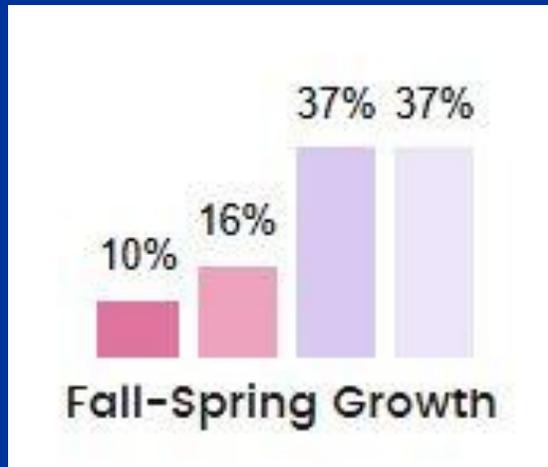
4th Grade



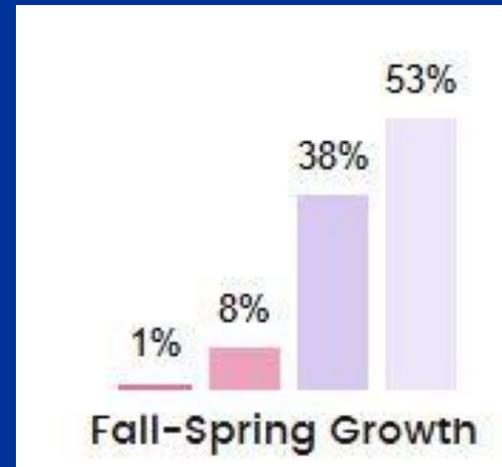
# Pinecrest Achievement - earlyReading



# Pinecrest Growth - earlyReading



K-1 Overall



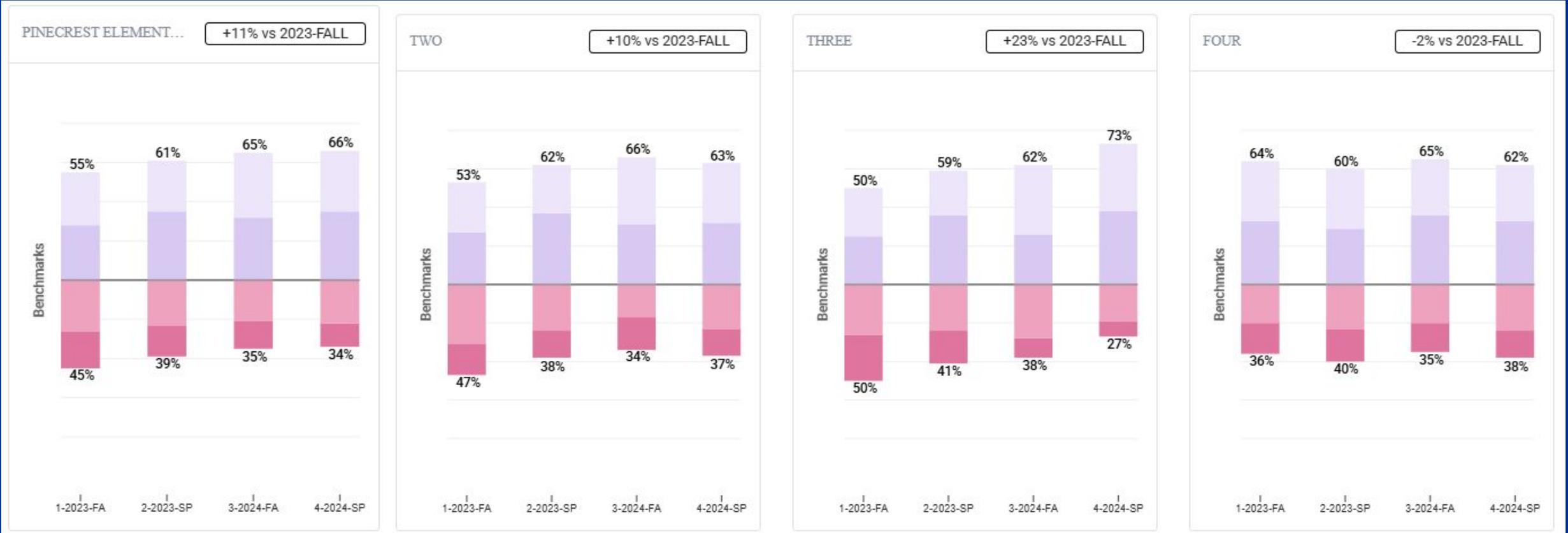
Kinder



1st Grade



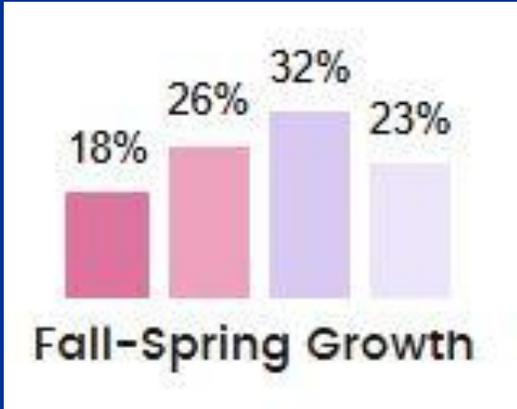
# Pinecrest Achievement - aReading



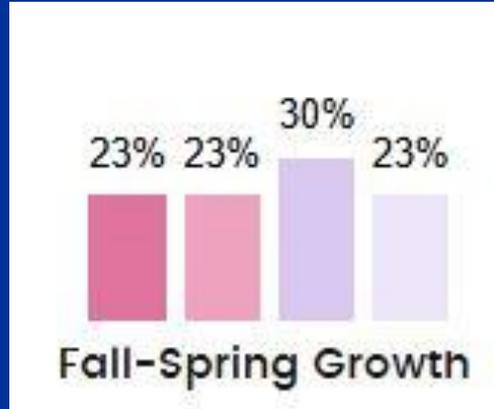
■ HIGH RISK
 ■ SOME RISK
 ■ LOW RISK



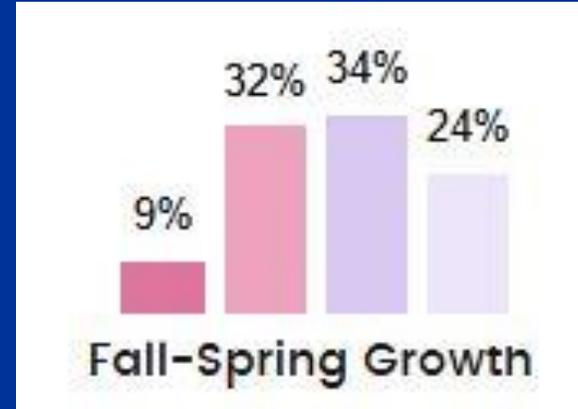
# Pinecrest Growth - aReading



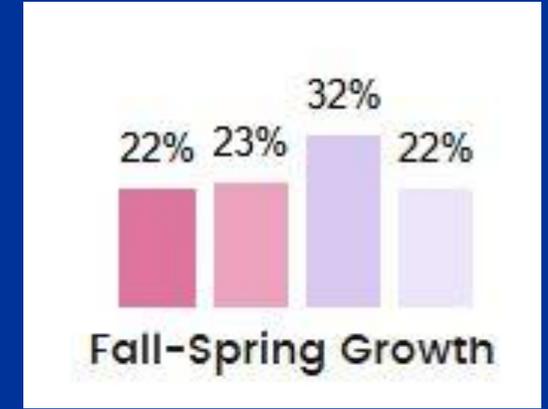
2-4 Overall



2nd Grade



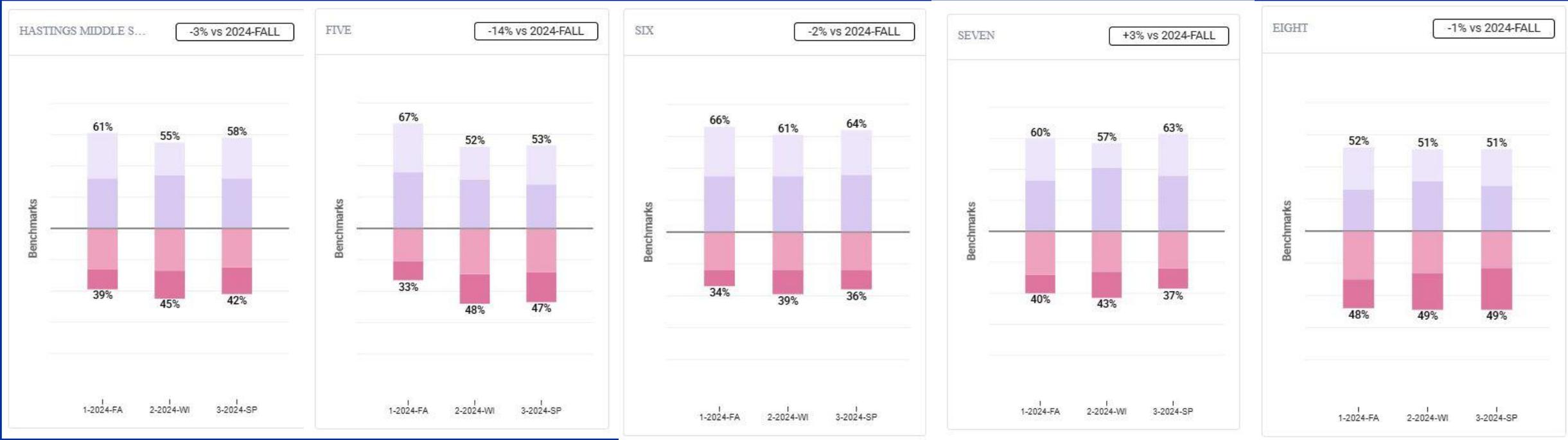
3rd Grade



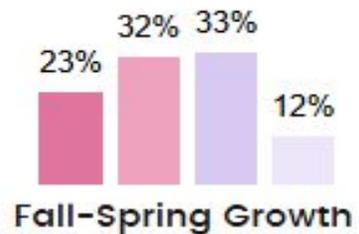
4th Grade



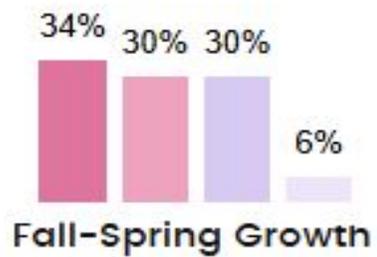
# HMS Achievement - Reading



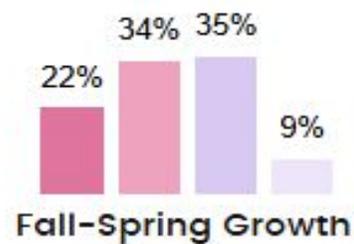
# HMS Growth - aReading



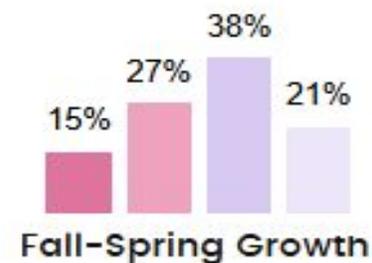
5-8 Overall



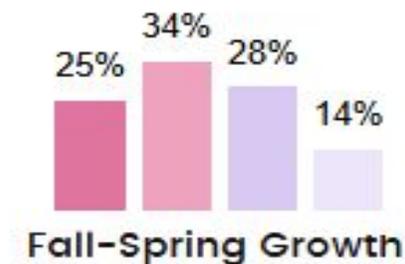
5th Grade



6th Grade



7th Grade



8th Grade

Student Median Growth %ile:



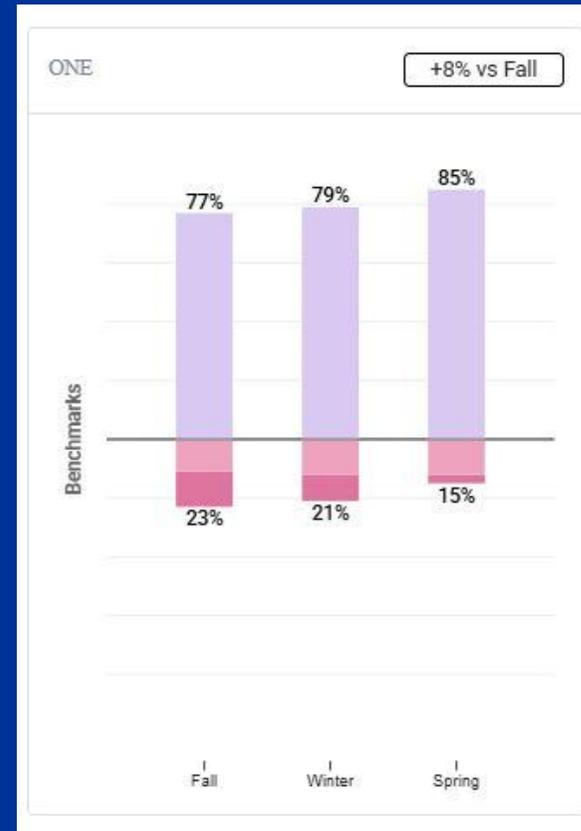
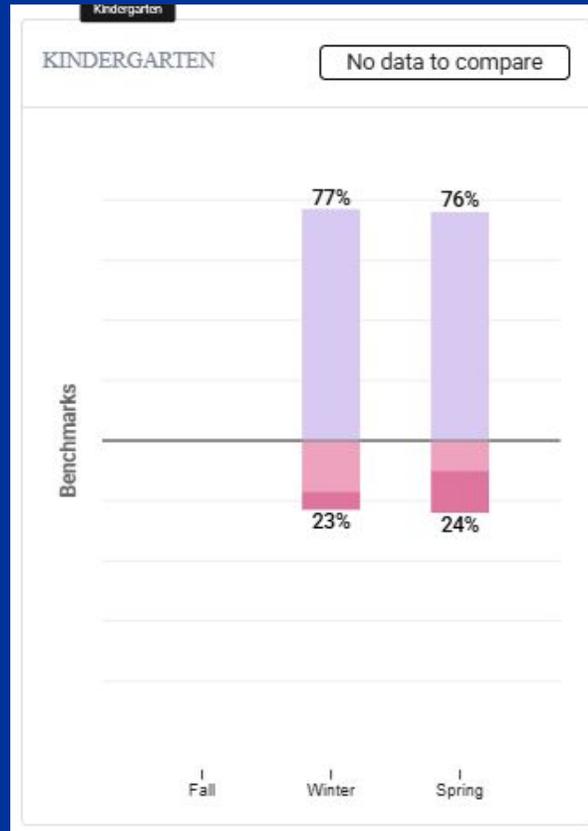
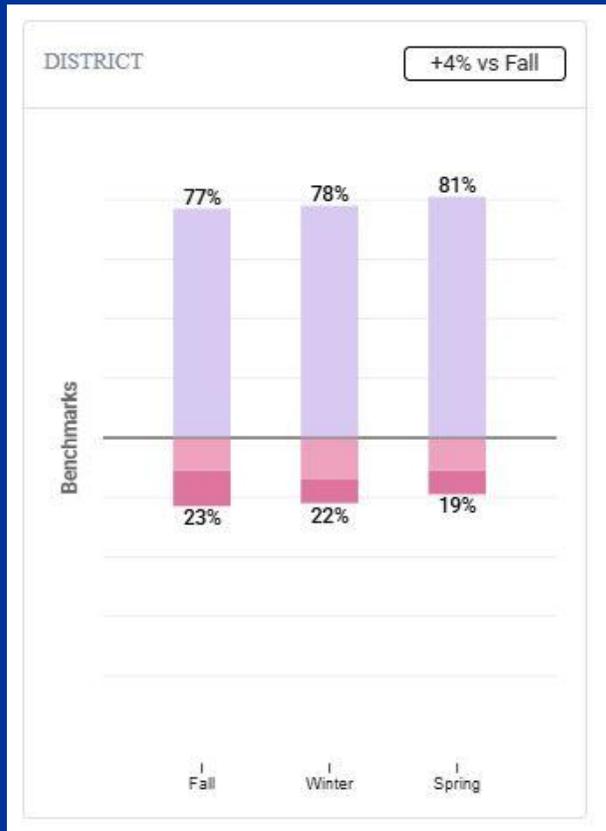
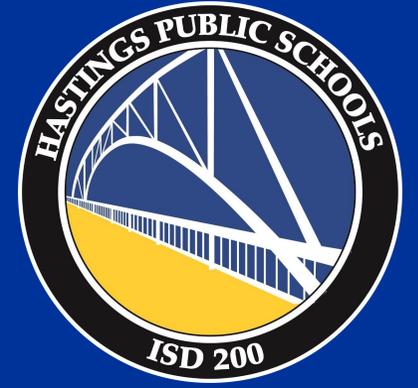
# Key Takeaways - aReading



- Overall Achievement is +3% higher than the previous year when adjusted for same-cohort data (2nd-4th Grade)
  - Non-Cohort data shows
    - -3 in 2nd Grade (1 year); +6 (2 year)
    - +6 in 3rd Grade; +2 (2 year)
    - -1 in 4th Grade; +5 (2 year)
- 46% of all students making Typical or Aggressive Growth
  - Reading Lab students - 70% making typical or aggressive growth

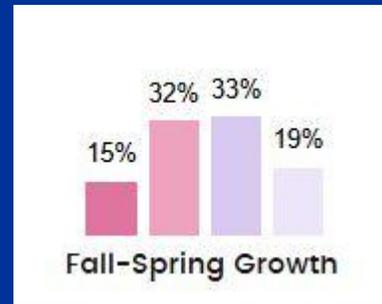
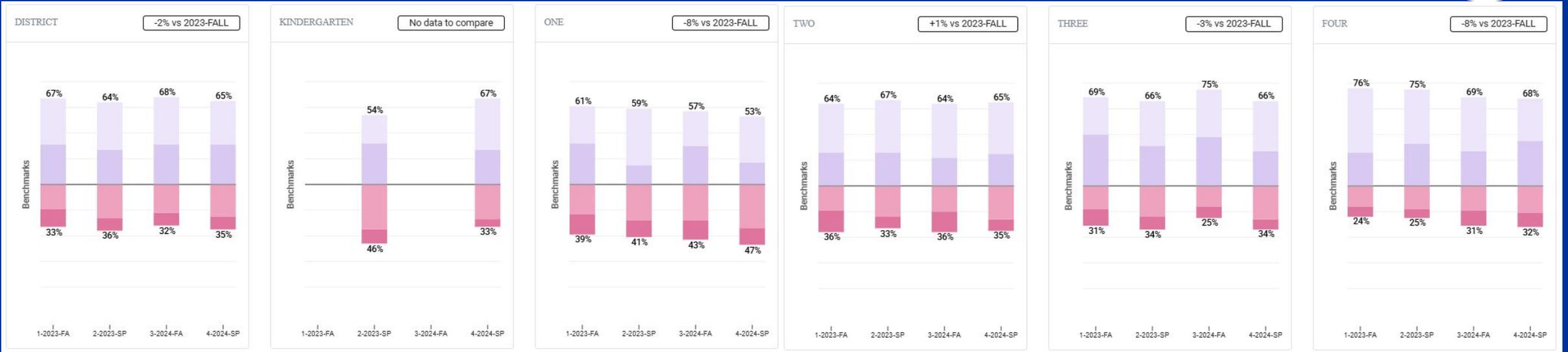
# District Achievement - earlyMath (Pilot - not all grades/schools tested)

## Fall to Spring - 1 Year View



# District Achievement and Growth - aMath

## Fall to Spring - 2 Year View



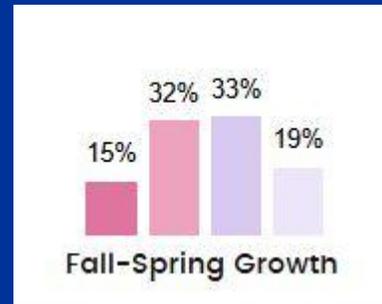
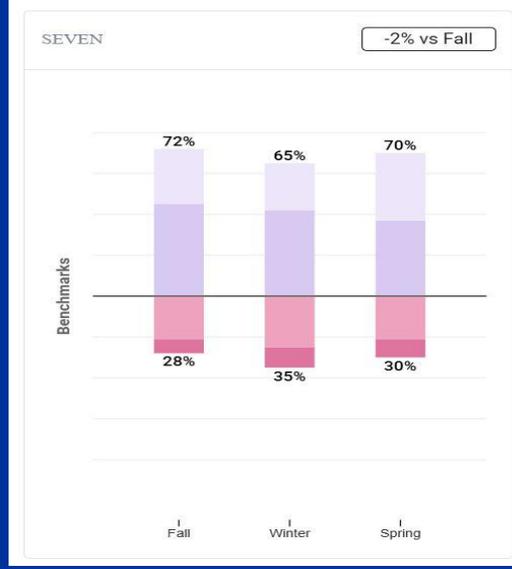
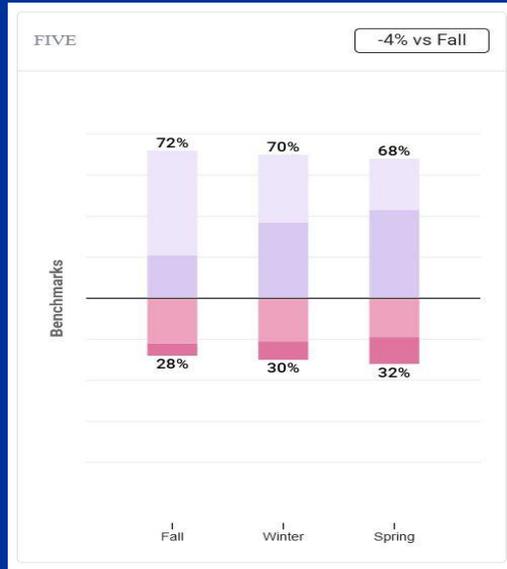
■ HIGH RISK
 ■ SOME RISK
 ■ LOW RISK

Student Median Growth %ile:

■ flat growth
 ■ modest growth
 ■ typical growth
 ■ aggressive growth

# District Achievement - aMath

## Fall to Spring - 1 Year View

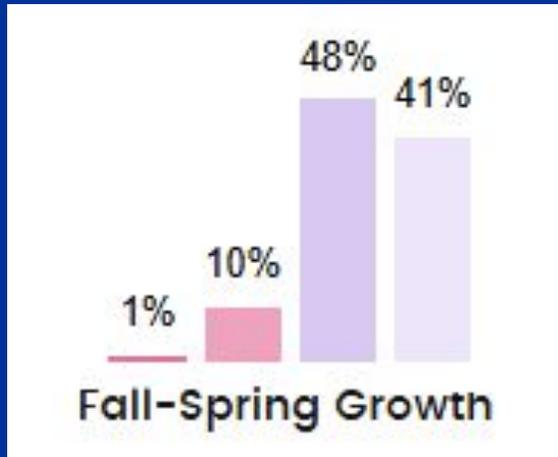


# Kennedy Achievement - earlyMath

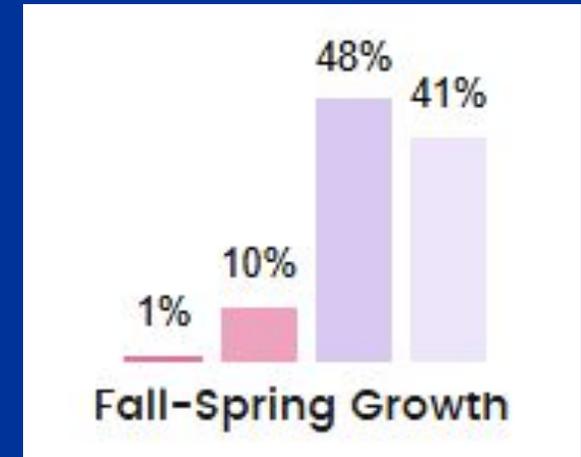


■ HIGH RISK ■ SOME RISK ■ LOW RISK

# Kennedy Growth - earlyMath

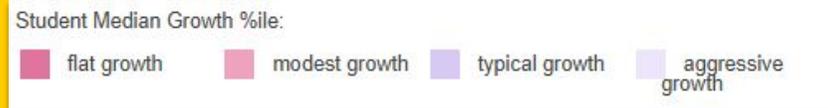


K-1 Overall



Kinder

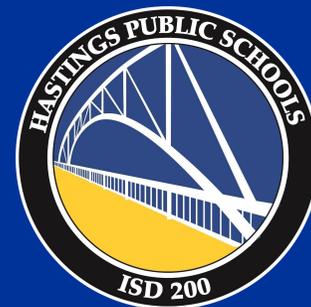
1st Grade



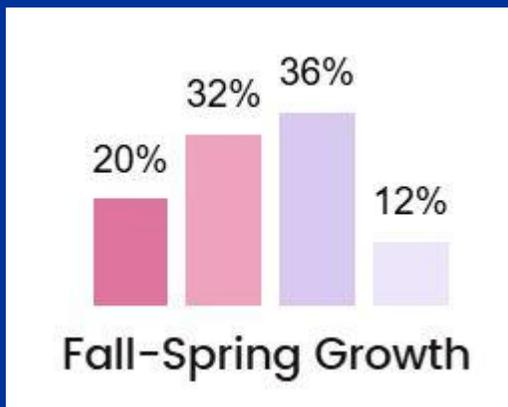
# Kennedy Achievement - aMath



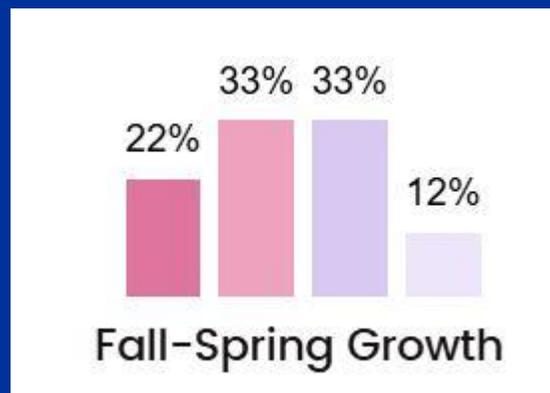
■ HIGH RISK
 ■ SOME RISK
 ■ LOW RISK



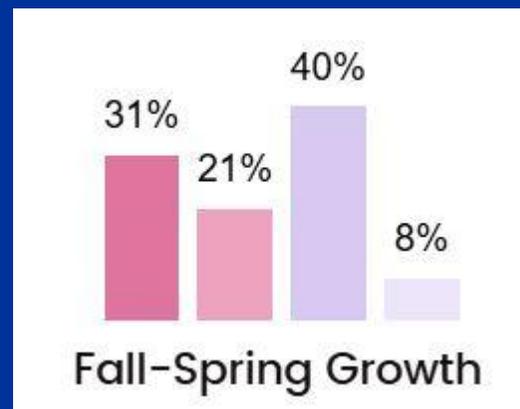
# Kennedy Growth - aMath



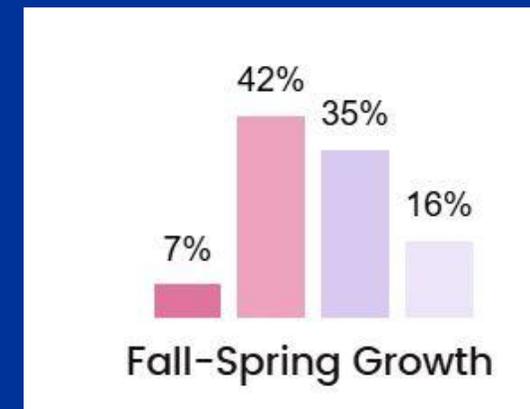
2-4 Overall



2nd Grade



3rd Grade



4th Grade

Student Median Growth %ile:



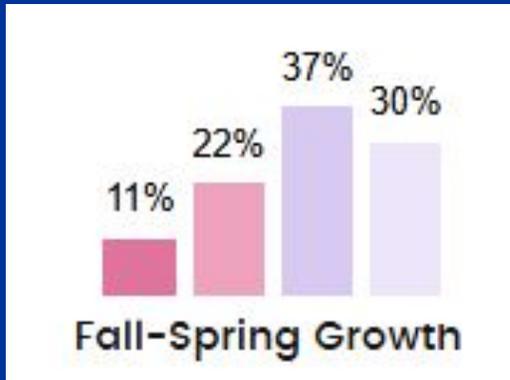


# McAuliffe Achievement - aMath

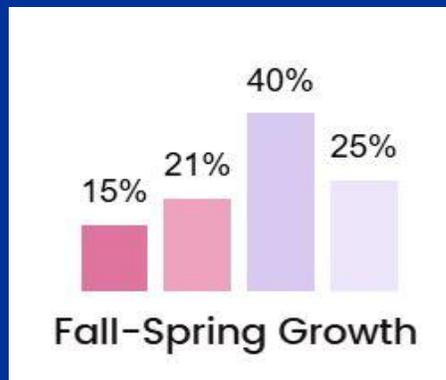


■ HIGH RISK
 ■ SOME RISK
 ■ LOW RISK

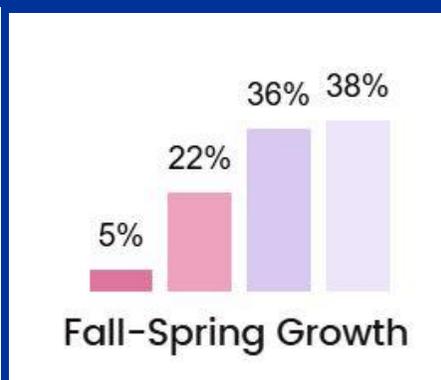
# McAuliffe Growth - aMath



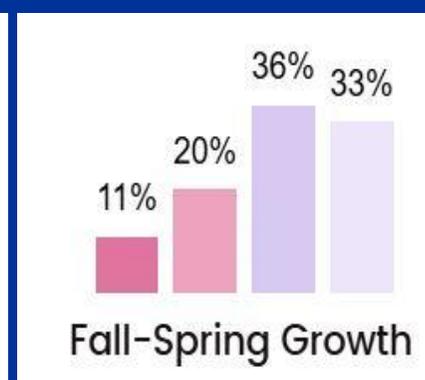
K-4 Overall



1st Grade



2nd Grade



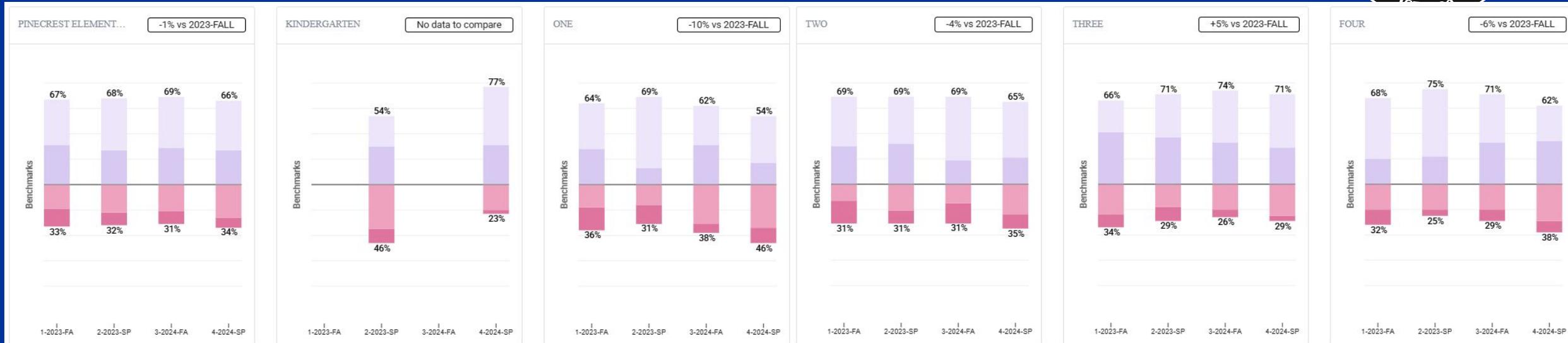
3rd Grade



4th Grade

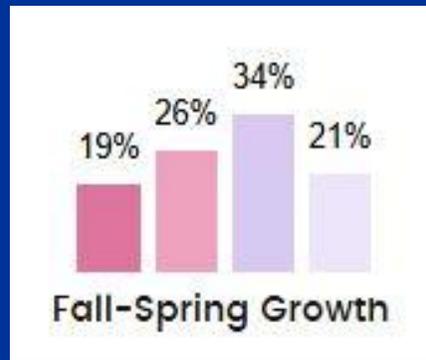


# Pinecrest Achievement - aMath





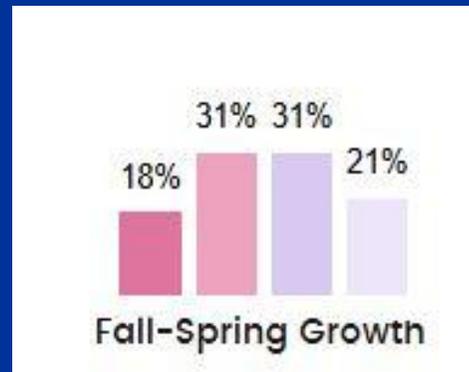
# Pinecrest Growth - aReading



1-4 Overall



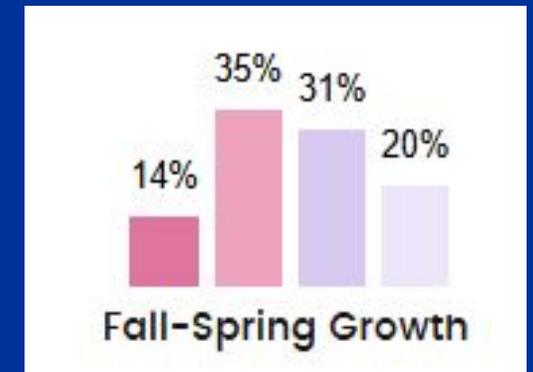
1st Grade



2nd Grade



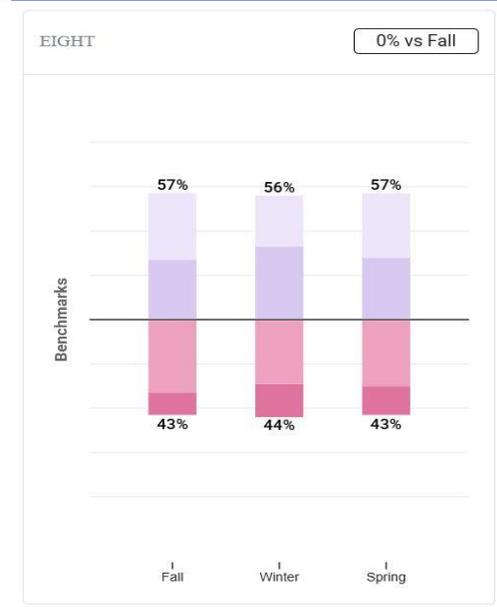
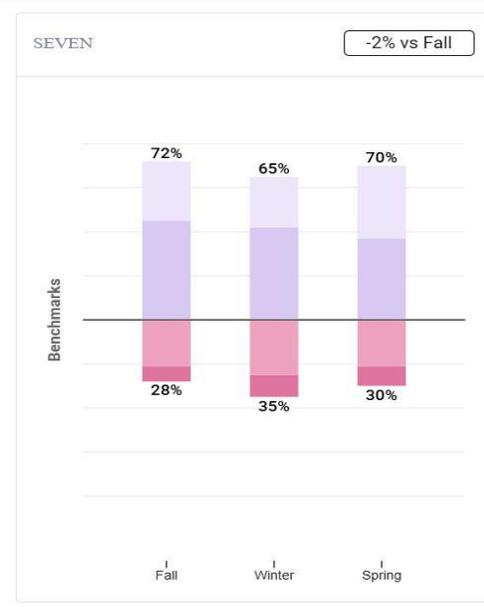
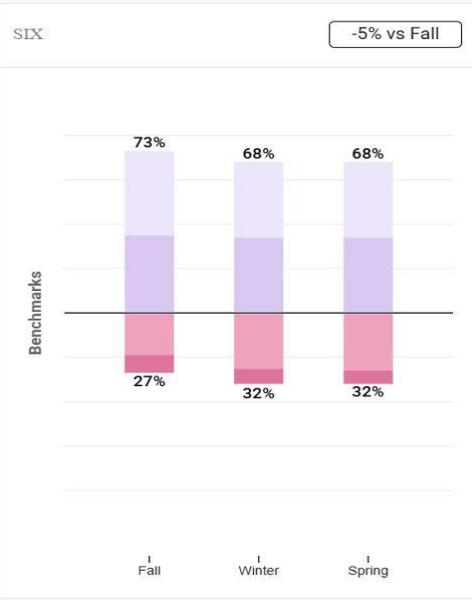
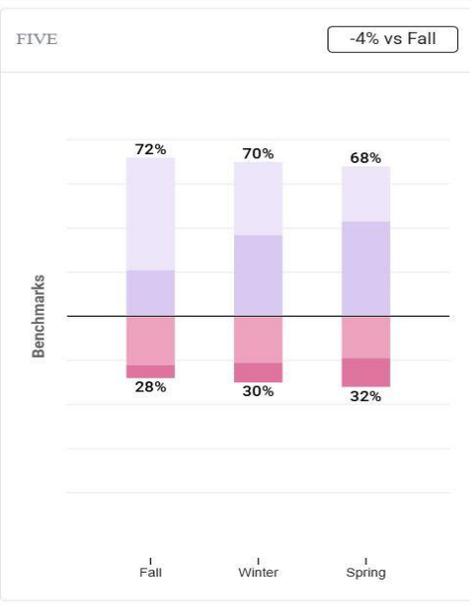
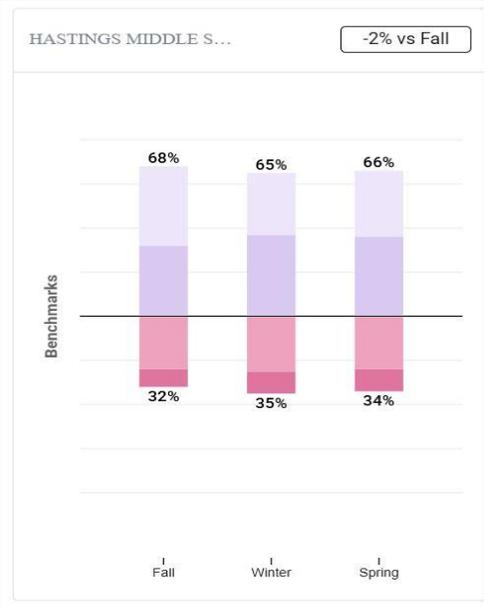
3rd Grade



4th Grade

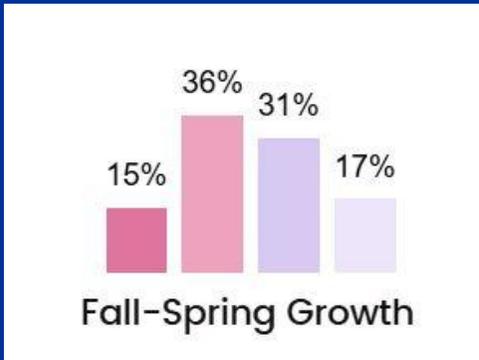


# HMS Achievement - aMath

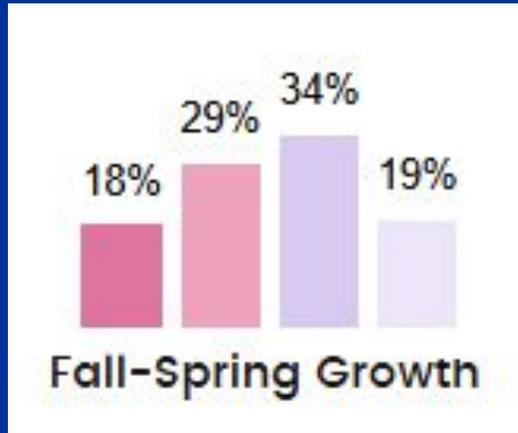




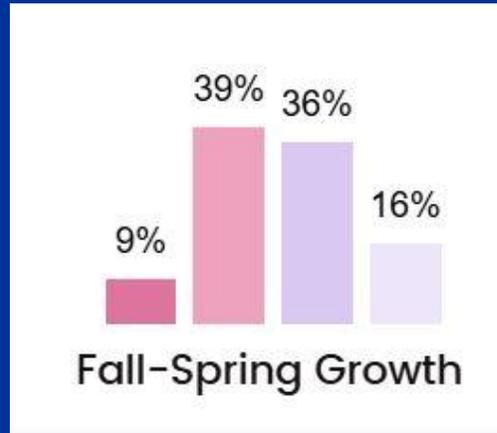
# HMS Growth - aMath



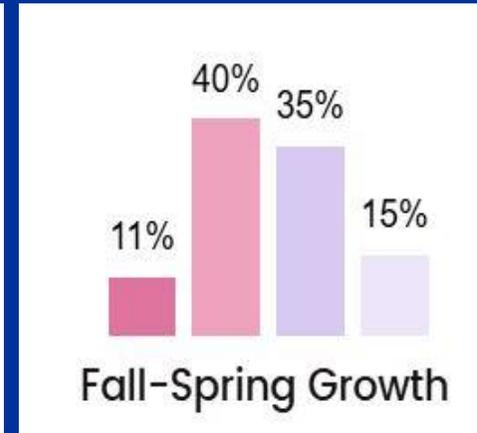
5-8 Overall



5th Grade



6th Grade



7th Grade



8th Grade

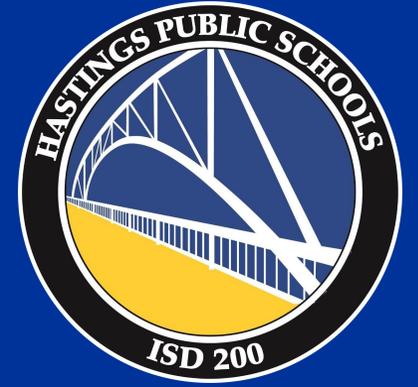


# Key Takeaways - Math



- Overall Achievement is +1% higher than the previous year when adjusted for same-cohort data (2nd-4th Grade), and +4 over the last 2 years
- Non-Cohort data shows
  - +1 in 2nd Grade (1 year); +3 (2 year)
  - No Change in 3rd Grade (1 year); -7 (2 year)
  - -7 in 4th Grade; +1 (2 year)
- 46% of all students making Typical or Aggressive Growth
  - Reading Lab students - 70% making typical or aggressive growth

# 25-26 Plan Updates



- Fastbridge expansion to 9th Grade
- Continued implementation of Wit/Wisdom (Tier 1)
- Continued implementation of elementary MTSS interventions
- HMS - Shift in Reading Intervention
  - 1 Teacher, 1 Para
- HMS Shift in 5th Grade Schedule
  - Extended time for Literacy and Math
- 3-4 - iXL Pilot into iXL implementation; Intention use of K-2 Dreambox
- K-4 - Bridges in Mathematics Focus
- K-12 Math Curriculum Review Begins
- Teacher Collaborative Work
  - Every other week focus (PLCs)
  - Vertical Curriculum and Assessment Work in Staff Development
- Beginning of the year data review for incoming class - begin interventions early w/ this data

# Local Literacy Plan



To support every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal. A district must update and submit the plan to the commissioner by June 15 each year [Minn. Stat.120B.12, subd. 4a \(2023\)](#). With the purpose of assisting districts and charter schools, the Department of Education has developed this Local Literacy Plan template. The Local Literacy Plan must be approved by the Superintendent and posted to the district or charter school's website annually.

# Local Literacy Plan



## 2024–25 Goal:

- 80% of K–8 students reading at grade level
- Measured by FastBridge fall and spring screeners

## Key Strategies:

- Use of formative assessments
- Regular PLC collaboration
- Lesson adjustments based on data
- Targeted feedback to students

## Districtwide Changes Implemented:

- Adoption of new MDE-approved elementary literacy curriculum
- More concrete and consistent MTSS process

## 2024–25 Outcome:

- 60.9% of K–8 students reading at grade level

## 2025–26 Plan:

- Continue implementation of elementary literacy curriculum
- Deliver high-quality intervention instruction for students not at grade level

## 2025–26 Goal:

- Increase K–8 reading proficiency from 60.9% to 65%



Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
<b>FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)</b>	<input checked="" type="checkbox"/> Grade K <input checked="" type="checkbox"/> Grade 1 <input checked="" type="checkbox"/> Grade 2 <input checked="" type="checkbox"/> Grade 3	<input type="checkbox"/> Oral Language <input checked="" type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input checked="" type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
<b>Name of Screener: FastBridge AutoReading</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Universal Screening <input type="checkbox"/> Dyslexia Screening	<input checked="" type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter (optional) <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)
<b>Name of Screener: Capti ReadBasix</b>	<input checked="" type="checkbox"/> Grade 4 <input checked="" type="checkbox"/> Grade 5 <input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8 <input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input checked="" type="checkbox"/> Grade 11 <input checked="" type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input checked="" type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input type="checkbox"/> Universal Screening <input checked="" type="checkbox"/> Dyslexia Screening	<input type="checkbox"/> First 6 weeks of School (Fall) <input checked="" type="checkbox"/> Winter <input checked="" type="checkbox"/> Last 6 weeks of School (Spring)

# Universal Screening

# Parent Notification



## Fall Notification:

- Parents notified in writing if student is identified as "some risk" or "high risk"
- Literacy support provided by interventionist or classroom teacher (Tier 2 small group)

## Fall Conferences:

- Parents receive at-home literacy strategies (e.g., phonemic awareness, phonics games, fluency passages)

## Ongoing Communication:

- Monthly updates on progress monitoring data

## Intervention Review (6–8 weeks):

- If ineffective, parents informed of next MTSS steps
- Case reviewed by problem-solving team; new intervention assigned

## Continued Updates:

- Monthly reports continue during second intervention phase

# Student Summary Level and Dyslexia Screening Data 2024-25 School Year



Grade	Number of Students Universally Screened in Fall	Number of Students Universally at or Above Benchmark Fall	Number of Students Universally Screened in Spring	Number of Students at or Above Benchmark Spring	Number of Students Screened for Dyslexia	Number Identified with Characteristics of Dyslexia
KG	249	174	254	183	69	52
1 <sup>st</sup>	251	121	254	158	90	84
2 <sup>nd</sup>	274	164	276	168	90	78
3 <sup>rd</sup>	276	166	281	176	112	82

# Core Reading Instruction and Curricula Grades K-5

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	UFLI & Heggerty	Foundational Skills	30 minutes whole group 40 minutes small group
	Great Minds: Wit and Wisdom	Knowledge Building	90 minutes whole group
1 <sup>st</sup>	UFLI & Heggerty	Foundational Skills	30 minutes whole group 40 minutes small group
	Great Minds: Wit and Wisdom	Knowledge Building	90 minutes whole group
2 <sup>nd</sup>	UFLI	Foundational Skills	30 minutes whole group 40 minutes small group
	Great Minds: Wit and Wisdom	Knowledge Building	90 minutes whole group
3 <sup>rd</sup>	UFLI	Foundational Skills	40 minutes small group
	Great Minds: Wit and Wisdom	Knowledge Building	90 minutes whole group
4 <sup>th</sup>	UFLI	Foundational Skills	40 minutes small group
	Great Minds: Wit and Wisdom	Knowledge Building	90 minutes whole group
5 <sup>th</sup>	Great Minds: Wit and Wisdom	Knowledge Building	56 minute daily class period

# Core ELA Instruction and Curricula Grades 6-12

Grade	Implemented ELA Curricula	Description of Curricula Use (e.g. comprehension, vocabulary, writing)	Instructional Delivery Model (e.g. class period length, block schedule, IB, AP)
6 <sup>th</sup>	Scholastic Scope	Comprehension, vocabulary, writing	56 minute daily class period
7 <sup>th</sup>	Scholastic Scope	Comprehension, vocabulary, writing	56 minute daily class period
8 <sup>th</sup>	Scholastic Scope	Comprehension, vocabulary, writing	56 minute daily class period
9 <sup>th</sup>	McDougal Littell Literature (2008)	Comprehension, vocabulary, writing	46 minute daily class periods
10 <sup>th</sup>	McDougal Littell Grade 10 (2008)	Comprehension, vocabulary, writing	46 minute daily class periods
11 <sup>th</sup>	American Literature McDougal Littell	Comprehension, vocabulary, writing	46 minute daily class periods
12 <sup>th</sup>	Teacher created/sourced articles – supplemental	Comprehension, vocabulary, writing	46 minute daily class periods

# Data-Based Decision Making Through MTSS for Literacy Interventions



## Tier 1: Core Instruction

- Evidence-based curriculum aligned to MN standards and SEL
- Inclusive of diverse perspectives; identifies bias
- Staff trained in implementation; ongoing support and coaching
- Walkthroughs by Great Minds, principals, and Teaching & Learning

## Tier 2: Supplemental Intervention

- For students at “some risk” (FastBridge)
- Delivered by classroom teacher in small groups
- Based on diagnostic data (PAST or CORE Phonics)
- 20 min/day, 3–4 days/week
- Progress monitored bi-weekly (6–8 weeks)
- Exit or escalate based on growth

## Tier 3: Intensive Intervention

- For students at “high risk” (FastBridge)
- Delivered by interventionist in small groups
- Based on diagnostic data (PAST, CORE Phonics, or MAZE)
- Elem: 20–30 min/day, 4–5 days/week
- MS: 20 min/day, 5 days/week
- Progress monitored weekly (6–8 weeks)
- Adjust or step down based on response

# Data-Based Decision Making Through MTSS for Literacy Interventions



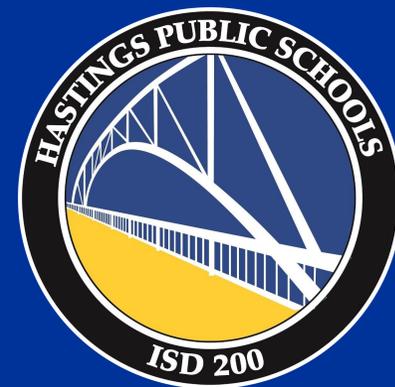
Grade	Diagnostic Assessment	Tier 2 Interventions	Tier 3 Interventions
Kindergarten	Phonological Awareness Screening Test (PAST), CORE Phonics Screener	Heggerty UFLI Sound Boxes 3-4 students per group 20 minutes 3 days/week	Heggerty UFLI Sound Boxes 1-2 students per group 20 minutes 5 days/week
First Grade	Phonological Awareness Screening Test (PAST), CORE Phonics Screener	Heggerty UFLI Sound Boxes 3-4 students per group 20 minutes 3 days/week	Heggerty UFLI Sound Boxes 1-2 students per group 20 minutes 5 days/week
Second Grade	Phonological Awareness Screening Test (PAST), CORE Phonics Screener	UFLI Sound Boxes 3-4 students per group 20 minutes 3 days/week	UFLI Sound Boxes 1-2 students per group 20 minutes 5 days/week
Third Grade	CORE Phonics Survey	UFLI Sound Boxes 3-4 students per group 20 minutes 3 days/week	UFLI Sound Boxes 1-2 students per group 20 minutes 5 days/week
Fourth Grade	CORE Phonics Survey	UFLI Sound Boxes 3-4 students per group	UFLI Sound Boxes 1-2 students per group
		20 minutes 3 days/week	20 minutes 5 days/week
Fifth Grade	CORE Phonics Survey MAZE		UFLI Sound Boxes TCM Leveled Library 2-3 students per group 20 minutes 5 days/week
Sixth Grade	CORE Phonics Survey MAZE		UFLI Sound Boxes TCM Leveled Library 2-3 students per group 20 minutes 5 days/week
Seventh Grade	CORE Phonics Survey MAZE		UFLI Sound Boxes TCM Leveled Library 2-3 students per group 20 minutes 5 days/week
Eight Grade	CORE Phonics Survey MAZE		UFLI Sound Boxes TCM Leveled Library 2-3 students per group 20 minutes 5 days/week

# Read Act Training Update



Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	11	11	0	0*
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	54	50	0	4*
Grades 4-5 (or 6) Classroom Educators (if applicable)	17	17	0	0*
K-12 Reading Interventionists	8	8	0	0*
K-12 Special Education Educators responsible for reading instruction	34	34	0	0*
Pre-K through grade 5 Curriculum Directors	2	1	0	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	34	0	0	34

Phase 2: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Grades 4-12 Classroom Educators responsible for reading instruction	35	17	0	18
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	3	0	0	3
Grades 6-12 Instructional support staff who provide reading support	35	0	0	35
Grades 6-12 Curriculum Directors	2	1	0	1
Employees who select literacy instructional materials for Grades 6-12	2	1	0	1



**Thank You!**

## Building Construction Fund Projects as of 5/31/2025

	A	B	C	D	E	A-C-D-E	
Project	Project Budget	Vendor Bid Amount +/- Change Orders	Vendor Contract Expenses to Date	Wold/Loeffler Fees to Date	Other Expenses Less Rebates to Date	Remaining Funds	Status
High School Roof Replacement	4,645,800	2,944,318	2,944,318	294,530	11,568	1,395,384	Complete
High School & Pinecrest Chillers	1,182,000	753,551	753,551	74,842	(34,273)	387,879	Complete
Multi-Site Exterior Lighting	468,500	246,483	246,483	30,569	(26,321)	217,770	Complete
High School & McAuliffe Parking Lot	1,516,540	1,084,851	1,084,851	116,970	22,836	291,883	Complete
High School Track Resurfacing	360,000	286,864	286,864	23,219	3,323	46,593	Complete
High School BAS Replacement	1,951,100	606,642	606,642	123,429	28,570	1,192,459	Complete
Pinecrest Partial Roof Replacement	373,000	289,800	289,800	23,757	248	59,194	Complete
McNamara Stadium Improvements	3,370,000	2,688,639	2,688,639	216,215	286,531	178,615	Complete
Pinecrest Deferred Maintenance	968,000	602,279	602,279	62,183	248	303,290	Complete
Early Childhood Improvements (High School)	445,000	275,513	275,513	28,362	1,414	139,711	Complete
District Wide Camera Project	382,000	192,975	192,975	24,421	22,175	142,429	Complete
Tilden Deferred Maintenance & Roof	828,746	691,944	691,944	49,803	29,121	57,878	Complete
Board Room Renovations	93,359	-	-	-	63,193	30,166	Complete
High School Athletic Field Parking Lot	506,000	426,038	426,038	27,646	20,549	31,766	Complete
Pinecrest Exterior Emergency Lighting	10,000	-	-	-	4,780	5,220	Complete
High School Tennis Court Replacement	542,000	495,345	495,345	34,683	34,647	(22,674)	Complete
Kennedy & McAuliffe Partial Roof Replacement	533,200	405,900	405,900	33,978	3,154	90,168	Complete
High School Lecture Hall	140,000	-	-	-	139,530	470	Complete
Replace Middle School Softball & Baseball Backstops	160,000	-	-	-	84,647	75,353	Complete
Miscellaneous Deferred Maintenance Projects <\$100,000	367,100	-	-	-	135,856	231,244	Complete
High School Baseball Drainage	200,000	-	-	-	61,770	138,230	Complete
Tilden Asbestos	18,400	-	-	-	-	18,400	Complete
Miscellaneous Deferred Maintenance Projects <\$100,000	27,800	-	-	-	9,005	18,795	Complete
Middle School Improvements	23,814,024	22,189,111	22,189,111	1,385,892	251,768	(12,747)	Complete
High School Retaining Wall	50,000	-	-	339	47,500	2,161	Complete
Middle School Privacy Improvements	324,300	263,071	263,071	15,522	1,261	44,446	Complete
High School Parking Lot Improvement - Phase 3	324,760	138,208	138,208	6,340	7,100	173,112	Complete
High School Lighting (split from HS Deferred Maintenance)	119,939	128,822	128,822	2,555	(11,439)	0	Complete
District Office Renovations	278,000	164,723	164,723	19,169	98,904	(4,796)	Complete
Middle School Storage Building	452,500	418,363	418,363	15,275	19,518	(657)	Complete
ALC Renovation	1,421,640	1,169,674	1,165,674	120,806	116,940	18,220	Complete
McAuliffe Deferred Maintenance & Water Coolers	336,731	288,842	288,842	12,216	42,869	(7,197)	Complete
Middle School Track	404,750	341,273	341,273	40,196	17,334	5,947	Complete
Monument Signs	357,000	326,472	326,472	14,029	8,609	7,890	Complete
Board Room Renovations - Phase II	6,641	-	-	-	5,845	796	Complete
Water Coolers (Tilden & Middle School)	182,000	142,500	142,500	11,559	198	27,743	Complete
HHS Privacy Improvements	1,013,063	876,007	876,007	127,025	6,880	3,150	Complete
Middle School Partial Roof Replacement	717,200	747,255	747,255	45,778	10,396	(86,230)	Complete
Gymnastics	50,000	-	-	-	21,913	28,087	Complete
Tilden Preschool Classroom	90,000	60,660	60,660	5,877	678	22,785	Complete
Door & Glass Improvements Phase I	67,262	31,450	31,450	-	35,812	(0)	Complete
Safety & Security Improvements-Phase I	33,245	33,245	33,245	-	-	-	Complete
Middle School Media Center	160,000	-	-	-	92,157	67,843	Complete
Replace High School Carpet (Phase I&II)	537,629	376,700	376,700	43,234	117,695	0	Complete
High School Fire Alarm/Alert System Replacement	410,000	362,552	362,552	27,735	135	19,579	Complete
District Wide Fire Alarm/Alert System Replacement	205,000	161,250	161,250	23,110	1,864	18,775	Complete
Kennedy Deferred Maintenance	662,576	599,554	599,554	19,106	6,951	36,965	Complete
Nature Preserve Gravel Parking Lot & Monument Sign	9,100	-	-	-	9,100	-	Complete
High School Student Entrance Bollards	5,000	-	-	-	5,000	-	Complete
Technology Improvements	2,529,625	-	-	-	2,529,625	-	Complete
Replace High School Carpet (Phase III)	74,471	-	-	-	74,471	-	Complete
High School TuckPoint (split from HS Deferred Maintenance)	237,075	236,791	236,791	-	284	0	Complete
Door & Glass Improvements (Middle School split w/LTFM)	432,738	380,393	380,393	33,445	-	18,901	Complete
Contingency	2,007,858	-	-	-	-	2,007,858	Contingency
Reallocations from/to projects	(9,731,222)	-	-	-	-	(9,731,222)	Reallocation

Interest Earnings		-	-	-	-	2,636,122	Interest Earnings
<b>Subtotal</b>	<b>46,671,450</b>	<b>41,428,057</b>	<b>41,424,058</b>	<b>3,133,815</b>	<b>4,421,941</b>	<b>327,759</b>	

Remaining funds from complete projects are available for excess costs on other identified projects or reallocation for new projects.

	A	B	C	D	E	A-C-D-E	
Safety & Security Improvements	576,468	424,152	402,285	70,553	17,193	86,438	In Process
Interior Locks Allowance-Door Hardware Upgrades	420,000	379,619	271,288	37,619	2,026	109,067	In Process
High School Deferred Maintenance (Storefront/Shower Valves)	264,386	227,515	219,484	36,172	242	8,488	In Process
Grounds/Site Improvements	500,000	500,182	369,504	33,009	222	97,266	In Process
Middle School Pod Redesign	235,000	57,045	57,045	-	113,490	64,464	In Process
<b>Subtotal</b>	<b>1,995,854</b>	<b>1,588,513</b>	<b>1,319,606</b>	<b>177,352</b>	<b>133,172</b>	<b>365,723</b>	

Remaining funds from in process projects are not available for excess costs on other identified projects or reallocation for new projects.

	A	B	C	D	E	A-B-D-E	
<b>Subtotal</b>	-	-	-	-	-	-	In Design

Remaining funds from in design projects are not available for excess costs on other identified projects or reallocation for new projects.

Other District Projects	A	B	C	D	E	A-B-E	
Radio Replacement	100,000	-	-	-	97,347	2,653	Not Completed
Flexible Learning Furniture	600,000	-	-	-	553,265	46,735	Not Completed
<b>Subtotal</b>	<b>700,000</b>	-	-	-	<b>650,612</b>	<b>49,388</b>	

Remaining funds from not completed projects are not available for excess costs on other identified projects or reallocation for new projects.

<b>Total</b>	<b>49,367,304</b>	<b>43,016,571</b>	<b>42,743,664</b>	<b>3,311,167</b>	<b>5,205,725</b>	<b>742,871</b>	
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Complete and In Process (does not include contingency)	51,825,083
Project Total	49,367,304
%	105%

Transfers from/(to) Contingency:

- \$445,000 Early Childhood Improvements (High School)
- \$ 87,000 High School Athletic Field Parking Lot
- \$ 44,300 High School Retaining Wall
- \$113,024 Middle School Bathrooms near Auditorium
- \$300,000 Technology
- \$244,500 Water Coolers (\$50,000 Tilden, \$62,500 McAuliffe, \$132,000 Middle School)
- \$746,250 High School Privacy Improvements (Athletic Locker Rooms)
- \$160,476 Kennedy Deferred Maintenance
- \$167,131 McAuliffe Deferred Maintenance
- \$290,000 Middle School Storage Building
- \$542,000 High School Tennis Court Replacement
- \$330,000 District Office Renovations
- \$100,000 Board Room Renovations
- \$85,000 Entrance Security Improvements
- \$503,750 Additional to HHS Privacy Improvements (Bathrooms)
- \$362,500 Middle School Privacy Improvements
- \$140,000 High School Lecture Hall
- \$200,000 HHS Baseball Field Drainage
- \$493,750 Middle School Track Replacement
- \$856,563 HS Team Locker Privacy Improvements
- \$1,421,640 ALC Renovation
- \$397,500 Transferred from HHS Privacy Improvements to Middle School Storage Building
- \$160,100 Additional to Middle School Improvements
- (\$38,200) from Middle School Privacy Improvements
- (\$600,000) from High School Privacy Improvements
- (\$50,000) from High School Carpet
- \$86,000 Additional to Kennedy Deferred Maintenance
- \$400,000 Technology
- \$200,000 Monument Signs
- \$500,000 Grounds/Site Improvements

- \$300,000 Additional to Safety & Security Improvements
- \$202,000 Additional to Monument Signs
- (\$52,000) from District Office Renovation
- (\$96,000) from HS Privacy
- (\$89,000) from MS Track
- (\$235,000) from Storage Building
- (\$160,000) from DW Fire Alarm/Alert System
- (\$25,000) from HS Fire Alarm/Alert System
- \$324,713 Safety & Security Improvements
- \$120,000 Interior Locks Allowance (Middle School add)
- \$629,625 Technology
- \$ 50,000 Gymnastics
- \$160,000 Middle School Media Center
- \$ 90,000 Tilden Preschool Classroom
- \$ 5,000 High School Student Entrance Bollards
- \$ 50,000 Nature Preserve Gravel Parking Lot
- \$ 17,000 High School Shower Valves
- \$235,000 Middle School Pod Redesign
- (\$85,900) from Nature Preserve Parking Lot & Monument Sign



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# ISD 917 BOARD NOTES

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JUNE 10, 2025 BOARD MEETING

The ISD 917 School Board met for a Work Session and Regular Meeting on June 10, 2025. School Board information and resources are available on our website at [https://www.isd917.org/about/school\\_board](https://www.isd917.org/about/school_board).

## WORK SESSION

### COMMUNICATIONS

- Visitors Opportunity to be Heard
- Student Services Report
- Updates from Member Districts

### INNOVATION

- Review Dr. Michael Favor Annual Goals for 2024-2025

### INTEGRITY

- Reviewed Policies:
  - 204 - School Board Meeting Minutes
  - 205 - Open Meetings and Closed Meetings
  - 209 - Code of Ethics
  - 706 - Acceptance of Gifts
- Reviewed Budget for FY 2026
- Reviewed Workers' Compensation Renewal for FY 2026

### PERSONALIZATION

### COLLABORATION

- Reviewed Agreement Between ISD 917, and ISD 199 for Early Childhood Mental Health Program
- Review Resolution for Termination of Employment Support Service Employee

### STEWARDSHIP

- Review Dr. Michael Favor as IOwa Proxy with MDE



# ISD 917 BOARD NOTES

JUNE 10, 2025 BOARD MEETING

## REGULAR BOARD MEETING

### COMMUNICATIONS

- Approved Consent Items
  - 5/6/25 Minutes
  - Personnel
    - New Hires:
      - Effective 5/19/25:
        - Karri Hollyman, C-Caption
      - Effective 7/1/25:
        - Frank Herman, Principal, Secondary Program
      - Effective 8/27/25:
        - Andrea Oldham, Intervener Support Professional
    - Change In Status:
      - Effective 7/1/25:
        - Laura Bray, Speech Language Pathologist
    - Leaves of Absence:
      - None
    - Resignation and Terminations:
      - Effective 4/22/25:
        - Rachel Opseth, School Counselor
      - Effective 5/15/25:
        - Jakenthia Simms-Alexander, Education Support Professional
      - Effective 5/30/25:
        - Emily Booth, Educational Support Professional
      - Effective 6/4/25:
        - Meredith Fancher-White, Education Support Professional
      - Effective 6/5/25:
        - Cassandra Freeman, Education Support Professional
      - Effective 6/12/25:
        - Robert Keech, Teacher
        - Normal Smith, School Counselor
        - Roody Joinvil, Education Support Professional
      - Effective 6/30/25:
        - Marci Levy-Maguire, Director of Communications and Strategic Partnerships
    - Retirement:
      - Effective 6/11/25
        - Jane Klemz, Education Support Professional
  - Donations
    - \$2880 from Chick-Fil-A for Staff Appreciation from Meredith Donahue/Apple Valley Store
    - \$3500 from Viking Auto Salvage for Body Fenders for Total Auto Program
    - \$50 Value of Large Bags of Popcorn from Cannon Valley Cinema for Student Movie
    - \$3000 from Amy/Kevin Allen of Lakeville for R82 Rabbit Up Mobile Stander
    - \$1750 from Thida/Viet & Tiano Le of Lakeville for Zing Stander & Therapy Rocking Chair



# ISD 917 BOARD NOTES

JUNE 10, 2025 BOARD MEETING

## REGULAR BOARD MEETING

### o Donations Continued

- Donations of various gift certificates and door prizes for staff recognition

## STEWARDSHIP

- Approved Bills
- Approved Donation Resolution
- Approved Wire transfers
- Approved Investment reports
- Approved Budget for FY26
- Approve Workers' Compensation Renewal Contract for FY26
- Approved Resolution Administrative Variance
- Approved Resolution of Employment Support Service Employee

## COLLABORATION

- Approved Renewal Contract FY 26 for Early Childhood Mental Health Program teachers between ISD 199, and ISD 917
- Approved Dr. Favor as IOwa Proxy with MDE
- Approved Language Access Plan
- Approve the Revised 2025-2026 ISD 917 Academic Calendar
- Approved Policies:
  - o 204 - School Board Meeting Minutes
  - o 209 - Code of Ethics





Association of Metropolitan School Districts

# LEGISLATIVE SESSION REVIEW

2025

## Education Finance and Policy Bill Approved in Special Session

On June 9, three weeks following the adjournment of the regular session, Gov. Walz called a special session paving the way for legislators to approve the budget bills that were not adopted in the regular session.

The House and Senate approved a total of 15 bills in the one-day special session including the Omnibus Education Finance and Policy Bill.

The final bill leaves total state education spending for the 26-27 biennium unchanged from the February forecast. The forecast included a 2.74 percent increase in the basic funding formula for FY26. The only additional funding for school districts in FY26 is compensatory hold-harmless aid which forestalls a major funding cliff for many districts. Reductions were made in several areas including special education transportation aid, student support personnel aid, and library aid, to cover the cost of the hold-harmless for compensatory revenue.

The bill includes \$420 million in cuts in the 2028-29 biennium. The bulk of the cuts fall in special education, including a reduction in special education transportation reimbursement and an additional \$250 million that will be identified by an 18-member Blue Ribbon Commission on Special Education. The commission is charged with developing an action plan for transforming special education services while maintaining a free appropriate public education for students with disabilities. The commission is tasked with identifying \$250 million in



cost savings for the 28-29 biennium. If the commission fails to identify sufficient savings, the commissioner of education is directed to reduce special education cross-subsidy aid by the amount necessary to meet a \$250 million reduction.

In the wake of the special session, school districts are adopting their FY26 budget with most needing to make significant reductions to balance their budgets. An [AMSD survey](#) conducted in March showed member districts projecting a combined \$280 million shortfall assuming the 2.74 percent formula increase and no other changes.

Key issues impacting education were also included in other bills. A summary of some of the most significant provisions follows.

## ABOUT AMSD

The Association of Metropolitan School Districts represents 47 K-12 school districts and six intermediate / cooperative districts. AMSD member school districts enroll more than one-half of all public school students in Minnesota, with the mission to lead the transformation of public education.





# Association of Metropolitan School Districts

## Education Funding

- The formula remains linked to inflation into the future and will increase by 2.74 percent for FY26.
- One-time compensatory hold-harmless funding for FY26. Each building in a district can use the greater of the building's compensation revenue pupil units in FY26, or the building's actual compensation revenue pupil units in FY24.
- All school districts will be eligible to include approved roof repair amounts in their long-term facilities maintenance revenue first effective for FY27.
- \$100 million is appropriated to the school unemployment aid account to cover the cost of unemployment compensation for hourly school workers through FY27.
- \$2 million per year in the FY26-27 biennium to the intermediate districts for the special education apprenticeship program.
- Renames "literacy incentive aid" as "literacy aid." No changes are made to the literacy aid formula. Beginning in FY26, requires that literacy aid be used to meet the requirements and goals adopted in the district's local literacy plan.
- Clarifies the administrative costs that may be charged to a school district's food service fund. Allows schools to expend food service funds on nutritional programs, lunchroom space, and kitchen space to the extent allowed by federal law.

## Funding Reductions

- A Blue Ribbon Commission on Special Education is created and charged with identifying \$250 million in cost savings in the 28-29 biennium.
- Lowers the initial reimbursement of special education pupil transportation aid expenditures from 100 percent of eligible costs to 95 percent of eligible costs for FY26 and 90 percent of the eligible costs for FY27 and later. Keeps the reimbursement cost for the transportation of homeless and highly mobile students at 100 percent of eligible costs.
- Reduces Student Support Personnel Aid by setting the per pupil allowance at \$30.05 for FY26 and FY27 and \$34.32 per pupil for each year thereafter (current law increased the per pupil allowance from \$17.08 in FY25 to \$48.73 for FY26 and later). Sets the cooperative student support allowance at \$1.60 for FY26 and thereafter.
- School library aid is reduced by \$19.627 million in the 26-27 biennium and \$22.059 million in the 28-29 biennium.
- Teacher Pipeline programs — Black Men Teach, Grow Your Own, Come Teach in Minnesota — cut by almost \$70 million in the 28-29 biennium.

## Policy Issues

- School districts can begin the school year on Sept. 1 or later for the 2026-27 and 2027-28 school years only. Retains the authority of school districts to use the construction waiver to start earlier in those years.
- Makes permanent a program that allows qualifying education support personnel or paraprofessionals to obtain a short-call substitute teacher license. Modifies the required compensation to the greater of the short-call substitute teacher rate of pay in the district or the employee's regular rate of pay.
- Beginning in the 2025-26 school year, paraprofessionals must meet qualifications outlined in federal regulations.
- School Districts and charter schools can allow a high school student to possess and administer an opiate antagonist to another high school student.



## Association of Metropolitan School Districts

### Read Act

- Beginning July 1, 2027, educators new to Minnesota, or newly licensed and did not receive instruction in the teaching of foundational reading skills based on structured literacy, must complete one of the approved training programs. The required training must be offered through the regional literacy network and facilitated by a local certified trained facilitator.
- Clarifies that special education teachers who are responsible for literacy instruction must take the required Read Act training by July 1, 2026.
- Expands lists of persons and organizations that can provide required professional development to teachers.
- Requires districts to measure a student's reading proficiency in the dual language immersion program's partner language, if a screener is available.
- Requires the notification to parents of students enrolled in dual language immersion programs to follow the district's language access plan and to include information about students' reading proficiency, provide supports, and strategies to use at home.
- Extends the hours of instruction reduction for elementary students, and adds secondary students, to be reduced by 5½ hours for the 2025-26 school year.
- If an agreement on a MOU is not reached with the teacher bargaining unit by Aug. 1, districts must pay stipends directly to teachers.

### Working Group / Commissions

- Creates a Compensatory Revenue Task Force consisting of 14 members and charges the task force with examining Minnesota's compensatory revenue program and reporting recommendations to the Legislature.
- Establishes a working group to evaluate the use of seclusion as an emergency procedure and not as discipline. The working group consists of four legislators and eight members appointed jointly by the senate majority leader, speaker of the house, and speaker emerita of the house to represent specified groups. Requires the working group to report on its findings and recommendations by Jan. 30, 2026.
- Blue Ribbon Commission on Special Education.
- Development Delay Age Limit Working Group.

### LINKS

- [2025 District Runs](#)
- [HF5 Look-up Table](#)
- [K12 Education Budget Bill HRD Summary | June 9, 2025](#)
- [K12 Education Finance and Policy Budget Bill \(25-05713\) FINAL June 7, 2025](#)
- [K12 Finance Detailed Final Spreadsheet Agreement June 7, 2025](#)
- [K12 Finance Final Spreadsheet Agreement - Change Items | June 7, 2025](#)
- [Omnibus Judiciary Finance Bill](#)
- [Omnibus Pension Bill](#)
- [Omnibus Pension Bill Summary](#)
- [State and Local Government Bill](#)
- [Unemployment Insurance Aid](#)



## Association of Metropolitan School Districts

# EDUCATION-RELATED PROVISIONS IN OTHER BILLS

### Enhanced Early Retirement

The Omnibus Pension Bill lowers the age for the enhanced early retirement reduction from 62 to 60 and lowers the reduction percentage from 6 percent to 5 percent. This change means that if a member has reached age 60 (instead of 62) with 30 years of service, the member's retirement benefit is reduced by approximately 2-2.5 percent (or as stated in the amendment, 5 percent less augmentation).

### Earned Sick and Safe Time

The Omnibus Workforce and Labor Budget Bill includes changes to the Earned Sick and Safe Time Law, the Paid Leave Law, changes to required time for employee breaks and lunch, and funding for registered teacher apprenticeships.

- If the need for Sick and Safe Time is unforeseeable, an employer may require an employee to give notice of the need for earned sick and safe time as reasonably required by the employer. Current law was "as soon as practicable" rather than "reasonably required."
- Allows an employer to require reasonable documentation when an employee uses earned sick and safe time for more than two consecutive days. Current law is three consecutive days.
- Clarifies that the law does not prohibit an employee from voluntarily seeking or trading shifts with a replacement worker to cover the hours the employee uses as earned sick and safe time.
- An employer is permitted to advance earned sick and safe time to an employee based on the number of hours the employee is anticipated to work for the remaining portion of an accrual year. If the amount advanced is less than the amount the employee would have accrued based on the actual hours worked, the employer must provide additional earned sick and safe time to make up the difference.

### Paid Leave Program

- Decreases the maximum annual premium rate that can be charged by the paid leave program from 1.2 percent of taxable wages to 1.1 percent of taxable wages.

### Meal and Rest Breaks

- Effective Jan. 1, 2026, employers must provide employees with a rest break of at least 15 minutes, or enough time to use the nearest convenient restroom, whichever is longer, within every four consecutive hours of work. In addition, employers must allow employees working six or more consecutive hours (amended from eight) a meal break of at least 30 minutes. These provisions do not apply to administrative or professional employees and can be modified in a collective bargaining agreement.

### Registered Teacher Apprenticeship

- \$3.5 million per year in the 26-27 biennium is appropriated for a registered teacher apprenticeship competitive grant program.



## Association of Metropolitan School Districts

### MEMBER DISTRICTS

Anoka Hennepin Schools • Bloomington Public Schools • Brooklyn Center Community Schools • BrightWorks • Buffalo-Hanover-Montrose Schools • Burnsville-Eagan-Savage School District • Centennial School District • Columbia Heights Public Schools • Duluth Public Schools • Eastern Carver County Schools • Eden Prairie Schools • Edina Public Schools • Elk River Area Schools • Farmington Area Public Schools • Fridley Public Schools • Hastings School District • Hopkins Public Schools • Intermediate School District 287 • Intermediate School District 917 • Inver Grove Heights Schools • Lakeville Area Public Schools • Mahtomedi Public Schools • Mankato Area Public Schools • Minneapolis Public Schools • Minnetonka Public Schools • Mounds View Public Schools • Northeast Metro Intermediate School District 916 • North St. Paul-Maplewood-Oakdale School District • Northwest Suburban Integration School District • Orono Schools • Osseo Area Schools • Prior Lake-Savage Area Schools • Richfield Public Schools • Robbinsdale Area Schools • Rochester Public Schools • Rockford Area Schools • Rosemount-Apple Valley-Eagan Public Schools • Roseville Area Schools • Shakopee Public Schools • South St. Paul Public Schools • South Washington County Schools • SouthWest Metro Intermediate District • Spring Lake Park Schools • St. Anthony-New Brighton School District • St. Cloud School District • St. Louis Park Public Schools • St. Michael-Albertville Schools • St. Paul Public Schools • Stillwater Area Public Schools • Wayzata Public Schools • West St. Paul-Mendota Heights-Eagan School District • Westonka Public Schools • White Bear Lake Schools

### Board Members and Remote Meetings

- The State Government Finance bill includes greater flexibility with remote participation in public meetings. It removes the current requirement that a board member's remote location be posted three days in advance while maintaining protections for public access and transparency—roll-call votes, audiovisual participation, and an anchor location. It also clarifies public notice requirements, helping the public understand when and how remote participation occurs without compromising individual privacy.

### Public Data Requests

The Omnibus Judiciary Finance Bill includes provisions related to public data requests and parental directory information:

- Allows a government entity to suspend its response to a public data request if, after five business days, the requester fails to inspect or retrieve data that has been prepared.
- Clarifies that data concerning parents is private data on individuals but may be treated as directory information if the same procedures that are used by a school district to designate student data as directory information under this subdivision are followed, except that a parent's home address, telephone number, email address, or other personal contact information may not be treated as directory information.
- Amends the required dangerous weapons report to include active shooter incidents and active shoot threats.

### Entry Device Grants

The cash bonding bill includes \$1 million for grants for entry devices.

- \$1 million to the commissioner of education for law enforcement entry device grants at schools. The maximum grant amount per building is \$1,000. Grantees must update their crisis management policies to reflect information about the law enforcement emergency entry devices. The appropriation is available until June 30, 2028.

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## STAY CONNECTED WITH AMSD

Association of Metropolitan School Districts  
Scott Croonquist, Executive Director

2 Pine Tree Drive, Suite 380  
Arden Hills, MN 55112  
612-430-7750  
info@amsd.org | [www.amsd.org](http://www.amsd.org)



## Association of Metropolitan School Districts

May 16, 2025

To: AMSD Board of Directors

From: Scott Croonquist, Executive Director

RE: Board of Directors Meeting  
7 – 9 a.m., May 23, 2025  
Quora Education Center  
70 County Road B2 W, Little Canada, MN  
Remote option available – Zoom link will be sent prior to meeting  
Breakfast served at 7 a.m. and business meeting begins at 7:30 a.m.

### AGENDA

- |      |  |            |
|------|--|------------|
| I.   | Welcome and Introductions  | Oksnevad   |
| II.  | Routine Business   | Oksnevad   |
|      | ○ Approval of Minutes of May 2 Meeting   |            |
| III. | Executive Committee Report   | Oksnevad   |
|      | ○ Adoption of 2025-26 AMSD Budget & Membership Fees  |            |
| IV.  | Executive Director's Report  | Croonquist |
| V.   | Guest Speakers   | Oksnevad   |
|      | ○ Adosh Unni, Director of Government Relations, and Cathy Erickson, Director of School Finance, MN Department of Education |            |
|      | • <i>Overview of Omnibus Education Bills &amp; Education Related Legislation</i>   |            |
|      | ○ Tim Maurer, Executive Director, and Rachel Barth, Legal and Legislative Director, MN Teachers Retirement Association     |            |
|      | • <i>Overview of TRA Changes in the 2025 Omnibus Pension Bill</i>  |            |
| VI.  | Upcoming Meetings  | Oksnevad   |

Executive/Legislative Committee Meeting  
7:30 – 9 a.m., Friday, June 13, 2025  
Anderson Center, Room 301  
2 Pine Tree Dr., Arden Hills  
With Remote Option

AMSD Board of Directors  
7 – 9 a.m., Friday, August 1, 2025  
Quora Education Center  
70 County Road B2 W., Little Canada  
With Remote Option



BRIDGE TO SUCCESS

# Hastings Public Schools

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

## **ISD 200 Finance, Facilities, and Joint Powers Committee Mission Statement:**

The mission of the ISD 200 Finance, Facilities, and Joint Powers Committee is to provide strategic guidance on budgetary, financial, and substantial facilities investment activities. These efforts prioritize sustainability, transparency, and equity, serving the School Board and the broader community.

The Committee is committed to fostering financial sustainability, ensuring transparency in decision-making, and supporting equity in resource allocation. It aims to enhance public confidence by effectively managing, maintaining, and improving district facilities, while educating stakeholders about facility usage, condition, and future outlook.

Working collaboratively with City of Hastings elected officials and staff collaborate on opportunities with the City under Joint Powers Programs. The Committee works to maximize shared resources through partnerships with the City, as outlined in Minnesota Statutes 124D.18 et. seq., to achieve meaningful outcomes for students and the community.

## **ISD 200 Finance, Facilities, and Joint Powers Committee Meeting:**

Friday, June 20, 2025 @ 7:30 a.m. at the Tilden Community Center

### **Attendees:**

School District: Mark Zuzek, Carrie Tate, Melissa Millner, Kari Gorr, Jen Seubert, Tammy Champa, and LynDee Humble

City: Mya Beck, DawnMarie Vihrachoff, Tim Lawrence, Dan Wietecha, and Chris Jenkins

## **ISD 200 Finance, Facilities, and Joint Powers Committee Meeting Summary:**

1. There was discussion on the membership of the Senior Center. There are approximately 1,400 members and each member presently pays \$12.00 per year. For context, this is relatively low as compared to other districts.
2. There are exercise classes that are free. The classes are funded through grants, and partnerships with Allina.
3. There is a cost for monthly meals that are catered, and members pick-up. The cost covers the meal cost.
4. There are monthly birthday parties. Attendees pay for the cost, unless they are honorees.
5. There is a bi-monthly newsletter that is hardcopy, published, and distributed free for members.
6. A thorough comparative analysis was completed by Rob Halberg showing other conference school districts and other districts that we might logically be compared to regarding senior citizen programming.
7. There was discussion about the following topics:
  - possible increase in annual membership costs
  - possible revenue enhancements, such as increasing meal costs, fundraising, pay for some activities, charging for distribution of the newsletter, and offering a “pay for a peer” program.
8. The city informed the committee of the challenges that they are facing in the hiring of a police officer to serve as a School Resource Officer. The SRO agreement will be amended to reflect this challenge by having a statement that the district will only have to pay for services that are provided.
9. The committee reviewed a copy of a DRAFT Joint Powers Agreement. The document has been reviewed by the City's legal representative. There remains two points requiring further review:
  - a. Article 3, B. needs to be rephrased.

- 
- b. Article 12, B. needs to be revised to reflect that the significant changes can only occur with school board and city council approval. The “rules and regulations” phrase needs to be better understood. It may be appropriate to break Article 12, B. into two statements.
  - c. In Article 12, B. the day count of 10 Days should be considered... should it be altered?
10. Future meeting topics were discussed. Including having a review of the 10 year LTFM plan for the Tilden site, and the joint maintenance facility site. Director Scott Stockdale would be the best person for such a review.

**Future ISD 200 Finance, Facilities, and Joint Powers Committee Meetings:**

Monday, August 7, 2025, 7:30 @ the Tilden Community Center



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INDEPENDENT SCHOOL DISTRICT 200  
1000 11<sup>TH</sup> STREET WEST  
HASTINGS, MN 55033-2597  
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Fax (651) 480-7004

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## Native American Parent Advisory Council: Summary of June 12, 2025

- I. Call to Order**
- II. Old Business**
  - A. Review Native Honoring Ceremony 2025
  - B. Commencement
- III. New Business**
  - A. Native American Liaison position has been posted to the district website.
  - B. Family night dates/events planning
- IV. District Updates**
  - A. Native American Liaison position has been posted to the district website.
  - B. School Board
    - 1. New Superintendent will be at the Regular Board Meeting on June 25, 2025
    - 2. Reviewing Student Council Policy with language around oversight
    - 3. Special Election Timeline
    - 4. CEIS Information (\$168K funding impact)
    - 5. MSBA Resolutions drafted by board members and submitted by Aug 13
    - 6. MSHSL Discussion in light of new executive orders
    - 7. Board Self-Eval Plan
    - 8. Todd Field Visitor Bleachers
    - 9. Gymnastics Lease Levy
    - 10. Strategic Plan Detailed Discussion - wordsmithing it & discuss updated timeline
- V. Future Events**
  - A. July 10, 2025: July Meeting
  - B. August 12, 2025: Career Fair at Prairie Island Community Center



## 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 12:00pm

## June 5, 2025 Policy Committee Summary

[Review Cycle Tracker](#)

### 1st Readings

#### **540 High School Student Council**

- Committee Discussion: This is a new ISD 200 Policy & there is no MSBA model.
- Board Discussion at work session: removed school board “veto” language
  - Committee Recommendations: *1st Reading*

#### **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*

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## 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 sunseting/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 sunseting/removing policy 603 is the new Policy 603
  - Committee Recommendation: ***Sunset/Remove after two readings***

### 604 Instructional Curriculum

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

### 606 Textbooks and Instructional Materials

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

### 619 Staff Development for Standards

- Committee Discussion: Rationale for sunseting/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. All Legislative revisions are complete and the board can expect to see them at our July regular board meeting.

### **June 25, 2025 Board Meeting**

#### **1st Readings:**

540 High School Student Council  
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



## **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 superintendent maintains the 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: 06.18.2025*

*Policy Adopted:*

*Policy Revised:*



## **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.*



## **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,~~ 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)*

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## **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  
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*Policy Revised:* 07.01.2024



## **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)

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*Policy Adopted:*  
*Policy Revised:*



## **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 Adopted: 07.13.2024*

*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 (8<sup>th</sup> Cir. 1982)*

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

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***SUNSET/REMOVE 07.23.2025***



## **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)*

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## **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.

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**425 STAFF DEVELOPMENT AND MENTORING**

**I. PURPOSE**

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

**II. STAFF DEVELOPMENT COMMITTEE**

A. The school board delegates the Director of Teaching & Learning to establish a Staff Development Committee. The committee will develop a staff development plan, including site plans consistent with the goals of the staff development plan, and evaluate staff development efforts at the site level.

The majority of the membership of the Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The committee also will include non teaching staff, parents, and administrators.

**III. DUTIES OF THE STAFF DEVELOPMENT COMMITTEE**

A. The Staff Development Committee will develop a staff development plan that will be reviewed and subject to approval by the school board annually.

B. The Staff Development Plan must contain the following elements:

1. Staff development outcomes that are consistent with the education outcomes will be reviewed annual by the school board;
2. The means to achieve the staff development outcomes;
3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;
4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
  - a) Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
  - b) Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings;

- c) Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with Minnesota Statutes section 124D.861 Achievement and Integration for Minnesota;
  - d) Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
  - e) Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
  - f) Effectively deliver digital and blended learning and curriculum and engage students with technology; and
  - g) Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
5. The Staff Development Plan also must:
- a) Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
  - b) Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
  - c) Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;
  - d) Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
  - e) Reinforce national and state standards of effective teaching practice.
6. Staff development activities must:
- a) Focus on the school classroom and research-based strategies that improve student learning;
  - b) Provide opportunities for teachers to practice and improve their instructional skills over time;
  - c) Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
  - d) Enhance teacher content knowledge and instructional skills, including to

accommodate the delivery of digital and blended learning and curriculum and engage students with technology;

- e) Align with state and local academic standards;
- f) Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
- g) Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
- h) Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring student long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
- i) Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.

7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.

8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

- C. The Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the staff development plan.
- D. The Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board annually the extent to which staff at the site have met the outcomes of the staff development plan.
- E. In addition to developing a staff development plan, the Staff Development Committee also must develop teacher mentoring programs for teachers new to the profession or school district. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.
- F. The Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development or

teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

#### **IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM**

- A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the staff development plan. The school board will review the site plans for consistency with the staff development plan annually.
- B. The Site Professional Development Team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the staff development plan. The actual reports to the school board can be made by the Staff Development Committee to avoid duplication of effort.
- C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

#### **V. STAFF DEVELOPMENT FUNDING**

- A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision. 3; (3) professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.
- B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and

instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes, section 122A.61.

## **VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS**

- A. On an annual basis, the Staff Development Committee shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the school board, the Staff Development Committee shall be responsible for monitoring the use of such funds in accordance with the staff development plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the staff development plan annually.
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.
- D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds or funds available under Minnesota Statutes, sections 124D.861 and 124D.862.

## **VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF**

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire.
- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.

- D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

## VIII. REPORTING

- A. The school district and staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's comprehensive achievement and civic readiness report.
1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
  2. The report will provide a breakdown of expenditures for:
    - a) Curriculum development and curriculum training programs;
    - b) Staff development training models, workshops, and conferences; and
    - c) The cost of releasing teachers or providing substitute teachers for staff development purposes.
- The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).
3. The report will be signed by the superintendent and staff development chair.
- B. To the extent the school district receives a grant for mentorship activities described in Section V.(D), by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

**Legal References:** *Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)*  
*Minn. Stat. § 120A.415 (Extended School Calendar)*  
*Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)*  
*Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)*  
*Minn. Stat. § 121A.642 (Paraprofessional Training)*  
*Minn. Stat. § 122A.187 (Expiration and Renewal)*  
*Minn. Stat. § 122A.40, Subds. 7, 7a and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)*

*Minn. Stat. § 122A.41, Subds. 4, 4a and 5 (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)*  
*Minn. Stat. § 122A.60 (Staff Development Program)*  
*Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)*  
*Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)*  
*Minn. Stat. § 123B.147, subd. 3 (Principals)*  
*Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)*  
*Minn. Stat. § 124D.862 (Achievement and Integration Revenue)*  
*Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)*  
*Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)*

**Cross References:** *None.*

*Policy Reviewed:* 05.16.2025

*Policy Adopted:*

*Policy Revised:*



## 602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

### I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

### II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public ~~for advanced, effective to have advance knowledge of the school calendar and school day to effectively~~ planning of for the school year.

### III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff and parents.
- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III(B)(1), III(B)(2) or III(B)(3). Days devoted to teacher's workshops may be held before Labor Day.
  - 1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
  - 2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minnesota Statutes section 123A.30, 123A.32, or 123A.35 with a school district that qualifies under Section III(B)(1).
  - 3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

### IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.

- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

## V. E-LEARNING DAYS

- A. An “e-learning day” is a school day where a school offers full access to online instruction provided by students’ individual teachers due to inclement weather.
  - 1. The first emergency or snow day will not be rescheduled.
  - 2. The second and/or third emergency or snow day will utilize dates built and noted on the school calendar (i.e. Presidents Day, Good Friday, etc).
  - 3. After the third emergency or snow day, or after dates built into the calendar are exhausted (i.e. Presidents Day, Good Friday, etc); an e-learning day must be utilized for future closures; otherwise it would result in (1) loss of funding; or (2) an extension of days at the end of the school year.
- B. A school district may designate up to five e-learning days in one school year.
- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III(A), above.
- D. A school board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. The e-learning day plan developed by the school district will include accommodations for students without Internet Access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.
- G. On an e-learning day, each student’s teacher must be accessible both online and by telephone during normal school hours to assist students and parents.
- H. When the school district declares an e-learning day, it must continue to pay the full

wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

VI. Schools may implement digital instruction according to Minnesota Statutes section 124D.094 Subd. 2.

**Legal References:** *Minn Stat. § 10.55 (Juneteenth)*  
*Minn Stat. § 120A.40 (School Calendar)*  
*Minn Stat. § 120A.41 (Length of School Year; Hours of Instruction)*  
*Minn Stat. § 120A.414 (E-Learning Days)*  
*Minn Stat. § 120A.415 (Extended School Calendar)*  
*Minn Stat. § 120A.42 (Conduct of School on Certain Holidays)*  
*Minn Stat. § 122A.40 Subds. 7 and 7a (Employment; Contracts; Termination)*  
*Minn Stat. § 122A.41 Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)*  
*Minn Stat. § 123A.30 (Agreements for Secondary Education)*  
*Minn Stat. § 123A.32 (Interdistrict Cooperation)*  
*Minn Stat. § 123A.35 (Cooperation and Combination)*  
*Minn Stat. § 124D.094 Subd.2 (Online Instruction Act)*  
*Minn Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)*  
*Minn Stat. § 124D.151 (Voluntary Prekindergarten Program)*  
*Minn Stat. § 124E.25 (Payment of Aids to Charter Schools)*  
*Minn Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)*  
*Minn Stat. § 645.44 (Words and Phrases Defined)*

**Cross References:** *None*

*Policy Reviewed:* 058.169.20253  
*Policy Adopted:* 07.31.2024  
*Policy Revised:* 07.01.2024



## **609 RELIGION AND RELIGIOUS AND CULTURAL OBSERVANCES**

### **I. PURPOSE**

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

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

- A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.
- B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.
- C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.
- D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
- E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and nonsectarian manner.

### **III. RESPONSIBILITY**

- A. The superintendent shall be responsible for ensuring that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:
  - 1. The proposed activity must have a secular purpose.
  - 2. The primary objective of the activity must be one that neither advances nor inhibits religion.
  - 3. The activity must not foster excessive governmental relationships with religion.
  - 4. Notwithstanding the foregoing guidelines, reasonable efforts must be made to accommodate any student who wishes to be excused from a curricular activity for a religious observance or American Indian cultural practice, observance, or ceremony.

The school district must provide annual notice to parents of this policy.

- B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. directives and guidelines shall be attached as an addendum to this policy.

**Legal References:** *U. S. Const., amend. I*  
*Minn. Stat. § 120A.22, Subd. 12 (Compulsory Instruction)*  
*Minn. Stat. § 120A.35 (Absence From School for Religious and Cultural Observance)*  
*Minn. Stat. § 121A.10 (Moment of Silence)*  
*Good News Club v. Milford Central School, 533 U.S. 98, (2001)*  
*Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290 (2000)*  
*Tangipahoa Parish Bd. of Educ. v. Freiler, 530 U.S. (2000)*  
*Lemon v. Kurtzman, 403 U.S. 602 (1971)*  
*Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1, 690 F.3d 996 (8<sup>th</sup> Cir. 2012)*  
*Wigg v. Sioux Falls Sch. Dist., 382 F.3d 807 (8<sup>th</sup> Cir. 2004)*  
*Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8<sup>th</sup> Cir. 2003)*  
*Stark v. Independent Sch. Dist. No. 640, 123 F.3d 1068 (8<sup>th</sup> Cir. 1997)*  
*Florey v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8<sup>th</sup> Cir. 1980)*  
*Roark v. South Iron R-1 Sch. Dist., 573 F.3d 556 (8<sup>th</sup> Cir. 2009)*  
*Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728, 599 F.Supp.2d 1136 (D. Minn. 2009)*  
*LeVake v. Independent Sch. Dist. No. 656, 625 N.W.2d 502 (Minn. App. 2001)*  
*Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)*  
*Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)*  
*Minn. Op. Atty. Gen. 63 (1940)*  
*Minn. Op. Atty. Gen. 120 (1924)*  
*Minn. Op. Atty. Gen. 121 (1924)*

**Cross References:** *None*

*Policy Reviewed: 07.10.2025*  
*Policy Adopted: 077.331.2024*  
*Policy Revised: 07.01.2024*

## **I. Teaching and Curriculum Use**

Religion can be part of curriculum and instruction, especially in subjects such as social studies, English Language Arts, Art/Music, but it must be presented in a neutral manner, not to promote

or discourage any religious beliefs.

Religious texts, music, artwork, and performances can be included when they help students understand cultural, historical, or artistic concepts.

The discussion about the role of religion in society, past and present, should be done in a balanced, nonsectarian way.

Teachers should avoid content that could be seen as endorsing or criticizing a particular religion or belief system.

## **II. Cultural and Holiday Observances**

When teaching about religious holidays, the focus should be on their cultural or historical relevance.

Any related classroom or school activities must be tied to educational goals, not religious celebrations.

Schools should not sponsor or organize religious observances like prayer or worship during instructional time.

## **III. Student and Family Accommodations**

The district recognizes religious and cultural practices. Reasonable accommodations should be made for:

- A. Students observing religious or cultural holidays, including Native American ceremonies.
- B. Requests from students to opt out of specific curriculum activities that conflict with their beliefs.

## **IV. Displays and Symbols**

Religious symbols may be used in temporary displays if they support learning in subjects like history, art, or world cultures.

## **V. Staff Guidelines**

Staff are expected to remain neutral on matters of religion while in their professional roles.

Students are allowed to express their beliefs in classwork, discussions, or projects, as long as it fits the learning goals of the assignment.

## **VI. Criteria for Including Religious Content**

Any lesson or activity that includes religion should:

- A. Have a clear educational (not religious) purpose.
- B. Avoid promoting or discouraging any belief.
- C. Steer clear of anything that could lead to excessive involvement with religious practices or institutions.

Reviewed: 07.10.2025



# Hastings Public Schools

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

BRIDGE TO SUCCESS

Dr. Tamara Champa  
SUPERINTENDENT

## Hastings Hockey Arena FINAL Consideration 2025 April 2025



### PROJECT OVERVIEW

- HASTINGS HOCKEY ARENA ROOF AND REFRIGERATION PROJECT - 5.2 MILLION
- BONDING PROJECT FOR THE CITY OF HASTINGS
  - FY 24 INTEREST ONLY
  - FY 25 THROUGH FY 35, PRINCIPLE PAYMENTS
- CURRENT JOINT POWERS AGREEMENT:
  - ARTICLE 6: CAPITAL IMPROVEMENT PROJECTS
    - THE SCHOOL DISTRICT AND CITY AGREE TO CONSIDER JOINT VENTURES IN THE DEVELOPMENT OF RECREATIONS/ATHLETIC FACILITIES THAT SERVE, AND ARE MUTUALLY BENEFICIAL TO BOTH THE SCHOOL DISTRICT AND THE CITY. CAPITAL IMPROVEMENT PROJECTS WILL BE COOPERATIVELY DEVELOPED BY THE DIRECTOR OF COMMUNITY EDUCATION, ATHLETICS AND PARK AND RECREATION, FOR APPROVAL BY THE STEERING COMMITTEE.
  - ARTICLE 7: FUNDING AND ON-GOING MAINTENANCE OF CAPITAL IMPROVEMENT PROJECTS
    - COST SHARING OF CAPITAL IMPROVEMENT PROJECTS WILL BE NEGOTIATED INDIVIDUALLY, AND EACH PROJECT WILL REQUIRE A UNIQUE AGREEMENT. SHARES MAY INCLUDE CASH AND IN-KIND CONTRIBUTIONS. LAND PURCHASES OR OWNERSHIP OF PROPERTY IS NOT CONSIDERED PART OF THE COST.....

Updated Consideration: The project cost of 5.2 million has been adjusted due to the Solar Investment. It is not the district's interest to participate in the solar project. This would eliminate the need to review solar credits, etc...

Project Total for draft consideration: \$4,825,000

Current Ice Rental	\$86,480	10 years of ice rental at \$86,480 is approximately 18% (17.9%) of the project cost.  It is the recommendation of the district, that this payment is in lieu of the base ice fee time for 10 years.
Premium ice fee for a duration of 10 years.	\$26,320	An additional \$70 hourly premium ice fee would be in place for 10 years. The annual payment would be approximately \$26,320. 5% of the project.
Annual Fixed Payment for 10 years	\$112,800	Annual fixed payment of \$112,800 is 23% of the project without the inclusion of the solar project.

\*Note: The above consideration is based on MDE approval of the updated lease agreement.

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

A Regular Meeting of the School Board of Independent School District No. 200, Hastings, Minnesota, was held on Wednesday, May 21, 2025 at the Hastings Middle School Media Center.

The meeting was called to order at 5:01 PM by Chairperson Carrie Tate.

The following board members were present: Philip Biermaier, Matt Bruns, Jessica Dressely, Elaine Mikel-Mulder, Melissa Millner, Carrie Tate, and Mark Zuzek. Roll call attendance was taken by Melissa Millner. Superintendent Champa was also present at the meeting. The following Student School Board Representatives were present: Briseis Rusnacko, Aidan Suarez Garcia, Jenevieve Behnke, and Victoria Steinke.

A motion to amend the agenda by adding 2025-2026 Student Board Representatives and approval was made by Matt Bruns and seconded by Jessica Dresesly. With 7 ayes, 0 nays, the motion carried unanimously.

Chairperson Tate recognized the visitors in the room and those viewing remotely.

Superintendent Champa presented the Raider Spotlight, which recognized Rotary Students of the Month: Gavyn Hanson, Julia Rotty, Ollie Pfeiffer, and Audrey McNamara; Polar Plunge Team; HHS Admin for Silver Innovation Award; Ruth & George Doffing Charitable Funds; Garage Construction Crew including Jeff Carlson, Greg Stotko, Doug Speedling, Erik Dietz and student construction crew.

The Public Comment Session was held with two people speaking.

Superintendent Champa provided the Board with the Superintendent Report.

Missy Williams, Director of Technology provided their 2024-25 goal update.

The Student Representatives provided their school updates.

Director Matt Bruns announced the two new student board representatives for the 2025-26 school year as Avery Durfree and Shyla Henson.

The Building and Construction Fund Project update was provided by Jennifer Seubert.

The Legal Data Request Update was provided by Cathy Moen.

The ISD 917 update was provided by Mark Zuzek.

The AMSD update was provided by Matt Bruns.

The Community Collaboration Committee update was provided by Melissa Millner, no meetings held since the last update.

The Facilities, Finance and Joint Powers Committee update was provided by Mark Zuzek.

The NAPAC Committee update was provided by Matt Bruns.

The Student School Board Committee update was provided by Matt Bruns.

The Policy Committee update was provided by Jessica Dressely.

A motion to approve the Consent Agenda was made by Jessica Dressely and seconded by Melissa Millner. With a vote of 5 ayes, and 0 nays, the motion carried unanimously. The following items were approved under the consent agenda:

- Meeting Minutes from 4/23/25 Regular Meeting; Special Meetings: 4/29/25, 5/6/25, 5/12/25, 5/13/25; Closed Special Meeting: 5/12/25.
- April Bills Payable
- Personnel Report
- Policies after Third Reading: 101.1, 101.2, 413, 704, 902
- Procedures: 604.1PR, 606.1PR, 606.2PR
- Science Curriculum Approval of Amplify
- STEM Curriculum Approval of Museum of Science Engineering and Youth Engineering
- Show Choir Trip Approval - June 15 & 16 to Illinois
- Solar Panel Location at Kennedy Elementary
- 2025-26 Food Service Vendors (Upper Lakes Foods, Prairie Farms Dairy, Trio Supply)
- MOU - ISD917 Itinerant Services
- Dakota County Voting Equipment Cost Sharing Agreement
- 2025-26 Budget Adjustments
- BoardBook Renewal

A motion was made by Mark Zuzek to approve the ISD917 LTFM and amended to waive the reading and was seconded by Elaine Mikel-Mulder. Roll call vote was taken by Melissa Millner. With a vote of 7 ayes and 0 nays, the motion carries.

Discussion was requested by Chair Tate in regards to MSHSL Resolution prior to action. After discussion, a motion was made by Chair Tate to postpone the vote until July 23, 2025 Regular Board Meeting and was seconded by Mark Zuzek. With a vote of 7 ayes and 0 nays, the motion carries.

A motion was made by Jessica Dressely to approve the MNDOT Lease Extension and was seconded by Melissa Millner. With a vote of 7 ayes and 0 nays, the motion carries.

Clerk Melissa Millner left the meeting at 6:40 pm.

Jennifer Seubert presented the 2025-2026 Adopted Budget. A motion was made by Mark Zuzek to approve the 2025-2026 Adopted Budget and was seconded by Philip Biermaier. With a vote of 6 ayes and 0 nays, the motion carries.

A motion was made by Mark Zuzek to approve the 2025-2028 Superintendent contract and was seconded by Elaine Mikel-Mulder. With a vote of 6 ayes and 0 nays, the motion carries.

A motion was made by Matt Bruns to approve the 2025-2026 Student school board representatives and was seconded by Philip Biermaier. With a vote of 6 ayes and 0 nays, the motion carries.

Future meetings were presented and discussed by Chair Tate.

With no further business to discuss, a motion was made to adjourn the meeting by Mark Zuzek and seconded by Philip Biermaier. With a vote of 6 ayes and 0 nays, the motion carried unanimously.

The meeting was adjourned at 6:51 PM.

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

A Special Meeting of the School Board of Independent School District No. 200, Hastings, Minnesota, was held on Wednesday, May 28, 2025 at the Hastings School District Office Conference Room A.

The meeting was called to order at 5:02 PM by Chair Tate.

The following board members were present: Philip Biermaier, Matt Bruns, Jessica Dressely, Elaine Mikel-Mulder, Melissa Millner, Carrie Tate, and Mark Zuzek. Also present were Superintendent Champa, Director Jennifer Seubert and Director Cathy Moen.

A motion was made by Mark Zuzek to move to a closed session pursuant to Minnesota Statute 13D.03 to discuss labor negotiations strategy and seconded by Philip Biermaier. Those voting in favor: Philip Biermaier, Matt Bruns, Jessica Dressely, Elaine Mikel-Mulder, Melissa Millner, Carrie Tate, and Mark Zuzek. Motion carried unanimously.

Meeting moved to a closed session at 5:03 pm.

A motion was made by Matt Bruns to move to an open meeting and seconded by Elaine Mikel-Mulder. Those voting in favor: Philip Biermaier, Matt Bruns, Jessica Dressely, Elaine Mikel-Mulder, Melissa Millner, Carrie Tate, and Mark Zuzek. Motion carried unanimously.

A motion was made to adjourn the meeting by Mark Zuzek and seconded by Elaine Mikel-Mulder. Those voting in favor: Philip Biermaier, Matt Bruns, Jessica Dressely, Elaine Mikel-Mulder, Melissa Millner, Carrie Tate, and Mark Zuzek. Motion carried unanimously.

The meeting was adjourned at 6:57 PM.

**HR PERSONNEL REPORT**

**Board Meeting Date:**

**6.25.25**

**RETIREMENT/RESIGNATION/TERMINATION**

<b>NAME</b>	<b>STATUS</b>	<b>ASSIGNMENT</b>	<b>EMPLOYEE GROUP</b>	<b>EFFECTIVE DATE</b>
Byrnes, Amanda	Layoff	Instructional Lab Tech; 8 Hours / Day Kennedy Elementary	Technology	June 6, 2025
Iverson, Danielle	Resignation	Substitute Nurse; Hours Vary District Wide	N/A	June 5, 2025
Livingston, Wendy	Layoff	Instructional Lab Tech; 8 Hours / Day Pinecrest Elementary	Technology	June 6, 2025
Nicolai, Ashlee	Resignation	Special Education Teacher; 1.0 FTE Hastings Middle School	ED MN - Teachers	June 6, 2025
Shofner, Beth	Layoff	Instructional Lab Tech; 8 Hours / Day McAuliffe Elementary	Technology	June 6, 2025

**NEW HIRES**

<b>NAME</b>	<b>ASSIGNMENT</b>	<b>SALARY PLACEMENT/HOURLY RATE</b>	<b>EMPLOYEE GROUP</b>	<b>EFFECTIVE DATE</b>
Anderson, Barbara	ESY Nurse; 4.25 Hours / Day McAuliffe Elementary	\$31.42 / Hour	N/A	June 16, 2025 - July 3, 2025
Anderson, Deb	Camp Horizons Asst Staff; Hours Vary Tilden	\$15.30 / Hour	N/A	June 9, 2025 - August 22, 2025
Atkins, Elle	Camp Horizons Summer Instructor; Hours Vary Tilden	\$18.00 / Hour	N/A	June 9, 2025 - August 22, 2025
Berg, Linda	ESY Instructional Assistant; 3.5 Hours / Day McAuliffe Elementary	\$22.00 / Hour	N/A	June 9, 2025 - July 3, 2025
Boudreau, Janice	Camp Horizons Summer Asst; Hours Vary Tilden	\$18.25 / Hour	N/A	June 9, 2025 - August 22, 2025
Boudreau, Mia	Camp Horizons Summer Asst; Hours Vary Tilden	\$18.25 / Hour (Corrected rate of pay)	N/A	June 9, 2025 - August 22, 2025
Brown, Mackenzie	Food Service Substitute; Hours Vary District Wide	\$17.50 / Hour	N/A	May 22, 2025
Butler, Temira	Summer School Teacher; 58 Hours Total Hastings High School	\$37.00 / Hour	N/A	June 9, 2025 - June 27, 2025
Carter, Emma	SPARK 2.0 Instructor; 64 Total Hours Community Education	\$18.75 / Hour	N/A	July 7, 2025
Chapeau, Brenda	ESY Instructional Asst SpEd; 3.75 Hours / Day District Wide	\$22.00 / Hour	N/A	June 9, 2025 - July 3, 2025
Condon, Mackenzie	Camp Horizons Asst Staff; Hours Vary Tilden	\$15.30 / Hour	N/A	June 9, 2025 - August 22, 2025
Davis, Amy	Summer School Teacher Sub; Hours Vary McAuliffe Elementary	\$37.00 / Hour	N/A	June 16, 2025 - July 3, 2025
Doty, Logan	Camp Horizons PSA; Hours Vary Tilden	\$22.00 / Hour	N/A	June 9, 2025 - August 22, 2025
Duncan, Linda	Food Service Substitute; Hours Vary District Wide	\$17.50 / Hour	N/A	May 29, 2025

Eichmann, Andrea	Summer School Teacher; 51 Hours Total Hastings Middle School	\$37.00 / Hour	N/A	June 16, 2025 - July 3, 2025
Fenton, Alexya	Camp Horizons Student Asst; Hours Vary Tilden	\$11.25 / Hour	N/A	June 9, 2025 - August 22, 2025
Gieske, Madilyn	Grade 2 Summer School Teacher; 51 Hours Total McAuliffe Elementary	\$37.00 / Hour	N/A	June 16, 2025 - July 3, 2025
Gullicks, Kristen	Summer School Teacher; 51 Hours Total Hastings Middle School	\$37.00 / Hour	N/A	June 16, 2025 - July 3, 2025
Haberkorn, Kristyn	Summer School Teacher; 51 Hours Total Hastings Middle School	\$37.00 / Hour	N/A	June 16, 2025 - July 3, 2025
Hagen, Emma	ESY Instructional Assistant; 3.5 Hours / Day Hastings Middle School	\$22.00 / Hour	N/A	June 16, 2025 - July 3, 2025
Halbach, Nicole	Camp Horizons PSA; Hours Vary Tilden	\$22.00 / Hour	N/A	June 9, 2025 - August 22, 2025
Hardy, Kathleen	ESY Instructional Assistant; 3.5 Hours / Day McAuliffe Elementary	\$22.00 / Hour	N/A	June 9, 2025 - July 3, 2025
Hedin, Lisa	Flag Football Official; 2 Total Hours Community Education	\$80.00 / Hour	N/A	May 15, 2025
Horsch, Jeffrey	Summer Grounds Worker; Hours Vary District Wide	\$16.00 / Hour	N/A	April 7, 2025 - August 29, 2025
Kleis, Kate	Camp Horizons Student Asst; Hours Vary Tilden	\$11.25 / Hour	N/A	June 9, 2025 - August 22, 2025
Kreuser, Kyle	Summer Grounds Worker; Hours Vary District Wide	\$16.00 / Hour	N/A	June 13, 2025 - August 22, 2025
Lentz, Alexis	Camp Horizons Asst Staff Sub; Hours Vary Tilden	\$15.30 / Hour	N/A	June 9, 2025 - August 22, 2025
Mailhot, Marlene	ESY Instructional Assistant; 3.5 Hours / Day Hastings Middle School	\$22.00 / Hour	N/A	June 16, 2025 - July 3, 2025
Mann, Hannah	Camp Horizons Asst Staff Sub; Hours Vary Tilden	\$15.30 / Hour	N/A	June 9, 2025 - August 22, 2025
Marthaler, Hailey	Camp Horizons Summer Instructor; Hours Vary Tilden	\$18.00 / Hour	N/A	June 9, 2025 - August 22, 2025
Maus, Kris	Summer School Teacher; 58 Hours Total Hastings High School	\$37.00 / Hour	N/A	June 9, 2025 - June 27, 2025
McGinnis, Grace	Camp Horizons Asst Staff Sub; Hours Vary Tilden	\$15.30 / Hour	N/A	June 9, 2025 - August 22, 2025
McNamara, Patricia	Summer School Teacher; 58 Hours Total Hastings High School	\$37.00 / Hour	N/A	June 9, 2025 - June 27, 2025
McTague, Jillian	Camp Horizons Student Asst; Hours Vary Tilden	\$11.25 / Hour	N/A	June 9, 2025 - August 22, 2025
McTague, Sarah	ESY Instructional Assistant; 3.5 Hours / Day McAuliffe Elementary	\$22.00 / Hour	N/A	June 9, 2025 - July 3, 2025
Meyer, Cassidy	Camp Horizons PSA; Hours Vary Tilden	\$22.00 / Hour	N/A	June 9, 2025 - August 22, 2025

Meyer, Sue	Camp Horizons PSA; Hours Vary Tilden	\$22.00 / Hour	N/A	June 9, 2025 - August 22, 2025
Myrick, Michelle	Camp Horizons PSA; Hours Vary Tilden	\$22.00 / Hour	N/A	June 9, 2025 - August 22, 2025
Myrick, Michelle	ESY Instructional Assistant; 3.5 Hours / Day McAuliffe Elementary	\$22.00 / Hour	N/A	June 9, 2025 - July 3, 2025
Oviatt, Jessica	Camp Horizons PSA; Hours Vary Tilden	\$22.00 / Hour	N/A	June 9, 2025 - August 22, 2025
Peterson, Nicole	Summer School Teacher; 58 Hours Total Hastings High School	\$37.00 / Hour	N/A	June 9, 2025 - June 27, 2025
Reinartz, Jen	ESY Summer SLP; 51 Total Hours McAuliffe Elementary	\$37.00 / Hour	N/A	June 16, 2025 - July 3, 2025
Reuter, Lauren	Camp Horizons Asst Staff; Hours Vary Tilden	\$15.30 / Hour	N/A	June 9, 2025 - August 22, 2025
Richards, Tayza	Food Service Substitute; Hours Vary District Wide	\$17.50 / Hour	N/A	May 22, 2025
Robertson, Tony	Custodian; 8 Hours / Day Hastings High School	\$22.44 / Hour	Custodian	June 12, 2025
Ryan, Rachel	Summer School Teacher; 61.75 Total Hours Hastings High School	\$37.00 / Hour	N/A	June 9, 2025 - June 27, 2025
Sakakibara, Anri	Tennis Instructor; 63 Total Hours Community Education	\$18.00 / Hour	N/A	June 16, 2025
Schappa, Teresa	SPARK 2.0 Instructor; 64 Total Hours Community Education	\$18.75 / Hour	N/A	July 7, 2025
Schultz, Peter	Summer School Teacher; 58 Hours Total Hastings High School	\$37.00 / Hour	N/A	June 9, 2025 - June 27, 2025
Schweiger, Ashlee	Camp Horizons Asst Staff Sub; Hours Vary Tilden	\$15.30 / Hour	N/A	June 9, 2025 - August 22, 2025
Senske, Stacy	Summer School Teacher Sub; Hours Vary McAuliffe Elementary	\$37.00 / Hour	N/A	June 16, 2025 - July 3, 2025
Simpson, Grace	Camp Horizons Student Asst; Hours Vary Tilden	\$11.25 / Hour	N/A	June 9, 2025 - August 22, 2025
Singer, Nancy	Summer School Teacher; 51 Hours Total Hastings Middle School	\$37.00 / Hour	N/A	June 16, 2025 - July 3, 2025
St. John, Samantha	Camp Horizons Summer Asst; Hours Vary Tilden	\$18.25 / Hour (Corrected rate of pay)	N/A	June 9, 2025 - August 22, 2025
St. John, Samantha	ESY Instructional Assistant SpEd; 3.75 Hours / Day District Wide	\$22.00 / Hour	N/A	June 9, 2025 - July 3, 2025
St. John, Samantha	Paraprofessional Substitute; Hours Vary District Wide	\$19.40 / Hour	N/A	May 29, 2025
Teal, Christine	Camp Horizons PSA; Hours Vary Tilden	\$22.00 / Hour	N/A	June 9, 2025 - August 22, 2025
Terry, Darlene	Camp Horizons Asst Staff Sub; Hours Vary Tilden	\$15.30 / Hour	N/A	June 9, 2025 - August 22, 2025

Thuet, Teresa	Camp Horizons PSA; Hours Vary Tilden	\$22.00 / Hour	N/A	June 9, 2025 - August 22, 2025
Thurmes, Tanya	Camp Horizons Asst Staff Sub; Hours Vary Tilden	\$15.30 / Hour	N/A	June 9, 2025 - August 22, 2025
Trembath, Linnzi	Camp Horizons PSA; Hours Vary Tilden	\$22.00 / Hour	N/A	June 9, 2025 - August 22, 2025
Trembath, Vivian	Camp Horizons Student Asst; Hours Vary Tilden	\$15.30 / Hour	N/A	June 9, 2025 - August 22, 2025
VanGuilder, Abigail	Camp Horizons Asst Staff; Hours Vary Tilden	\$15.30 / Hour	N/A	June 9, 2025 - August 22, 2025
Vieth, Katherine	Camp Horizons Student Asst; Hours Vary Tilden	\$11.25 / Hour	N/A	June 9, 2025 - August 22, 2025
Waage, Christian	Summer School Teacher; 58 Hours Total Hastings High School	\$37.00 / Hour	N/A	June 9, 2025 - June 27, 2025
Wayne, Chris	Summer School Teacher; 51 Hours Total Hastings Middle School	\$37.00 / Hour	N/A	June 16, 2025 - July 3, 2025
Webster, Loral	Summer School Teacher; 61.75 Total Hours Hastings High School	\$37.00 / Hour	N/A	June 9, 2025 - June 27, 2025
Wehrkamp Herman, Kristine	Superintendent District Wide	\$200,000 Annually	N/A	July 1, 2025
Welch, Marissa	Tennis Instructor; 63 Total Hours Community Education	\$35.00 / Hour	N/A	June 16, 2025
Werner, Laurel	Camp Horizons Summer Nurse; Hours Vary Tilden	\$25.98 / Hour	N/A	June 9, 2025 - August 22, 2025
Weston, Sunny	Camp Horizons Student Asst; Hours Vary Tilden	\$11.25 / Hour	N/A	June 9, 2025 - August 22, 2025
Whitehill Conover, Augustin	Tennis Instructor; 63 Total Hours Community Education	\$15.00 / Hour	N/A	June 16, 2025
Wilson, Elijah	Camp Horizons Asst Staff; Hours Vary Tilden	\$15.30 / Hour	N/A	June 9, 2025 - August 22, 2025
Wolff, Breanna	Summer School Teacher Sub; Hours Vary McAuliffe Elementary	\$37.00 / Hour	N/A	June 16, 2025 - July 3, 2025
Zuzek, Alex	Tennis Instructor; 63 Total Hours Community Education	\$35.00 / Hour	N/A	June 16, 2025

**ASSIGNMENT CHANGES**

NAME	FROM	TO	EMPLOYEE GROUP	EFFECTIVE DATE(S)
Bauer, Polly	Paraprofessional; 6.25 Hours / Day McAuliffe Elementary	Paraprofessional Substitute; Hours Vary District Wide	N/A	July 1, 2025
D'Alimonte, Jennifer	\$26.75 / Hour Hastings High School	\$27.45 / Hour Hastings High School	Custodian	May 21, 2025

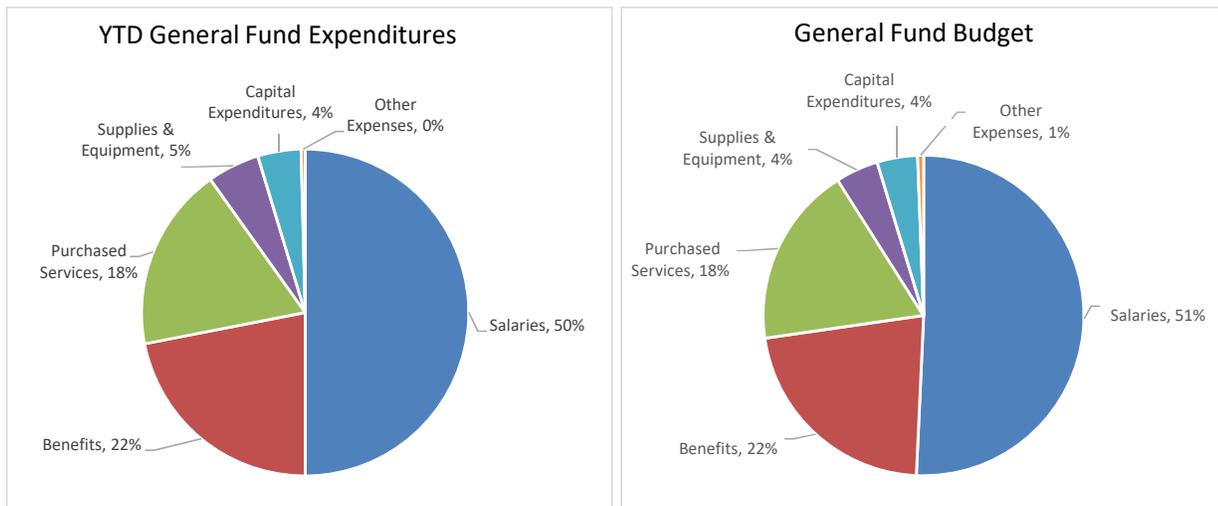
**HASTINGS ISD #200 BOARD REPORT FOR THE MONTH ENDING: May 2025**

**EXPENDITURE TOTALS**

	<b>FY 2025 Budget (REV)</b>	<b>**Monthly Expenditures</b>	<b>Year-to-Date Expenditures</b>	<b>Remaining Balance</b>	<b>% Spent</b>
General Fund (01)					
100 Salaries	34,391,243	2,941,311	26,728,897	7,662,346	78%
200 Benefits	14,940,629	1,174,891	11,743,420	3,197,209	79%
300 Purchased Services	12,392,304	1,085,139	9,748,378	2,643,927	79%
400 Supplies & Equipment	2,934,459	322,837	2,770,618	163,842	94%
500 Capital Expenditures	2,777,663	76,950	2,289,374	488,289	82%
800 Other Expenses	391,068	6,556	204,682	186,387	52%
	<b>67,827,366</b>	<b>5,607,684</b>	<b>53,485,368</b>	<b>14,341,998</b>	<b>79%</b>
Food Service Fund (02)	3,530,227	361,788	3,109,638	420,589	<b>88%</b>
Community Service Fund (04)	2,864,210	249,845	2,617,993	246,217	<b>91%</b>
Building Construction Fund (06)	2,699,440	115,535	2,022,660	676,780	<b>75%</b>
Debt Service Fund (07)	20,619,675	750	20,619,875	(200)	<b>100%</b>
Student Activities Fund (10)	250,000	45,706	265,637	(15,637)	<b>106%</b>
Deferred Accounts- Donations/Misc Fund (11)	640,619	159,665	630,841	9,778	<b>98%</b>
Scholarships Fund (12)	120,000	9,140	127,140	(7,140)	<b>106%</b>
<b>Totals</b>	<b>\$98,551,537</b>	<b>\$6,550,112</b>	<b>\$82,879,153</b>	<b>\$15,672,384</b>	

\*\* Monthly expenditures include payroll, finance and encumbrances.

\*\* Some payments are coded to revenue codes and are not included in above monthly expenditures but are included on payment registers.



**PAYROLL DISBURSEMENTS**

Checks & Direct Deposits	5/1/2025	5/31/2025	2,102,461	Pay dates 5/5 and 5/20 Bd. Share \$411,817
Liability Checks & Wires	5/1/2025	5/31/2025	1,506,203	
<b>Total</b>			<b>\$3,608,664</b>	

**FINANCE DISBURSEMENTS**

Checks & Wires	5/1/2025	5/31/2025	1,664,785
<b>Total</b>			<b>\$1,664,785</b>

**SELF-FUNDED INSURANCE**

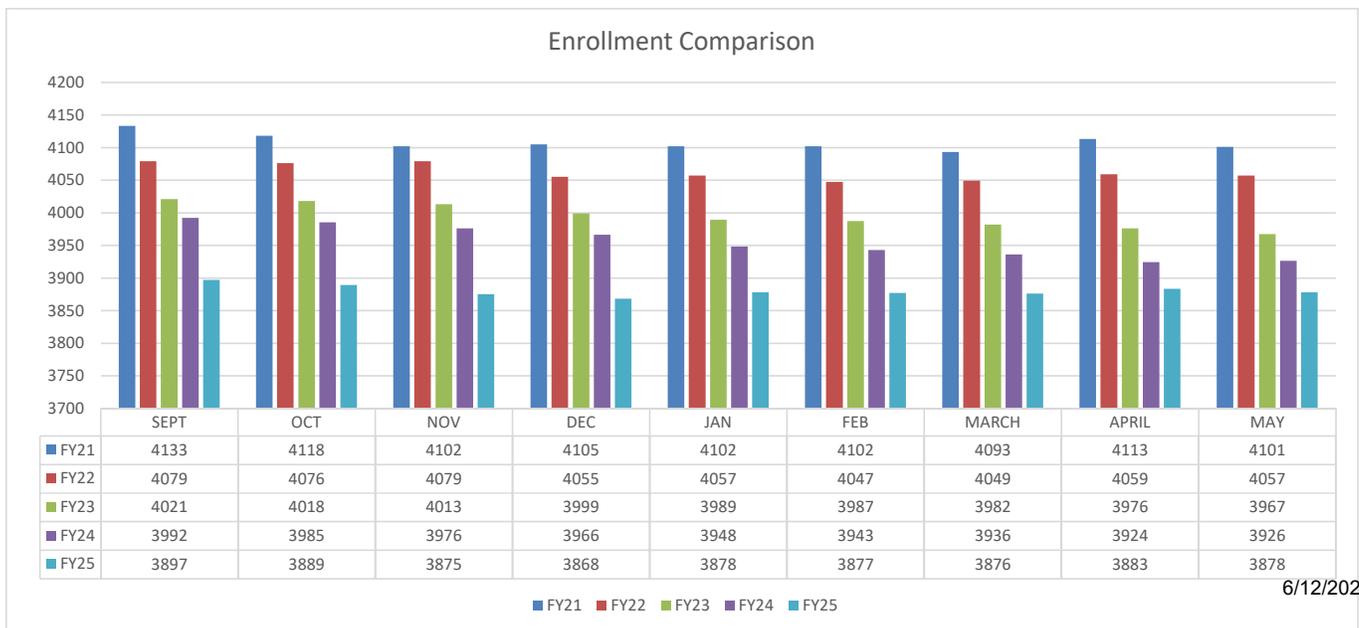
	<b>Revenue YTD</b>	<b>Expenses YTD</b>	<b>YTD Balance</b>
Dental	710,793	620,694	\$90,099
Health	9,168,389	8,081,954	\$1,086,435

**ELECTRONIC FUND TRANSFERS**

<u>Date</u>	<u>From</u>	<u>To</u>	<u>Amount</u>	<u>Description</u>
5/2/2025	MSDLAF General	MSDLAF Health Self Funded	30,867.96	Health Insurance
5/2/2025	MSDLAF General	MSDLAF AP	2,891.39	Accounts Payable
5/2/2025	MSDLAF General	MSDLAF Health Self Funded	768,953.74	Health Insurance
5/5/2025	MSDLAF Flex	MSDLAF General	31,367.95	Payroll
5/5/2025	MSDLAF General	MSDLAF Payroll	1,707,635.62	Payroll
5/5/2025	Merchants Bank	MSDLAF General	50,000.00	Local Receipts
5/5/2025	MSDLAF General	MSDLAF Flex	20,569.15	Payroll
5/9/2025	MSDLAF General	MSDLAF AP	67,713.06	Accounts Payable
5/9/2025	MSDLAF General	MSDLAF Payroll	13,585.90	Payroll
5/12/2025	Merchants Bank	MSDLAF General	50,000.00	Local Receipts
5/12/2025	MSDLAF General	Vermillion Bank	7,996.41	Local Receipts
5/15/2025	MSDLAF General	MSDLAF AP	17,216.01	Accounts Payable
5/15/2025	MSDLAF General	MSDLAF AP	470,690.93	Accounts Payable
5/16/2025	MSDLAF General	MSDLAF AP	31,047.02	Accounts Payable
5/19/2025	MSDLAF General	MSDLAF Health Self Funded	30,630.60	Health Insurance
5/19/2025	MSDLAF General	MSDLAF AP	993.21	Accounts Payable
5/20/2025	Merchants Bank	MSDLAF General	125,000.00	Local Receipts
5/20/2025	MSDLAF General	MSDLAF Flex	24,015.39	Payroll
5/20/2025	MSDLAF General	MSDLAF Payroll	1,881,125.45	Payroll
5/23/2025	MSDLAF General	MSDLAF AP	71,308.58	Accounts Payable
5/27/2025	MSDLAF General	MSDLAF GeneralMAX	5,000,000.00	Exchange
5/27/2025	MSDLAF General	MSDLAF AP	3,684.47	Accounts Payable
5/29/2025	MSDLAF General	MSDLAF Health Self Funded	100.00	Health Insurance
5/29/2025	MSDLAF General	MSDLAF Payroll	3,991.35	Payroll
5/29/2025	MSDLAF General	MSDLAF Dental Self Funded	61,577.91	Dental Insurance
5/30/2025	MSDLAF Bond Proceeds	MSDLAF General	6,486.00	Accounts Payable
5/30/2025	MSDLAF General	MSDLAF AP	969,971.02	Accounts Payable
5/30/2025	MSDLAF General	MSDLAF Scholarship	32,944.93	Local Receipts
5/30/2025	MSDLAF General	MSDLAF AP	24,778.50	Accounts Payable
			<u>\$11,507,142.55</u>	

**ENROLLMENT**

<u>GRADE</u>	<u>COUNT</u>	<u>SCHOOL</u>	<u>COUNT</u>
K	260	HALC	33
1	260	High School	1294
2	281	Middle School	1177
3	283	Kennedy Elementary	466
4	290	Pinecrest Elementary	431
5	282	McAuliffe Elementary	477
6	297		3878
7	307		
8	291		
9	302		
10	331	Elementary	1374
11	359	Middle School	1177
12	335	High School/HALC	1327
	3878	<b>Total District</b>	<b>3878</b>



INDEPENDENT SCHOOL DISTRICT NO. 200  
Hastings High School and Middle School  
Extra Curricular Student Activity Accounts  
Statement of Receipts and Disbursements  
Year ended June 30, 2025  
Current Statement as of 5/31/2025

<b>Crs Code</b>	<b>Activity Account</b>	<b>Balance 7/1/2024</b>	<b>Receipts</b>	<b>Disbursements</b>	<b>Subtotal (Less Interest)</b>	<b>Interest Earned</b>	<b>Balance 5/31/2025</b>
601	Art Club	389.29	5,647.00	5,719.30	316.99	23.7713	340.76
608	AVID	3,537.27	0.00	374.85	3,162.42	105.9741	3,268.39
602	Band	12,069.74	15,753.63	24,987.39	2,835.98	344.1226	3,180.10
605	Basketball - Boys	3,375.11	0.00	1,722.57	1,652.54	68.1241	1,759.96
609	Choir Tour	1,713.20	0.00	0.00	1,713.20	52.1769	1,765.38
610	Cross Country Running	290.32	1,173.00	934.00	529.32	18.8174	548.14
613	Fellowship Christian Athletes (FCA)	2,478.49	3,885.00	2,036.12	4,327.37	108.7050	4,436.07
615	Gymnastics	4,376.24	2,912.00	3,215.50	4,072.74	130.4379	4,203.18
616	French Honor Society (FHS)	1,453.27	804.00	760.30	1,496.97	47.4168	1,544.39
622	Marching Band	36,853.69	57,284.53	64,888.47	29,249.75	791.9043	30,041.65
<b>675</b>	<b>INTEREST EARNED</b>	<b>0.00</b>	<b>5,918.34</b>	<b>45.00</b>	<b>5,873.34</b>	<b>-</b>	<b>0.00</b>
623	National Honor Society (NHS)	2,356.95	9,043.00	8,664.16	2,735.79	99.4259	2,835.22
625	Nordic Skiing	382.57	147.00	180.67	348.90	10.8315	359.73
626	Orchestra	278.74	0.00	0.00	278.74	8.4893	287.23
618	Peer Helpers	18.55	185.00	103.36	100.19	2.9138	103.10
632	Show Choir	36,140.07	85,091.36	78,686.04	42,545.39	1,526.3823	44,071.77
647	Spanish Club	6,498.83	6,665.55	7,816.98	5,347.40	189.6332	5,537.03
650	Student Council	57,778.41	38,018.00	46,235.62	49,560.79	1,622.4155	51,183.21
652	Tennis - Boys	3,733.32	370.00	636.98	3,466.34	102.0661	3,568.41
653	Tennis - Girls	918.97	2,303.35	1,948.70	1,273.62	44.6635	1,318.28
655	Thespians	565.57	0.00	440.24	125.33	15.1621	140.49
656	Track	14,031.40	7,532.20	10,659.44	10,904.16	393.5030	11,297.66
654	Ultimate Frisbee	25.23	2,301.19	675.00	1,651.42	14.4484	1,665.87
659	Wrestling	629.12	0.00	0.00	629.12	19.1604	648.28
665	Middle School Yearbook	14.01	0.00	0.00	14.01	0.4267	14.44
666	Middle School Student Council	4,821.46	5,880.18	4,906.00	5,795.64	132.3680	5,928.01
		<b>194,729.82</b>	<b>250,914.33</b>	<b>265,636.69</b>	<b>180,007.46</b>	<b>5,873.3400</b>	<b>180,007.46</b>

INDEPENDENT SCHOOL DISTRICT NO. 200  
HASTINGS, MINNESOTA  
TREASURER'S REPORT TO SCHOOL BOARD

May 2025 Investment Reconciliation - %-104-%

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	BALANCE END OF MONTH
GENERAL FUND - 01	11,000,000.00	0.00	0.00	11,000,000.00
SCHOLARSHIP FUND - 12	10,000.00	0.00	0.00	10,000.00
DENTAL SELF FUNDED - 20	488,000.00	0.00	0.00	488,000.00
HEALTH SELF FUNDED - 21	2,000,000.00	0.00	0.00	2,000,000.00
<b>TOTALS</b>	<b>13,498,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b><u>13,498,000.00</u></b>

RECONCILEMENT OF TREASURER'S BALANCE WITH BANK

DESCRIPTION	BALANCE PER BANK STATEMENT	OTHER RECONCILING ITEMS	BALANCE PER TREASURER'S BOOKS
Certificates of Deposit - MSDLAF - General	0.00	0.00	0.00
Term - MSDLAF - General	11,000,000.00	0.00	11,000,000.00
Scholarship CD	10,000.00	0.00	10,000.00
Certificates of Deposit - MSDLAF - Dental	488,000.00	0.00	488,000.00
Term - MSDLAF - Health	2,000,000.00	0.00	2,000,000.00
<b>TREASURER'S BALANCE</b>	<b>13,498,000.00</b>	<b>0.00</b>	<b><u>13,498,000.00</u></b>

INDEPENDENT SCHOOL DISTRICT NO. 200  
HASTINGS, MINNESOTA  
TREASURER'S REPORT TO SCHOOL BOARD

May 2025 Bank Reconciliation

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	JOURNAL ENTRIES	BALANCE END OF MONTH
GENERAL FUND- 01	25,604,078.47	10,722,249.53	(2,864,212.28)	(2,608,315.90)	30,853,799.82
FOOD SERVICE FUND - 02	449,352.86	379,876.79	(194,128.90)	(180,458.25)	454,642.50
COMMUNITY ED - 04	549,895.77	138,639.25	(49,345.98)	(197,535.01)	441,654.03
BUILDING CONSTRUCTION - 06	795,472.14	2,774.04	(55,375.76)	0.00	742,870.42
DEBT REDEMPTION - 07	2,528,546.32	0.00	(750.00)	0.00	2,527,796.32
STUDENT ACTIVITY FUND -10	202,622.60	22,291.19	(45,611.83)	(94.50)	179,207.46
DEFERRED ACCOUNTS - 11	572,790.40	149,462.42	(65,698.54)	(16,423.65)	640,130.63
SCHOLARSHIP - 12	263,725.82	33,894.80	(10,140.00)	0.00	287,480.62
TRUST - 18	0.00	0.00	0.00	0.00	0.00
DENTAL SELF FUNDED - 20	924,285.73	3,205.62	(58,697.83)	61,577.91	930,371.43
HEALTH SELF FUNDED -21	3,385,942.74	9,861.41	(1,109,112.03)	840,366.61	3,127,058.73
OPEB PERA/CE TRUST - 45	6,909,091.92	0.00	0.00	24,401.51	6,933,493.43
<b>TOTALS</b>	<b>42,185,804.77</b>	<b>11,462,255.05</b>	<b>(4,453,073.15)</b>	<b>(2,076,481.28)</b>	<b>47,118,505.39</b>

RECONCILEMENT OF TREASURER'S BALANCE WITH BANK

DESCRIPTION	BALANCE PER BANK STATEMENT	OUTSTANDING CHECKS	OUTSTANDING DEPOSITS	OTHER RECONCILING ITEMS	BALANCE PER TREASURER'S BOOKS
Merchants Bank	112,677.25	0.00	0.00	72.33	112,749.58
MSDLAF AP	1,150,892.70	(1,049,585.75)	0.00	(179.99)	101,126.96
MSDLAF Payroll	132,409.28	(32,399.41)	0.00	0.00	100,009.87
MSDLAF Scholarship	291,620.62	(4,140.00)	0.00	0.00	287,480.62
MSDLAF General	35,196,153.59	0.00	14,937.12	0.00	35,211,090.71
MSDLAF Flex	193,513.51	0.00	0.00	0.00	193,513.51
MSDLAF Dental Self Funded	945,507.41	(15,135.98)	0.00	0.00	930,371.43
MSDLAF Health Self Funded	2,348,540.68	0.00	0.00	(300.00)	2,348,240.68
MSDLAF Bond Proceeds	737,572.85	(11,178.98)	0.00	0.00	726,393.87
Vermillion Bank	181,528.68	(13,805.95)	0.00	0.00	167,722.73
MidAmerica - CE Trust	0.00	0.00	0.00	0.00	0.00
OPEB PERA/CE Trust Account	6,939,805.43	0.00	0.00	0.00	6,939,805.43
<b>TREASURER'S BALANCE</b>	<b>48,230,222.00</b>	<b>(1,126,246.07)</b>	<b>14,937.12</b>	<b>(407.66)</b>	<b>47,118,505.39</b>

# HASTINGS PUBLIC SCHOOLS

## Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
											Void	Date	
MB	P511MB	110835		Wire	1	10229	MERCHANTS BANK FEES		No	Yes	No	05/13/2025	68.10
												Bank Total:	\$68.10
USAP	P51102	110831		Wire	1	11575	ARBITERSPORTS LLC - WIRE		No	Yes	No	05/09/2025	7,500.00
USAP	P510A	110836		Wire	1	11387	AMAZON CAPITAL SERVICES, INC		No	No	No	05/14/2025	14,883.10
USAP	P51115	110937		Wire	1	10920	AFFINETY - MERCH BANK FEES (WIRE)		No	Yes	No	05/15/2025	2,012.29
USAP	P51115	110938		Wire	1	2976	SALES TAX (MN DEPT REVENUE)		No	Yes	No	05/15/2025	112.00
USAP	P51115	110939		Wire	1	9012	PITNEY BOWES POSTAGE BY PHONE		No	Yes	No	05/15/2025	50.00
USAP	P51115	110940		Wire	1	9935	ELEYO FEES		No	Yes	No	05/15/2025	5,533.81
USAP	P510B	111025		Wire	1	9557	BMO HARRIS BANK NA		No	Yes	No	05/28/2025	22,556.37
USAP	P51130	111113		Wire	1	3167	MSDLAF BANK FEES		No	Yes	No	05/30/2025	199.59
USAP	P50104	107769	835440	Check	1	11983	R5 LAURA STEFFEL		Yes	No	Yes	05/16/2025	(79.50)
USAP	P51101	110780	837755	Check	1	7120	R2 BSN SPORTS LLC		Yes	No	No	05/02/2025	986.35
USAP	P51101	110774	837756	Check	1	1328	DEWALL, JOHN		Yes	No	No	05/02/2025	122.73
USAP	P51101	110779	837757	Check	1	4980	HANSON, TRENT		Yes	No	No	05/02/2025	176.42
USAP	P51101	110775	837758	Check	1	1582	HILLYARD INC-MINNEAPOLIS		Yes	No	No	05/02/2025	269.96
USAP	P51101	110778	837759	Check	1	3070	PINECREST PETTY CASH ACCOUNT		Yes	No	No	05/02/2025	484.33
USAP	P51101	110772	837760	Check	1	11776	REARDON, JOSEPH		Yes	No	No	05/02/2025	59.50
USAP	P51101	110773	837761	Check	1	11996	STOCKDALE, SCOTT		Yes	No	No	05/02/2025	19.00
USAP	P51101	110776	837762	Check	1	2519	TEAM SPORTING GOODS		Yes	No	No	05/02/2025	713.10
USAP	P51101	110777	837763	Check	1	2548	R1 T-MOBILE		Yes	No	No	05/02/2025	60.00
USAP	P51102	110808	837764	Check	1	11571	R1 BLUUM OF MINNESOTA LLC		Yes	No	No	05/09/2025	4,860.00
USAP	P51102	110816	837765	Check	1	1235	CITY OF HASTINGS		Yes	No	No	05/09/2025	21,007.36
USAP	P51102	110826	837766	Check	1	6687	CLARK, DAVID		Yes	No	No	05/09/2025	119.43
USAP	P51102	110817	837767	Check	1	1257	COMPUTER INTEGRATION TECHNOLO		Yes	No	No	05/09/2025	1,611.00
USAP	P51102	110827	837768	Check	1	6745	CULLIGAN OF STILLWATER		Yes	No	No	05/09/2025	466.70
USAP	P51102	110830	837769	Check	1	9816	DAKOTA CITY HERITAGE VILLAGE INC		Yes	No	No	05/09/2025	808.00
USAP	P51102	110818	837770	Check	1	1300	DAKOTA COUNTY TREASURER-AUDITF		Yes	No	No	05/09/2025	701.96
USAP	P51102	110815	837771	Check	1	12143	DESCHAMPE-MORRISON, BRANDON		Yes	No	No	05/09/2025	2,000.00
USAP	P51102	110814	837772	Check	1	12139	DITLEVSON, ALLIE		Yes	No	No	05/09/2025	109.60
USAP	P51102	110823	837773	Check	1	2966	EAGAN HIGH SCHOOL		Yes	No	No	05/09/2025	200.00
USAP	P51102	110812	837774	Check	1	12112	ENCORE EVENTS		Yes	No	No	05/09/2025	1,548.00
USAP	P51102	110829	837775	Check	1	9641	HANSEY, JACLYN		Yes	No	No	05/09/2025	72.17
USAP	P51102	110807	837776	Check	1	1098	HUMBLE, LYNDIE		Yes	No	No	05/09/2025	236.60
USAP	P51102	110809	837777	Check	1	11907	JACKSON, MELISSA		Yes	No	No	05/09/2025	16.60
USAP	P51102	110820	837778	Check	1	1681	JAEGER, KARI		Yes	No	No	05/09/2025	42.98
USAP	P51102	110825	837779	Check	1	5828	JIM CARLSON LEASING CO.		Yes	No	No	05/09/2025	710.00
USAP	P51102	110824	837780	Check	1	3071	KENNEDY PETTY CASH ACCOUNT		Yes	No	No	05/09/2025	452.11

**HASTINGS PUBLIC SCHOOLS**  
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Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void		Amount
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USAP	P51102	110813	837781	Check	1	12135	LARS-ERIK LARSON PIANO REBUILDIN		Yes	No	No	05/09/2025		160.00
USAP	P51102	110828	837782	Check	1	8186	R1 MPCA		Yes	No	No	05/09/2025		386.43
USAP	P51102	110821	837783	Check	1	2054	NARDINI FIRE EQUIPMENT		Yes	No	No	05/09/2025		514.00
USAP	P51102	110822	837784	Check	1	2306	ROSEMOUNT HIGH SCHOOL		Yes	No	No	05/09/2025		490.00
USAP	P51102	110811	837785	Check	1	12058	SPARKPATH		Yes	No	No	05/09/2025		1,025.00
USAP	P51102	110810	837786	Check	1	12034	TEACHERS ON CALL, INC		Yes	No	No	05/09/2025		22,658.46
USAP	P51102	110819	837787	Check	1	1575	TESSIER-MORSE, HAILEN		Yes	No	No	05/09/2025		16.66
USAP	P51115	110911	837788	Check	1	5510	ACCELERATED TECHNOLOGIES		Yes	No	No	05/15/2025		1,039.80
USAP	P51115	110841	837789	Check	1	10630	ALL STRINGS ATTACHED		Yes	No	No	05/15/2025		1,850.00
USAP	P51115	110845	837790	Check	1	10919	R1 ARVIG		Yes	No	No	05/15/2025		1,224.04
USAP	P51115	110878	837791	Check	1	12145	BAKER, LEO		Yes	No	No	05/15/2025		750.00
USAP	P51115	110853	837792	Check	1	11558	BATAGLIA, KATHERINE		Yes	No	No	05/15/2025		48.02
USAP	P51115	110854	837793	Check	1	1156	BIX PRODUCE COMPANY LLC		Yes	No	No	05/15/2025		8,532.31
USAP	P51115	110907	837794	Check	1	3815	BLACK, CHARLES		Yes	No	No	05/15/2025		946.72
USAP	P51115	110908	837795	Check	1	4426	BLICK ART MATERIALS		Yes	No	No	05/15/2025		81.35
USAP	P51115	110909	837796	Check	1	5078	BREDEMUS HARDWARE CO INC		Yes	No	No	05/15/2025		93.36
USAP	P51115	110925	837797	Check	1	8681	CANVAS HEALTH		Yes	No	No	05/15/2025		5,707.02
USAP	P51115	110877	837798	Check	1	1214	CDW GOVERNMENT		Yes	No	No	05/15/2025		975.00
USAP	P51115	110921	837799	Check	1	7911	CENTURYLINK		Yes	No	No	05/15/2025		80.52
USAP	P51115	110850	837800	Check	1	11236	CHORDS AND BOARDS LLC		Yes	No	No	05/15/2025		140.00
USAP	P51115	110866	837801	Check	1	11856	COFFEE MILL INC.		Yes	No	No	05/15/2025		448.00
USAP	P51115	110873	837802	Check	1	12002	COLUMN SOFTWARE PBC		Yes	No	No	05/15/2025		318.05
USAP	P51115	110879	837803	Check	1	1257	COMPUTER INTEGRATION TECHNOLO		Yes	No	No	05/15/2025		1,584.00
USAP	P51115	110837	837804	Check	1	10245	CSTMN LLC		Yes	No	No	05/15/2025		18,581.05
USAP	P51115	110880	837805	Check	1	1286	CUB FOODS		Yes	No	No	05/15/2025		59.08
USAP	P51115	110852	837806	Check	1	11555	CUSTOM COMMUNICATIONS INC		Yes	No	No	05/15/2025		586.57
USAP	P51115	110856	837807	Check	1	11584	DASH SPORTS LLC		Yes	No	No	05/15/2025		2,964.75
USAP	P51115	110926	837808	Check	1	8840	DEFINITIVE TECHNOLOGY SOLUTIONS		Yes	No	No	05/15/2025		2,779.67
USAP	P51115	110927	837809	Check	1	8840	R2 DEFINITIVE TECHNOLOGY SOLUTIONS		Yes	No	No	05/15/2025		214.00
USAP	P51115	110881	837810	Check	1	1319	DEMCO		Yes	No	No	05/15/2025		320.10
USAP	P51115	110851	837811	Check	1	11483	DORAN, SCOTT		Yes	No	No	05/15/2025		154.91
USAP	P51115	110913	837812	Check	1	6190	R2 EDUCATOR BENEFIT CONSULTANTS		Yes	No	No	05/15/2025		566.86
USAP	P51115	110917	837813	Check	1	7457	R1 EXPERIENCE SHOWS LLC		Yes	No	No	05/15/2025		50.00
USAP	P51115	110867	837814	Check	1	11858	FAMILY ACHIEVEMENT CENTER		Yes	No	No	05/15/2025		4,830.75
USAP	P51115	110882	837815	Check	1	1409	FISHER SCIENTIFIC		Yes	No	No	05/15/2025		2,008.95
USAP	P51115	110865	837816	Check	1	11844	FUTURA LANGUAGE PROFESSIONALS		Yes	No	No	05/15/2025		198.00
USAP	P51115	110936	837817	Check	1	9863	R2 GENUINE PARTS COMPANY		Yes	No	No	05/15/2025		147.18
USAP	P51115	110883	837818	Check	1	1457	R1 GIBBS FARM/RCHS		Yes	No	No	05/15/2025		996.00

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USAP	P51115	110928	837819	Check	1 9123		GOODHUE COUNTY ED DISTRICT 6051		Yes	No	No	05/15/2025		15,327.40
USAP	P51115	110884	837820	Check	1 1478		GOPHER SPORT		Yes	No	No	05/15/2025		4,187.97
USAP	P51115	110849	837821	Check	1 11220		GOPHERMODS LLC		Yes	No	No	05/15/2025		79.00
USAP	P51115	110885	837822	Check	1 1482		GRAINGER, W.W..		Yes	No	No	05/15/2025		277.69
USAP	P51115	110886	837823	Check	1 1483		GRAPHIC DESIGN INC		Yes	No	No	05/15/2025		446.00
USAP	P51115	110901	837824	Check	1 3030		GROTH MUSIC		Yes	No	No	05/15/2025		542.35
USAP	P51115	110858	837825	Check	1 11701		HARRIS, BRIGGAN		Yes	No	No	05/15/2025		15.89
USAP	P51115	110906	837826	Check	1 3799		HASTINGS SR HIGH ACTIVITY ACCT		Yes	No	No	05/15/2025		500.00
USAP	P51115	110930	837827	Check	1 9329		HOMETOWN ACE HARDWARE		Yes	No	No	05/15/2025		585.10
USAP	P51115	110876	837828	Check	1 12091		HUIBREGTSE, BRENT		Yes	No	No	05/15/2025		594.35
USAP	P51115	110869	837829	Check	1 11943		IMPERIAL DADE		Yes	No	No	05/15/2025		1,496.09
USAP	P51115	110904	837830	Check	1 3584		INFOPRO LEGAL RESOURCES INC		Yes	No	No	05/15/2025		2,497.50
USAP	P51115	110919	837831	Check	1 7721	R3	INNOVATIVE OFFICE SOLUTIONS		Yes	No	No	05/15/2025		5,289.68
USAP	P51115	110887	837832	Check	1 1665		INTERMEDIATE SCHOOL DIST 917		Yes	No	No	05/15/2025		8,283.58
USAP	P51115	110888	837833	Check	1 1679	R1	J.W. PEPPER & SON INC		Yes	No	No	05/15/2025		63.30
USAP	P51115	110860	837834	Check	1 11726		JOHNSON, STEFANIE		Yes	No	No	05/15/2025		32.76
USAP	P51115	110931	837835	Check	1 9459	R1	KONICA MINOLTA/LOFFLER		Yes	No	No	05/15/2025		2,054.00
USAP	P51115	110874	837836	Check	1 12020		KUMMER, JUSTIN		Yes	No	No	05/15/2025		45.91
USAP	P51115	110933	837837	Check	1 9504		LEONTOVICH, KELCEY		Yes	No	No	05/15/2025		133.99
USAP	P51115	110935	837838	Check	1 9776	R1	LOFFLER COMPANIES		Yes	No	No	05/15/2025		2,154.50
USAP	P51115	110872	837839	Check	1 11985		MASMS		Yes	No	No	05/15/2025		300.00
USAP	P51115	110915	837840	Check	1 6643		MATZEK, KATIE		Yes	No	Yes	05/15/2025		116.48
USAP	P51115	110889	837841	Check	1 1914		MCEA EXECUTIVE OFFICE		Yes	No	No	05/15/2025		185.00
USAP	P51115	110890	837842	Check	1 1942		MENARDS		Yes	No	No	05/15/2025		238.32
USAP	P51115	110929	837843	Check	1 9188		MIKLA, KATIE		Yes	No	No	05/15/2025		31.85
USAP	P51115	110891	837844	Check	1 1975		MINNESOTA CHILDREN'S MUSEUM		Yes	No	No	05/15/2025		570.00
USAP	P51115	110892	837845	Check	1 1977		MINNESOTA COACHES INC		Yes	No	No	05/15/2025		83,205.90
USAP	P51115	110839	837846	Check	1 10500	R4	MRI SOFTWARE LLC		Yes	No	No	05/15/2025		82.45
USAP	P51115	110902	837847	Check	1 3057		MSNA		Yes	No	No	05/15/2025		1,200.00
USAP	P51115	110898	837848	Check	1 2795		MTI DISTRIBUTING, INC.		Yes	No	No	05/15/2025		109.30
USAP	P51115	110920	837849	Check	1 7883	R1	NAC MECHANICAL & ELECRICAL SERV		Yes	No	No	05/15/2025		1,353.69
USAP	P51115	110871	837850	Check	1 11983	R21	NATASHA ISADORE		Yes	No	No	05/15/2025		121.70
USAP	P51115	110857	837851	Check	1 11590		NELSON, TARA		Yes	No	No	05/15/2025		104.44
USAP	P51115	110842	837852	Check	1 10721	R4	NORTHFIELD SOLAR LLC		Yes	No	No	05/15/2025		45,889.81
USAP	P51115	110863	837853	Check	1 11771		NOVA EDUCATION CONSULTANTS		Yes	No	No	05/15/2025		1,927.50
USAP	P51115	110934	837854	Check	1 9771		OPG-3 INC.		Yes	No	No	05/15/2025		7,312.89
USAP	P51115	110893	837855	Check	1 2163	R1	PAN-O-GOLD BAKING CO		Yes	No	No	05/15/2025		2,189.00
USAP	P51115	110846	837856	Check	1 11186	R2	PERFORMANCE FOOD SERVICE		Yes	No	No	05/15/2025		11,431.20

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USAP	P51115	110861	837857	Check	1	11740	PRAIRIE FARMS - WOODBOURY, MN		Yes	No	No	05/15/2025		14,023.74
USAP	P51115	110894	837858	Check	1	2251	RATWIK, ROSZAK, & MALONEY P.A.		Yes	No	No	05/15/2025		2,227.50
USAP	P51115	110916	837859	Check	1	7314	REGENTS OF UNIVERSITY OF MN		Yes	No	No	05/15/2025		630.00
USAP	P51115	110922	837860	Check	1	7918	RIESTER REFRIGERATION		Yes	No	No	05/15/2025		237.00
USAP	P51115	110840	837861	Check	1	10576	R1 RIVERSIDE INSIGHTS		Yes	No	No	05/15/2025		519.38
USAP	P51115	110900	837862	Check	1	3023	R1 SAFETY-KLEEN SYSTEMS		Yes	No	No	05/15/2025		1,395.24
USAP	P51115	110924	837863	Check	1	8228	R1 SCHOOL DATEBOOKS INC		Yes	No	No	05/15/2025		1,698.32
USAP	P51115	110899	837864	Check	1	2850	R1 SCHOOL SPECIALTY		Yes	No	No	05/15/2025		1,195.13
USAP	P51115	110870	837865	Check	1	11961	SCHOOLSIN		Yes	No	No	05/15/2025		1,767.14
USAP	P51115	110914	837866	Check	1	6284	SENSKE, STACY		Yes	No	No	05/15/2025		100.02
USAP	P51115	110855	837867	Check	1	11568	SHEEHAN, CYNDI		Yes	No	No	05/15/2025		25.20
USAP	P51115	110848	837868	Check	1	11196	R1 SHRED IT USA - C/O STERICYCLE INC.		Yes	No	No	05/15/2025		103.17
USAP	P51115	110864	837869	Check	1	11779	SMITHSON, ROBERT		Yes	No	No	05/15/2025		75.00
USAP	P51115	110859	837870	Check	1	11724	SQUIRES, WALDSPURGER & MACE P.A		Yes	No	No	05/15/2025		56.00
USAP	P51115	110895	837871	Check	1	2476	STERNAU & ASSOCIATES		Yes	No	No	05/15/2025		1,620.00
USAP	P51115	110923	837872	Check	1	8109	STRATEGIC STAFFING SOLUTIONS		Yes	No	No	05/15/2025		22,104.00
USAP	P51115	110910	837873	Check	1	5445	r2 SUMMIT FIRE PROTECTION		Yes	No	No	05/15/2025		315.00
USAP	P51115	110862	837874	Check	1	11768	R1 TAHER INC		Yes	No	No	05/15/2025		14,375.00
USAP	P51115	110875	837875	Check	1	12034	TEACHERS ON CALL, INC		Yes	No	No	05/15/2025		21,564.78
USAP	P51115	110905	837876	Check	1	3649	TOTAL MECHANICAL SERVICES, INC		Yes	No	No	05/15/2025		1,977.75
USAP	P51115	110896	837877	Check	1	2559	TRIO SUPPLY		Yes	No	No	05/15/2025		3,019.30
USAP	P51115	110897	837878	Check	1	2567	U.S. BANK		Yes	No	No	05/15/2025		750.00
USAP	P51115	110912	837879	Check	1	5557	R1 ULINE SHIPPING SUPPLIES		Yes	No	No	05/15/2025		172.84
USAP	P51115	110918	837880	Check	1	7490	UNIVERSITY LANGUAGE CTR INC		Yes	No	No	05/15/2025		213.60
USAP	P51115	110903	837881	Check	1	3277	UPPER LAKES FOODS, INC		Yes	No	No	05/15/2025		68,408.56
USAP	P51115	110868	837882	Check	1	11939	R1 VIRTU CORPORATION		Yes	No	No	05/15/2025		1,428.00
USAP	P51115	110847	837883	Check	1	11187	R1 VISTAR		Yes	No	No	05/15/2025		4,957.59
USAP	P51115	110843	837884	Check	1	10722	R4 WALCOTT SOLAR LLC		Yes	No	No	05/15/2025		23,565.49
USAP	P51115	110844	837885	Check	1	10723	R4 WARSAW SOLAR LLC		Yes	No	No	05/15/2025		21,308.51
USAP	P51115	110838	837886	Check	1	10452	WAYNE PETERSON ENTERPRISES		Yes	No	No	05/15/2025		2,547.40
USAP	P51115	110932	837887	Check	1	9487	WOOD, TONIA		Yes	No	No	05/15/2025		241.08
USAP	P51103	110943	837888	Check	1	11909	ANDERSON, TODD		Yes	No	No	05/16/2025		600.00
USAP	P51103	110949	837889	Check	1	9102	BRENNY, TOM		Yes	No	No	05/16/2025		154.90
USAP	P51103	110944	837890	Check	1	1214	CDW GOVERNMENT		Yes	No	No	05/16/2025		490.96
USAP	P51103	110947	837891	Check	1	5986	R2 CENGAGE LEARNING		Yes	No	No	05/16/2025		990.00
USAP	P51103	110948	837892	Check	1	7631	EF EDUCATIONAL TOURS		Yes	No	No	05/16/2025		26.81
USAP	P51103	110942	837893	Check	1	11287	LINDE GAS & EQUIPMENT INC		Yes	No	No	05/16/2025		1,215.87
USAP	P51103	110945	837894	Check	1	3070	PINECREST PETTY CASH ACCOUNT		Yes	No	No	05/16/2025		472.71

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USAP	P51103	110946	837895	Check	1 4836	R1	TEACHING STRATEGIES LLC		Yes	No	No	05/16/2025		28,168.48
USAP	P51104	110975	837896	Check	1 1015		ACT		Yes	No	No	05/23/2025		9,531.75
USAP	P51104	111015	837897	Check	1 5226		BJORKLUND COMPENSATION CONSUL		Yes	No	No	05/23/2025		150.00
USAP	P51104	111018	837898	Check	1 7120	R2	BSN SPORTS LLC		Yes	No	No	05/23/2025		714.12
USAP	P51104	110982	837899	Check	1 11982	R7	CALENA LINGLE		Yes	No	No	05/23/2025		11.99
USAP	P51104	110990	837900	Check	1 12151		CARISSA ROWAN		Yes	No	No	05/23/2025		42.00
USAP	P51104	111013	837901	Check	1 3748		CENTERPOINT ENERGY		Yes	No	No	05/23/2025		13,973.16
USAP	P51104	110991	837902	Check	1 1240		CLIMB THEATRE INC.		Yes	No	No	05/23/2025		2,000.00
USAP	P51104	111010	837903	Check	1 3055		CONTINENTAL CLAY COMPANY		Yes	No	No	05/23/2025		916.49
USAP	P51104	110978	837904	Check	1 11370		CONWAY, JONAH		Yes	No	No	05/23/2025		140.88
USAP	P51104	111021	837905	Check	1 8840		DEFINITIVE TECHNOLOGY SOLUTIONS		Yes	No	No	05/23/2025		694.57
USAP	P51104	111020	837906	Check	1 8731		EDEN PRAIRIE HIGH SCHOOL		Yes	No	No	05/23/2025		300.00
USAP	P51104	110984	837907	Check	1 12115		ELITEFTS.COM INC		Yes	No	No	05/23/2025		153.00
USAP	P51104	111014	837908	Check	1 3800		FOX, MARY ELLEN		Yes	No	No	05/23/2025		28.14
USAP	P51104	110988	837909	Check	1 12130		GHOST, JASON		Yes	No	No	05/23/2025		500.00
USAP	P51104	110992	837910	Check	1 1477		GOPHER HILLS GOLF COURSE, INC.		Yes	No	No	05/23/2025		940.00
USAP	P51104	110993	837911	Check	1 1478		GOPHER SPORT		Yes	No	No	05/23/2025		990.12
USAP	P51104	110994	837912	Check	1 1508		HANSON, ANNETTE		Yes	No	No	05/23/2025		117.70
USAP	P51104	111022	837913	Check	1 8942		HUNT, MARYELLEN		Yes	No	No	05/23/2025		134.76
USAP	P51104	110980	837914	Check	1 11943		IMPERIAL DADE		Yes	No	No	05/23/2025		1,828.89
USAP	P51104	111019	837915	Check	1 7721	R3	INNOVATIVE OFFICE SOLUTIONS		Yes	No	No	05/23/2025		61.04
USAP	P51104	110995	837916	Check	1 1657		INSECT LORE		Yes	No	No	05/23/2025		192.80
USAP	P51104	110996	837917	Check	1 1679	R1	J.W. PEPPER & SON INC		Yes	No	No	05/23/2025		28.80
USAP	P51104	110987	837918	Check	1 12129		JACK JR., FREDERICK		Yes	No	No	05/23/2025		500.00
USAP	P51104	110981	837919	Check	1 11982	R6	KELLY WEISS		Yes	No	No	05/23/2025		10.95
USAP	P51104	110983	837920	Check	1 12114		MANKATO WEST HIGH SCHOOL		Yes	No	No	05/23/2025		175.00
USAP	P51104	111011	837921	Check	1 3072		MCAULIFFE PETTY CASH ACCOUNT		Yes	No	No	05/23/2025		468.73
USAP	P51104	110997	837922	Check	1 1915		MCGINNIS, PETER		Yes	No	No	05/23/2025		23.24
USAP	P51104	110998	837923	Check	1 1975		MINNESOTA CHILDREN'S MUSEUM		Yes	No	No	05/23/2025		582.50
USAP	P51104	110999	837924	Check	1 1988		MINNESOTA HISTORICAL SOCIETY		Yes	No	No	05/23/2025		1,040.00
USAP	P51104	111000	837925	Check	1 2055	R2	NASCO		Yes	No	No	05/23/2025		1,441.01
USAP	P51104	111001	837926	Check	1 2083		NEW WAY HYPNOSIS CLINIC		Yes	No	No	05/23/2025		308.00
USAP	P51104	111002	837927	Check	1 2146		ORKIN PEST CONTROL INC.		Yes	No	No	05/23/2025		387.25
USAP	P51104	110989	837928	Check	1 12150		PRESTO ASSISTANT		Yes	No	No	05/23/2025		199.00
USAP	P51104	111024	837929	Check	1 9532		RATHER BEE CRAFTING		Yes	No	No	05/23/2025		304.00
USAP	P51104	111004	837930	Check	1 2275		RENT & SAVE		Yes	No	No	05/23/2025		730.00
USAP	P51104	111017	837931	Check	1 6484		RICHFIELD HIGH SCHOOL		Yes	No	No	05/23/2025		100.00
USAP	P51104	111009	837932	Check	1 3029		SCHMITT MUSIC		Yes	No	No	05/23/2025		44.00

**HASTINGS PUBLIC SCHOOLS**  
**Payment Reg by Bank and Check**

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void		Amount
												Date		
USAP	P51104	111003	837933	Check	1	2194	SCHULTE, STACY		Yes	No	No	05/23/2025		101.04
USAP	P51104	111023	837934	Check	1	9196	R1 SPORTSENGINE INC		Yes	No	No	05/23/2025		1,599.00
USAP	P51104	111012	837935	Check	1	3391	ST. ELIZABETH ANN SETON		Yes	No	No	05/23/2025		5,638.15
USAP	P51104	111005	837936	Check	1	2445	ST. JOHN THE BAPTIST SCHOOL		Yes	No	No	05/23/2025		8,308.27
USAP	P51104	110977	837937	Check	1	10898	R1 SYMMETRY ENERGY SOLUTIONS		Yes	No	No	05/23/2025		7,518.50
USAP	P51104	110986	837938	Check	1	12128	THUNDER HAWK, FERON		Yes	No	No	05/23/2025		500.00
USAP	P51104	110985	837939	Check	1	12127	THUNDER HAWK, MARTIN		Yes	No	No	05/23/2025		500.00
USAP	P51104	111006	837940	Check	1	2548	R1 T-MOBILE		Yes	No	No	05/23/2025		147.90
USAP	P51104	111007	837941	Check	1	2563	TROPHIES PLUS		Yes	No	No	05/23/2025		126.00
USAP	P51104	111016	837942	Check	1	5557	R1 ULINE SHIPPING SUPPLIES		Yes	No	No	05/23/2025		54.00
USAP	P51104	111008	837943	Check	1	2651	VAIL RESORTS MGMT CO INC		Yes	No	No	05/23/2025		2,535.00
USAP	P51104	110979	837944	Check	1	11661	VERMILLION TOWNSHIP		Yes	No	No	05/23/2025		466.30
USAP	P51104	110976	837945	Check	1	10851	R2 XELLO INC		Yes	No	No	05/23/2025		7,735.00
USAP	P51130	111044	837946	Check	1	11380	A TOUCH OF MAGIC		Yes	No	No	05/30/2025		270.50
USAP	P51130	111035	837947	Check	1	1012	ACCLAIM SERVICES, INC		Yes	No	No	05/30/2025		1,558.00
USAP	P51130	111095	837948	Check	1	7110	APPLE EDUCATION INC		Yes	No	No	05/30/2025		329.00
USAP	P51130	111042	837949	Check	1	11204	ASLIS		Yes	No	No	05/30/2025		302.00
USAP	P51130	111053	837950	Check	1	11926	BALDWIN, MARGARET		Yes	No	No	05/30/2025		130.66
USAP	P51130	111046	837951	Check	1	1156	BIX PRODUCE COMPANY LLC		Yes	No	No	05/30/2025		7,257.41
USAP	P51130	111094	837952	Check	1	6457	BKBM ENGINEERS		Yes	No	No	05/30/2025		1,550.82
USAP	P51130	111096	837953	Check	1	7120	R2 BSN SPORTS LLC		Yes	No	No	05/30/2025		1,250.00
USAP	P51130	111059	837954	Check	1	1204	R1 CARPENTER ST. CROIX VALLEY NATUI		Yes	No	No	05/30/2025		565.00
USAP	P51130	111063	837955	Check	1	1214	CDW GOVERNMENT		Yes	No	No	05/30/2025		6,675.00
USAP	P51130	111097	837956	Check	1	7295	CENTURYLINK		Yes	No	No	05/30/2025		170.74
USAP	P51130	111098	837957	Check	1	7332	CENTURYLINK		Yes	No	No	05/30/2025		3,773.51
USAP	P51130	111066	837958	Check	1	1221	CHANHASSEN DINNER THEATER		Yes	No	No	05/30/2025		400.00
USAP	P51130	111106	837959	Check	1	8581	CIRILLO, MOLLY		Yes	No	No	05/30/2025		103.53
USAP	P51130	111045	837960	Check	1	11555	CUSTOM COMMUNICATIONS INC		Yes	No	No	05/30/2025		270.00
USAP	P51130	111067	837961	Check	1	1300	DAKOTA COUNTY TREASURER-AUDITF		Yes	No	No	05/30/2025		592.00
USAP	P51130	111062	837962	Check	1	12116	D'ALIMONTE, JENNIFER		Yes	No	No	05/30/2025		90.00
USAP	P51130	111108	837963	Check	1	8840	DEFINITIVE TECHNOLOGY SOLUTIONS		Yes	No	No	05/30/2025		1,273.46
USAP	P51130	111065	837964	Check	1	12155	DEFOE, BILLIE		Yes	No	No	05/30/2025		500.00
USAP	P51130	111064	837965	Check	1	12147	DILLON, DESIRE		Yes	No	No	05/30/2025		224.24
USAP	P51130	111061	837966	Check	1	12109	EDGE ECOM LLC		Yes	No	No	05/30/2025		1,358.00
USAP	P51130	111101	837967	Check	1	7457	R1 EXPERIENCE SHOWS LLC		Yes	No	No	05/30/2025		83.00
USAP	P51130	111055	837968	Check	1	11951	FARMINGTON LANES		Yes	No	No	05/30/2025		150.00
USAP	P51130	111068	837969	Check	1	1409	FISHER SCIENTIFIC		Yes	No	No	05/30/2025		24.40
USAP	P51130	111069	837970	Check	1	1483	GRAPHIC DESIGN INC		Yes	No	No	05/30/2025		579.00

**HASTINGS PUBLIC SCHOOLS**  
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												Date		
USAP	P51130	111086	837971	Check	1 3030		GROTH MUSIC		Yes	No	No	05/30/2025		233.99
USAP	P51130	111040	837972	Check	1 11176		HASTINGS GOLF CLUB		Yes	No	No	05/30/2025		5,460.00
USAP	P51130	111090	837973	Check	1 3799		HASTINGS SR HIGH ACTIVITY ACCT		Yes	No	No	05/30/2025		500.00
USAP	P51130	111070	837974	Check	1 1582		HILLYARD INC-MINNEAPOLIS		Yes	No	No	05/30/2025		907.20
USAP	P51130	111043	837975	Check	1 11239	R1	HLS OUTDOOR		Yes	No	No	05/30/2025		2,918.64
USAP	P51130	111036	837976	Check	1 10420		HOPE ENGLISH-SPANISH INTERPRETE		Yes	No	No	05/30/2025		1,378.00
USAP	P51130	111054	837977	Check	1 11943		IMPERIAL DADE		Yes	No	No	05/30/2025		2,080.57
USAP	P51130	111089	837978	Check	1 3584		INFOPRO LEGAL RESOURCES INC		Yes	No	No	05/30/2025		3,052.50
USAP	P51130	111104	837979	Check	1 7721	R3	INNOVATIVE OFFICE SOLUTIONS		Yes	No	No	05/30/2025		5,359.60
USAP	P51130	111071	837980	Check	1 1665		INTERMEDIATE SCHOOL DIST 917		Yes	No	No	05/30/2025		62,827.50
USAP	P51130	111091	837981	Check	1 5828		JIM CARLSON LEASING CO.		Yes	No	No	05/30/2025		30.25
USAP	P51130	111087	837982	Check	1 3071		KENNEDY PETTY CASH ACCOUNT		Yes	No	No	05/30/2025		410.09
USAP	P51130	111092	837983	Check	1 5991		KIRK, MICHELLE		Yes	No	No	05/30/2025		192.57
USAP	P51130	111056	837984	Check	1 12020		KUMMER, JUSTIN		Yes	No	No	05/30/2025		29.54
USAP	P51130	111048	837985	Check	1 11589	r1	LVC COMPANIES INC		Yes	No	No	05/30/2025		155.00
USAP	P51130	111107	837986	Check	1 8622		MAHTOMEDI HIGH SCHOOL		Yes	No	No	05/30/2025		325.00
USAP	P51130	111073	837987	Check	1 1891		MASBO		Yes	No	No	05/30/2025		345.00
USAP	P51130	111100	837988	Check	1 7401		MCALPIN, KATIE		Yes	No	No	05/30/2025		89.04
USAP	P51130	111051	837989	Check	1 11760		MCSAS PRODUCTIONS LLC		Yes	No	No	05/30/2025		500.00
USAP	P51130	111074	837990	Check	1 1942		MENARDS		Yes	No	No	05/30/2025		243.99
USAP	P51130	111109	837991	Check	1 9188		MIKLA, KATIE		Yes	No	No	05/30/2025		35.84
USAP	P51130	111075	837992	Check	1 1977		MINNESOTA COACHES INC		Yes	No	No	05/30/2025		680,785.94
USAP	P51130	111076	837993	Check	1 1993		MINNESOTA SCHOOL BOARDS ASS'N.		Yes	No	No	05/30/2025		420.00
USAP	P51130	111112	837994	Check	1 9921		MOEN, LENA		Yes	No	No	05/30/2025		117.57
USAP	P51130	111084	837995	Check	1 2795		MTI DISTRIBUTING, INC.		Yes	No	No	05/30/2025		229.75
USAP	P51130	111105	837996	Check	1 7883	R1	NAC MECHANICAL & ELECRICAL SERV		Yes	No	No	05/30/2025		683.00
USAP	P51130	111060	837997	Check	1 12076		NORTHERN STAR COUNCIL - BASE CA		Yes	No	No	05/30/2025		2,992.00
USAP	P51130	111052	837998	Check	1 11771		NOVA EDUCATION CONSULTANTS		Yes	No	No	05/30/2025		1,777.50
USAP	P51130	111072	837999	Check	1 1882		OFFICE OF MN IT SERVICES		Yes	No	No	05/30/2025		25.20
USAP	P51130	111077	838000	Check	1 2163	R1	PAN-O-GOLD BAKING CO		Yes	No	No	05/30/2025		577.00
USAP	P51130	111041	838001	Check	1 11186	R2	PERFORMANCE FOOD SERVICE		Yes	No	No	05/30/2025		5,759.93
USAP	P51130	111050	838002	Check	1 11740		PRAIRIE FARMS - WOODBOURY, MN		Yes	No	No	05/30/2025		9,346.32
USAP	P51130	111102	838003	Check	1 7466		QUALITY ONE WOODWORK		Yes	No	No	05/30/2025		1,113.53
USAP	P51130	111078	838004	Check	1 2251		RATWIK, ROSZAK, & MALONEY P.A.		Yes	No	No	05/30/2025		90.00
USAP	P51130	111049	838005	Check	1 11669		RYAN, CASSIE		Yes	No	No	05/30/2025		52.29
USAP	P51130	111047	838006	Check	1 11587		SAFEWAY DRIVING SCHOOL		Yes	No	No	05/30/2025		4,680.00
USAP	P51130	111093	838007	Check	1 6446		SCANTRON CORP.		Yes	No	No	05/30/2025		573.93
USAP	P51130	111085	838008	Check	1 3029		SCHMITT MUSIC		Yes	No	No	05/30/2025		40.00

**HASTINGS PUBLIC SCHOOLS**  
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Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
											Void	Date	
USAP	P51130	111039	838009	Check	1	11093	SCHOOL BOARD SUPPORT SERVICES		Yes	No	No	05/30/2025	795.00
USAP	P51130	111079	838010	Check	1	2387	SHERWIN WILLIAMS CO		Yes	No	No	05/30/2025	78.00
USAP	P51130	111057	838011	Check	1	12027	SOCCER SHOTS		Yes	No	No	05/30/2025	5,175.00
USAP	P51130	111058	838012	Check	1	12034	TEACHERS ON CALL, INC		Yes	No	No	05/30/2025	69,551.60
USAP	P51130	111080	838013	Check	1	2519	TEAM SPORTING GOODS		Yes	No	No	05/30/2025	4,660.55
USAP	P51130	111081	838014	Check	1	2522	TERRY'S HARDWARE		Yes	No	No	05/30/2025	691.83
USAP	P51130	111099	838015	Check	1	7351	TOAY, GRETCHEN		Yes	No	No	05/30/2025	100.00
USAP	P51130	111038	838016	Check	1	11080	R1 TRAFERA HOLDINGS LLC		Yes	No	No	05/30/2025	22,590.00
USAP	P51130	111082	838017	Check	1	2559	TRIO SUPPLY		Yes	No	No	05/30/2025	2,509.90
USAP	P51130	111083	838018	Check	1	2563	TROPHIES PLUS		Yes	No	No	05/30/2025	342.75
USAP	P51130	111110	838019	Check	1	9280	UNITED PROMOTIONS		Yes	No	No	05/30/2025	5,403.87
USAP	P51130	111103	838020	Check	1	7490	UNIVERSITY LANGUAGE CTR INC		Yes	No	No	05/30/2025	135.00
USAP	P51130	111088	838021	Check	1	3277	UPPER LAKES FOODS, INC		Yes	No	No	05/30/2025	30,477.46
USAP	P51130	111111	838022	Check	1	9481	WELCH, MARISSA		Yes	No	No	05/30/2025	28.07
USAP	P51130	111037	838023	Check	1	10851	R2 XELLO INC		Yes	No	No	05/30/2025	1,500.00

Bank Total: \$1,664,716.86

Report Total: \$1,664,784.96

# HASTINGS PUBLIC SCHOOLS

## Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void	Amount
												Date	
USPR	p511p1	110781		Wire	1	10929	AVIBEN LLC		No	Yes	No	05/05/2025	70,013.90
USPR	p511p1	110782		Wire	1	1984	MINNESOTA DEPT. OF REVENUE		No	Yes	No	05/05/2025	54,530.09
USPR	p511p1	110783		Wire	1	2016	MN TRA		No	Yes	No	05/05/2025	182,459.36
USPR	p511p1	110784		Wire	1	2705	EFTPS - TAX PAYMENT		No	Yes	No	05/05/2025	329,491.45
USPR	p511p1	110785		Wire	1	3880	MII LIFE		No	Yes	No	05/05/2025	0.00
USPR	p511p1	110786		Wire	1	7771	MINNESOTA PERA (WIRE TRANSFER)		No	Yes	No	05/05/2025	58,416.05
USPR	p511p1	110804		Wire	1	1984	MINNESOTA DEPT. OF REVENUE		No	Yes	No	05/09/2025	385.81
USPR	p511p1	110805		Wire	1	2705	EFTPS - TAX PAYMENT		No	Yes	No	05/09/2025	2,500.10
USPR	p511p1	110806		Wire	1	7771	MINNESOTA PERA (WIRE TRANSFER)		No	Yes	No	05/09/2025	1,651.77
USPR	p511p2	110950		Wire	1	10929	AVIBEN LLC		No	Yes	No	05/20/2025	71,304.15
USPR	p511p2	110951		Wire	1	1984	MINNESOTA DEPT. OF REVENUE		No	Yes	No	05/20/2025	59,947.83
USPR	p511p2	110952		Wire	1	2016	MN TRA		No	Yes	No	05/20/2025	191,148.52
USPR	p511p2	110953		Wire	1	2705	EFTPS - TAX PAYMENT		No	Yes	No	05/20/2025	364,355.23
USPR	p511p2	110954		Wire	1	3880	MII LIFE		No	Yes	No	05/20/2025	0.00
USPR	p511p2	110955		Wire	1	7771	MINNESOTA PERA (WIRE TRANSFER)		No	Yes	No	05/20/2025	62,952.70
USPR	p511p3	111026		Wire	1	3166	BREMER BANK FEES		No	Yes	No	05/29/2025	197.80
USPR	p511p1	110787	105885	Check	1	12077	GURSTEL LAW FIRM PC		Yes	Yes	No	05/05/2025	855.18
USPR	p511p1	110788	105886	Check	1	1529	HASTINGS EDUCATION ASS'N. MN.		Yes	Yes	No	05/05/2025	18,295.95
USPR	p511p1	110789	105887	Check	1	1974	MINNESOTA CHILD SUPPORT PYMT C		Yes	Yes	No	05/05/2025	11.00
USPR	p511p2	110965	105888	Check	1	5234	EDUCATION MINNESOTA		Yes	No	No	05/20/2025	16.00
USPR	p511p2	110956	105889	Check	1	10975	EDUCATION MN HASTINGS ESP'S		Yes	No	No	05/20/2025	1,472.11
USPR	p511p2	110958	105890	Check	1	12077	GURSTEL LAW FIRM PC		Yes	Yes	No	05/20/2025	818.17
USPR	p511p2	110960	105891	Check	1	1529	HASTINGS EDUCATION ASS'N. MN.		Yes	No	No	05/20/2025	18,273.31
USPR	p511p2	110967	105892	Check	1	7384	HIGH SCHOOL FACULTY SCHOLARSHII		Yes	Yes	No	05/20/2025	82.00
USPR	p511p2	110961	105893	Check	1	1974	MINNESOTA CHILD SUPPORT PYMT C		Yes	Yes	No	05/20/2025	11.00
USPR	p511p2	110962	105894	Check	1	2002	MINNESOTA TEAMSTERS LOCAL 320		Yes	Yes	No	05/20/2025	2,561.00
USPR	p511p2	110959	105895	Check	1	12079	NATIONAL D.R.I.V.E.		Yes	Yes	No	05/20/2025	10.00
USPR	p511p2	110963	105896	Check	1	2010	NCPERS GROUP LIFE INS -157410		Yes	Yes	No	05/20/2025	32.00
USPR	p511p2	110966	105897	Check	1	6780	SEIU LOCAL 284		Yes	Yes	No	05/20/2025	1,692.87
USPR	p511p2	110957	105898	Check	1	11741	ST. CROIX VALLEY FOUNDATION		Yes	Yes	No	05/20/2025	80.00
USPR	p511p2	110964	105899	Check	1	2576	UNITED WAY		Yes	No	No	05/20/2025	145.00
USPR	p511p3	111027	105900	Check	1	11734	THE HARTFORD		Yes	No	No	05/29/2025	12,492.99

Bank Total: \$1,506,203.34

Report Total: \$1,506,203.34

**HASTINGS PUBLIC SCHOOLS**  
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Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Pay/Void				Amount
									Print	Recon	Void	Date	
USBP	P511B1	110834	1351	Check	1	10641	BAYCOM INC		Yes	Yes	No	05/09/2025	6,578.33
USBP	P511B2	110973	1352	Check	1	10938	DERAU CONSTRUCTION LLC		Yes	Yes	No	05/23/2025	31,132.45
USBP	P511B2	110974	1353	Check	1	11602	PRO-TEC DESIGN, INC.		Yes	No	No	05/23/2025	5,900.72
USBP	P511B3	111034	1354	Check	1	4015	R1 VIRCO		Yes	No	No	05/30/2025	5,278.26
Bank Total:												\$48,889.76	
Report Total:												\$48,889.76	

# HASTINGS PUBLIC SCHOOLS

## Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void		Amount
												Date		
ACTV	P10ASA	110833		Wire	1	11387	AMAZON CAPITAL SERVICES, INC		No	No	No	05/09/2025		2,512.90
ACTV	P10ASB	110941		Wire	1	9557	BMO HARRIS BANK NA		No	Yes	No	05/16/2025		2,222.13
ACTV	P11AS1	110763	38343	Check	1	12099	AERIAL ILLUMINATIONS		Yes	Yes	No	05/02/2025		3,333.00
ACTV	P11AS1	110766	38344	Check	1	12134	AVA DAVIDSON		Yes	Yes	No	05/02/2025		41.06
ACTV	P11AS1	110765	38345	Check	1	12133	DELANEY MCGRAW		Yes	Yes	No	05/02/2025		26.14
ACTV	P11AS1	110764	38346	Check	1	12132	ELLORY KURTZ		Yes	No	No	05/02/2025		21.68
ACTV	P11AS1	110767	38347	Check	1	1531	HASTINGS FAMILY SERVICE		Yes	Yes	No	05/02/2025		4,000.00
ACTV	P11AS1	110771	38348	Check	1	7236	HEIFER PROJECT INT'L		Yes	Yes	No	05/02/2025		1,642.35
ACTV	P11AS1	110768	38349	Check	1	3600	OLDHAM, DUANE		Yes	Yes	No	05/02/2025		218.07
ACTV	P11AS1	110770	38350	Check	1	6838	SCHOOLHOUSE SCOOP		Yes	Yes	No	05/02/2025		924.00
ACTV	P11AS1	110769	38351	Check	1	3626	R1 THE WEXFORD AT EMERALD GREENS		Yes	Yes	No	05/02/2025		9,787.79
ACTV	P11AS2	110832	38352	Check	1	7238	GILLETTE CHILDREN'S HOSPITAL		Yes	Yes	No	05/09/2025		7,003.00
ACTV	P11AS4	110971	38353	Check	1	7269	BOHLKEN, HEIDI		Yes	No	No	05/23/2025		220.00
ACTV	P11AS4	110972	38354	Check	1	7400	CREATIVE COSTUMING & DESIGNS, IN		Yes	No	No	05/23/2025		250.00
ACTV	P11AS4	110970	38355	Check	1	2966	R1 EAGAN HIGH SCHOOL		Yes	No	No	05/23/2025		175.00
ACTV	P11AS4	110968	38356	Check	1	11930	NORTHERN LIGHTS		Yes	No	No	05/23/2025		2,220.00
ACTV	P11AS4	110969	38357	Check	1	12150	PRESTO ASSISTANT		Yes	No	No	05/23/2025		200.00
ACTV	P11AS5	111120	38358	Check	1	7092	BECK PHOTOGRAPHY		Yes	No	No	05/30/2025		200.00
ACTV	P11AS5	111121	38359	Check	1	7120	R2 BSN SPORTS LLC		Yes	No	No	05/30/2025		7,714.44
ACTV	P11AS5	111116	38360	Check	1	12153	CHARLIE REAMER		Yes	No	No	05/30/2025		48.79
ACTV	P11AS5	111119	38361	Check	1	6081	CINDY'S FLORAL CREATIONS		Yes	No	No	05/30/2025		88.00
ACTV	P11AS5	111117	38362	Check	1	12154	RUBY, OLIVIA		Yes	No	No	05/30/2025		1,445.00
ACTV	P11AS5	111115	38363	Check	1	12095	STANDING O MARCHING		Yes	No	No	05/30/2025		1,000.00
ACTV	P11AS5	111118	38364	Check	1	2563	TROPHIES PLUS		Yes	No	No	05/30/2025		169.00
ACTV	P11AS5	111114	38365	Check	1	1199	ZUZEK, ALEX		Yes	Yes	No	05/30/2025		149.48

Bank Total: \$45,611.83

Report Total: \$45,611.83

**HASTINGS PUBLIC SCHOOLS**  
**Payment Reg by Bank and Check**

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
											Void	Date	
SCH	p5111p	110798	304595	Check	1	5293	CONCORDIA UNIVERSITY		Yes	Yes	No	05/06/2025	1,000.00
SCH	P5112P	110800	304596	Check	1	12138	AUGSBURG COLLEGE		Yes	Yes	No	05/08/2025	2,000.00
SCH	P5112P	110801	304597	Check	1	12140	ST MARY'S UNIVERSITY OF MN		Yes	No	No	05/08/2025	1,500.00
SCH	P5112P	110802	304598	Check	1	12141	UNIVERSITY OF MICHIGAN		Yes	Yes	No	05/08/2025	2,000.00
SCH	P5112P	110799	304599	Check	1	11324	WINONA STATE UNIVERSITY		Yes	Yes	No	05/08/2025	2,000.00
SCH	P5113P	111028	304600	Check	1	11312	SOUTH DAKOTA STATE UNIVERSITY		Yes	No	No	05/29/2025	1,640.00
Bank Total:												\$10,140.00	
Report Total:												\$10,140.00	

# HASTINGS PUBLIC SCHOOLS

## Dental Self-Funded Summary

### Period Ending May 31, 2025

Sequence: Crs, Org, Fd

										25REV				% YTD		
Description										Annual Budget	Period 202511	Year To Date	% YTD	Encumbrances	+ Enc	Remaining Balance
R	20	000	000	000	087	000	422	000	EE Unpaid Premiums	0.00	0.00	0.00	0%	0.00	0%	0.00
R	20	000	000	000	092	000	422	000	Interest-Dental	(40,000.00)	(3,205.62)	(50,153.64)	125%	0.00	125%	10,153.64
R	20	000	000	000	095	000	422	000	Employer Share/Premiums	(485,023.00)	(41,728.23)	(448,914.16)	93%	0.00	93%	(36,108.84)
R	20	000	000	000	097	000	422	000	Employee Share/Premiums	(99,342.00)	(9,842.32)	(95,472.74)	96%	0.00	96%	(3,869.26)
R	20	000	000	000	098	000	422	000	Retiree-Cobra Share/Premiurr	(122,310.00)	(10,007.36)	(116,252.76)	95%	0.00	95%	(6,057.24)
E	20	005	105	000	236	000	422	000	Dental Insurance Claims	615,081.00	55,721.08	587,240.03	95%	0.00	95%	27,840.97
E	20	005	105	000	301	000	422	000	Fees-Carrier & Consultant	35,964.00	2,976.75	33,454.05	93%	0.00	93%	2,509.95
E	20	005	105	000	302	000	422	000	Claims-Dental	0.00	0.00	0.00	0%	0.00	0%	0.00
<b>000 Districtwide</b>										<b>(95,630.00)</b>	<b>(6,085.70)</b>	<b>(90,099.22)</b>	<b>94%</b>	<b>0.00</b>	<b>94%</b>	<b>(5,530.78)</b>
<b>Report Totals:</b>										<b>(95,630.00)</b>	<b>(6,085.70)</b>	<b>(90,099.22)</b>	<b>94%</b>	<b>0.00</b>	<b>94%</b>	<b>(5,530.78)</b>

# HASTINGS PUBLIC SCHOOLS

## Health Self-Funded Summary

### Period Ending May 31, 2025

Sequence: Crs, Org, Fd

										25REV				% YTD	Remaining	
										Annual Budget	Period 202511	Year To Date	% YTD	Encumbrances	+ Enc	Balance
										Description						
R	21	000	000	000	087	000	422	000	EE Unpaid Premiums	0.00	0.00	0.00	0%	0.00	0%	0.00
R	21	000	000	000	095	000	422	000	Employer Share/Premiums	(8,166,826.00)	(611,735.22)	(6,313,660.01)	77%	0.00	77%	(1,853,165.99)
R	21	000	000	000	097	000	422	000	Employee Share/Premiums	(1,220,330.00)	(120,604.21)	(1,546,881.58)	127%	0.00	127%	326,551.58
R	21	000	000	000	098	000	422	000	Retiree-Cobra Share/Premiurr	(444,961.00)	(39,686.00)	(404,472.17)	91%	0.00	91%	(40,488.83)
R	21	000	000	000	099	000	422	000	ER/Trust Share for Retirees	(27,899.00)	(7,076.00)	(75,675.00)	271%	0.00	271%	47,776.00
R	21	000	000	000	092	000	422	000	Interest -Health	(165,000.00)	(9,728.07)	(175,225.38)	106%	0.00	106%	10,225.38
E	21	005	105	000	314	000	422	000	Springbuk Fee \$1/pm/pm	4,968.00	0.00	3,684.00	74%	0.00	74%	1,284.00
E	21	005	105	000	317	000	422	000	Network Fees	0.00	250.00	2,041.65	0%	0.00	0%	(2,041.65)
E	21	005	105	000	322	000	422	000	PaydHealth Fees	0.00	0.00	0.00	0%	0.00	0%	0.00
E	21	005	105	000	223	000	422	000	Medical Insurance Claims	7,990,000.00	664,708.07	4,907,687.36	61%	0.00	61%	3,082,312.64
E	21	005	105	000	224	000	422	000	Pharmacy Claims	1,410,000.00	366,702.42	2,370,298.30	168%	0.00	168%	(960,298.30)
E	21	005	105	000	300	000	422	000	Pharmacy Rebates/Admin Fex	(100,000.00)	(44,205.90)	(400,800.42)	401%	0.00	401%	300,800.42
E	21	005	105	000	301	000	422	000	Veiba/Flex/Health	20,000.00	21,343.40	132,020.12	660%	0.00	660%	(112,020.12)
E	21	005	105	000	302	000	422	000	Claims-Medical	0.00	0.00	0.00	0%	0.00	0%	0.00
E	21	005	105	000	305	000	422	000	Claims-Pharmacy/RX	0.00	0.00	0.00	0%	0.00	0%	0.00
E	21	005	105	000	307	000	422	000	Health Carrier TPA	243,829.00	0.00	0.00	0%	0.00	0%	243,829.00
E	21	005	105	000	308	000	422	000	StopLoss	506,134.00	38,715.48	393,948.37	78%	0.00	78%	112,185.63
E	21	005	105	000	309	000	422	000	Fitness reimbursements	0.00	0.00	0.00	0%	0.00	0%	0.00
E	21	005	105	000	312	000	422	000	Consultant-OneDigital \$40,00	41,200.00	0.00	20,600.00	50%	0.00	50%	20,600.00
<b>000 Districtwide</b>										<b>91,115.00</b>	<b>258,683.97</b>	<b>(1,086,434.76)</b>	<b>(1192%)</b>	<b>0.00</b>	<b>(1192%)</b>	<b>1,177,549.76</b>
R	21	000	000	000	094	326	422	000	Employer-VEBA Trust Rev	(654,000.00)	(61,265.18)	(649,153.50)	99%	0.00	99%	(4,846.50)
R	21	000	000	000	089	326	422	000	Employer-PCORI-ACA	(3,321.00)	0.00	(3,321.00)	100%	0.00	100%	0.00
E	21	005	105	000	301	326	422	000	Employer-VEBA Trust Pmt.	654,000.00	61,465.22	649,153.50	99%	0.00	99%	4,846.50
E	21	005	105	000	313	326	422	000	Employer-PCORI- ACA	3,321.00	0.00	3,321.00	100%	0.00	100%	0.00
<b>326 District Additional R/E</b>										<b>0.00</b>	<b>200.04</b>	<b>0.00</b>	<b>0%</b>	<b>0.00</b>	<b>0%</b>	<b>0.00</b>
<b>Report Totals:</b>										<b>91,115.00</b>	<b>258,884.01</b>	<b>(1,086,434.76)</b>	<b>(1192%)</b>	<b>0.00</b>	<b>(1192%)</b>	<b>1,177,549.76</b>



## **422 POLICIES INCORPORATED BY REFERENCE**

### **I. PURPOSE**

Certain policies as contained in this policy reference manual are applicable to employees as well as to students. To avoid undue duplication, the school district provides this notice that the following policies also apply to employees:

- A. ISD 200 Policy 505 Temporary Distribution of Non-School Sponsored Materials on School Premises by Students and Employees
- B. ISD 200 Policy 507 Corporal Punishment and Prone Restraint
- C. ISD 200 Policy 511 Student Fundraising
- D. ISD 200 Policy 518 DNR-DNI Orders
- E. ISD 200 Policy 519 Interviews of Students by Outside Agencies
- F. ISD 200 Policy 522 Sex Nondiscrimination Policy, Title IX Grievance Procedure & Process
- G. ISD 200 Policy 524 Internet and Technology Acceptable Use and Safety Policy
- H. ISD 200 Policy 535 Service Animals in Schools

### **II. NOTICE**

Employees are charged with notice that the above cited policies are also applicable to employees; in addition employees are also on notice that the provisions of other policies speak for themselves and may be applicable although not specifically listed above.

***Legal References:*** *None*

***Cross References:*** *None*

***Policy Reviewed:*** *04.04.2025*

***Policy Adopted:***

***Policy Revised:***



## **522 SEX NONDISCRIMINATION POLICY, TITLE IX GRIEVANCE PROCEDURE AND PROCESS**

### **I. GENERAL STATEMENT OF POLICY**

- A. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education programs or activities extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district's education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.
- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:

Cathy Moen  
Director of Human Resources  
Hastings Public Schools 1000 West 11th Street  
Hastings, MN 55033  
(651) 480-7002  
[cmoen@isd200.org](mailto:cmoen@isd200.org)

Alternate Title IX Coordinator:  
Andrew Hodges  
Director of Teaching & Learning  
Hastings Public Schools 1000 West 11th Street  
Hastings, MN 55033  
(651) 480-7011  
[ahodges@isd200.org](mailto:ahodges@isd200.org)

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- E. The effective date of this policy is August 14, 2020, and applies to alleged violations of this policy occurring on or after August 14, 2020.

~~The school district prohibits discrimination on the basis of sex in all forms, including sexual harassment.¶~~

- ~~F. The school district does not discriminate on the basis of sex in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education programs or activities extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.¶~~

#### ~~SEX DISCRIMINATION COMPLAINTS NOT INVOLVING SEXUAL HARASSMENT~~

~~Complaints of sex discrimination that do not constitute sexual harassment, as defined below, or retaliation from making a complaint of sexual harassment, should be reported to the building principal or building supervisor. The building principal or supervisor is then responsible for notifying the school district's Title IX Coordinator of the complaint. If a complaint involves the building principal or supervisor, it should be reported directly to the Title IX Coordinator. The Title IX Coordinator will ensure an investigation is completed in accordance with the requirements of applicable school district policies. The district's Title IX Coordinator is the Director of Human Resources. The Title IX Coordinator's contact information is:¶~~

~~Cathy Moen¶  
Director of Human Resources ¶  
Hastings Public Schools 1000 West 11<sup>th</sup> Street¶  
Hastings, MN 55033¶  
(651) 480-7002¶  
cmoen@isd200.org~~

#### ~~GENERAL POLICY PROHIBITING SEXUAL HARASSMENT¶~~

- ~~G. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.¶~~

~~This policy applies to sexual harassment that occurs within the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.~~¶¶

~~Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator identified in Section II above.~~¶¶

~~Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.~~¶¶

~~The effective date of this policy is August 14, 2020, and it applies to alleged violations of this policy occurring on or after August 14, 2020.~~

## II. DEFINITIONS

- A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.
- B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. "Education program or activity" means locations, events, or circumstances over which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.

- F. “Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant’s physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.
  2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.
  3. A parent or guardian of a child younger than 18 years old may file a formal complaint on behalf of their child.
- G. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. “Relevant questions” and “relevant evidence” are questions, documents, statements, ~~physical items,~~ or information that are related to the allegations raised in a formal complaint. ~~and have any tendency to make the allegations more or less likely to be true.~~ Relevant evidence ~~includes evidence~~ that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions or evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions or evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.
- I. “Remedies” means actions designed to restore or preserve the complainant’s equal access to education after a respondent is found responsible for sexual harassment. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- J. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- K. “Sexual harassment” means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the

United States:

1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
  2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
  3. Any instance of sexual assault (as defined in the Clery Act, 20 United States Code section 1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as defined in the Violence Against Women Act, 34 United States Code section 12291).
- L. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minnesota Statutes section 121A.41, as amended, mutual restrictions on contact between the parties, changes in work or school locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.
- M. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
1. “Title IX Coordinator” means an employee of the school district that is designated and authorized to coordinate the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
  2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the ~~Title IX Coordinator,~~ Decision-maker, or the Appellate Decision-maker. ~~in that formal complaint.~~ The Investigator may be a school district employee, school district official, or a third party

designated by the school district.

3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker ~~cannot for a formal complaint cannot~~ be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker. ~~in that formal complaint. The Decision-maker may be an administrator, supervisor, or other individual qualified to determine and impose appropriate remedies if a determination of responsibility is made.~~
4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker ~~for a formal complaint cannot~~ be the same person as the Title IX Coordinator, Investigator, or Decision-maker ~~in that formal complaint~~. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.

~~“Informal resolution facilitator” means a person who facilitates the informal resolution process if desired by the parties. The Informal resolution facilitator may be the Title IX Coordinator, but may not be the Investigator, Decision-maker or Appellate Decision-maker in the formal complaint proposed for informal resolution.~~

5. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and ~~facilitator of informal resolution processes~~ ~~Informal resolution facilitator~~, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and ~~facilitator of informal resolution processes~~. ~~Informal resolution facilitator~~.

### **III. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS**

#### **A. Equitable Treatment**

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed

this grievance process and the respondent has been found responsible.

3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

- C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 United States Code section 1232g, FERPA regulations, 34 Code of Federal Regulations part 99, Minnesota law under Minnesota Statutes section 13.32, or as required by law, or to carry out the purposes of 34 Code of Federal Regulations part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

E. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

#### K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline. The discipline of a student respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing

regulations.

#### **IV. REPORTING PROHIBITED CONDUCT**

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the school district may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

#### **V. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR**

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a

formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.

- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
  2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
  3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
  4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;
  5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
  6. A copy of this policy.

## **VI. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT**

### **A. Emergency Removal of a Student**

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:
  - (a) The school district undertakes an individualized safety and risk analysis;
  - (b) The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
  - (c) The school district determines if the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX

Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

**B. Employee Administrative Leave**

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

**VII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT**

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district’s discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties’ agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties’ right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

**VIII. DISMISSAL OF A FORMAL COMPLAINT**

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
  - 1. Would not meet the definition of sexual harassment, even if proven;
  - 2. Did not occur in the school district's education program or activity; or
  - 3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
  - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
  - 2. The respondent is no longer enrolled or employed by the school district; or
  - 3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

## **IX. INVESTIGATION OF A FORMAL COMPLAINT**

- A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.

- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

#### **X. DETERMINATION REGARDING RESPONSIBILITY**

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.
- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
  - 1. Identification of the allegations potentially constituting sexual harassment;
  - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
  - 3. Findings of fact supporting the determination;
  - 4. Conclusions regarding the application of the school district's code of conduct to the

facts;

5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
  6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

## **XI. APPEALS**

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:
1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
  2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
  3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written

statement in support of, or challenging, the outcome.

- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

## **XII. RETALIATION PROHIBITED**

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.
- B. Any person may submit a report or formal complaint alleging retaliation to the Title IX Coordinator in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

## **XIII. TRAINING**

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:

1. The Title IX definition of sexual harassment;
  2. The scope of the school district's education program or activity;
  3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
  4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
  5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
  6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- C. Materials used to train Title IX Personnel must be posted on the school district's website. If the school district does not have a website, it must make the training materials available for public inspection upon request.

#### **XIV. DISSEMINATION OF POLICY**

- A. This policy shall be made available to all students, parents/guardians of students, school district employees, and employee unions.
- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of elementary and secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
1. The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
  2. Notice that the school district does not discriminate on the basis of sex in the education program or activity that it operates, and that it is required by Title IX not

to discriminate in such a manner;

3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
4. Notice of the school district's grievance procedures and grievance process referenced in this policy, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

## **XV. RECORDKEEPING**

- A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
  1. The basis for the school district's conclusion that its response to the report or formal complaint was not deliberately indifferent;
  2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
  3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
  4. The documentation of certain bases or measures does not limit the school district in the future from providing additional explanations or detailing additional measures taken.
- B. The school district must also maintain for a period of seven calendar years records of:
  1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the school district's education program or activity;
  2. Any appeal and the result therefrom;
  3. Any informal resolution and the result therefrom; and

4. All materials used to train Title IX Personnel.

#### ~~APPLICATION OF LAWS OTHER THAN TITLE IX~~

~~C. If a formal complaint is dismissed because the allegations, if true, would not constitute sexual harassment as described above or if a Decision-maker or Appellate decision-maker makes a determination that a respondent is not responsible for sexual harassment under these procedures, the Title IX Coordinator will consider whether the alleged conduct may constitute a violation of one or both of the alternative definitions below. If an investigation has already been conducted, the Title IX Coordinator may review the investigation to determine whether prohibited sexual harassment has occurred. If the Title IX Coordinator concludes that it has, the Title IX Coordinator shall report those findings to the Decision-maker and the Decision-maker shall impose or recommend remedies. If no investigation has taken place, the complaint shall be investigated consistent with Policy 103.~~

#### ~~D. Alternative Definitions of Sexual Harassment~~

- ~~1. Minnesota Human Rights Act (Applicable to Employees and Students) “Sexual harassment” includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature when:~~
  - ~~(a) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or education;~~
  - ~~(b) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education, or~~
  - ~~(c) that conduct or communication has the purpose or effect of substantially interfering with an individual’s employment or education, or creating an intimidating, hostile, or offensive employment, or educational environment.~~
- ~~2. Title VII (Applicable to Employees)~~

~~“Sexual harassment” mean unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:~~

  - ~~(a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment;~~
  - ~~(b) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or~~
  - ~~(c) such conduct has the purpose or effect of unreasonably interfering with an~~

~~individual's work performance or creating an intimidating, hostile, or offensive working environment.¶~~

## ~~XVI. GRIEVANCE PROCEDURE AND PROCESS¶~~

~~The grievance procedure and process adopted by the school district shall be included with the Policy as an addendum, and may be reviewed and revised as deemed appropriate by the school district.~~

**Legal References:** *Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)*  
*Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act) Minn. Stat. Ch. 363A (Minnesota Human Rights Act)*  
~~20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)~~  
~~29 C.F.R. Part 1604 (Implementing Regulations of Title VII)~~  
*34 C.F.R. Part 106 (Implementing Regulations of Title IX)*  
*20 U.S.C § 1400, et seq. (Individuals with Disabilities Education Improvement Act) of 2004)*  
*29 U.S.C. § 794 (Section 504 of the Rehabilitation Act)*  
*42 U.S.C. § 12101, et seq. (Americans with Disabilities Act)*  
*20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)*  
*20 U.S.C. § 1092 et seq. (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))*

**Cross References:** *ISD 200 Policy 102 (Equal Educational Opportunity)*  
*ISD 200 Policy 413 (Harassment and Violence)*  
*ISD 200 Policy 506 (Student Discipline)*  
*ISD 200 Policy 528 (Student Parental, Family ,and Marital Status Nondiscrimination)*

*Policy Reviewed:* ~~04.04.2025~~ ~~08.11.2022~~  
*Policy Adopted:* 09.22.2021  
*Policy Revised:* 09.28.2022

¶



~~Title IX Grievance Procedure and Process Addendum to Policy 522~~

~~I. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS~~

~~A. Equitable Treatment~~

- ~~1. The school district will treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.~~
- ~~2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent, other than supportive measures, until the school district has completed this grievance process and the respondent has been found responsible.~~
- ~~3. The school district will provide appropriate remedies to the complainant when a determination of responsibility for sexual harassment has been made against a respondent.~~

~~B. Objective and Unbiased Evaluation of Complaints~~

- ~~1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.~~
- ~~2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.~~

~~C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.~~

~~D. Confidentiality~~

~~To the extent permitted by governing law and regulations, the school district will not release private educational or personnel data about complainants, respondents, witnesses, allegations of sexual harassment, investigations, decisions, dismissals, and/or findings of responsibility. However, the school district's obligations under the implementing regulations for Title IX may require disclosure of certain private educational or personnel data to other parties and/or witnesses.~~

~~E. Right to an Advisor~~

~~Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly during any phase of the grievance process. An advisor to a complainant or respondent may prepare written submissions on behalf of the party.~~

~~F. Notice~~

~~The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, expected participants, and purpose of the meeting or interview, and will be provided so as to allow sufficient time for the party to prepare to participate.~~

~~G. Consolidation~~

~~The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.~~

~~H. Evidence~~

~~1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.~~

~~2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.~~

~~I. Burden of Proof~~

~~1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.~~

~~2. The grievance process shall use a preponderance of the evidence standard~~

(i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.¶¶

J. Timelines¶¶

1. Any informal resolution process must be completed within 30 calendar days following the parties' agreement to participate in such informal process.¶¶
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five calendar days of the date the determination of responsibility or dismissal was provided to the parties.¶¶
3. Any appeal of a determination of responsibility or of a dismissal will be decided within 30 calendar days of the day the appeal was received by the school district.¶¶
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the school district.¶¶
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.¶¶

K. Potential Remedies and Disciplinary Sanctions¶¶

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in transportation, changes in work locations, leaves of absence, monitoring of certain areas of school district buildings or property, warning, suspension, exclusion, expulsion, transfer,

~~remediation, termination, or discharge.¶¶~~

- ~~2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will impose or recommend appropriate remedies, including disciplinary sanctions/consequences. The discipline of a student-respondent must comply with the applicable provisions of Policy 506 – Student Discipline, the Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.¶¶~~

#### ~~H. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR¶¶~~

- ~~A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant’s wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.¶¶~~
- ~~B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district’s ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.¶¶~~
- ~~C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation against the complainant’s wishes is not clearly unreasonable in light of the known circumstances.¶¶~~
- ~~D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:¶¶~~
  - ~~1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;¶¶~~
  - ~~2. A statement that the respondent is presumed not responsible for the alleged~~

~~conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;~~¶¶

- ~~3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;~~¶¶
- ~~4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;~~¶¶
- ~~5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information, and a copy of Policy 522 and this Grievance Procedures document.~~¶¶

### ~~III. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT~~¶¶

#### ~~A. Emergency Removal of a Student~~¶¶

- ~~1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:~~¶¶
  - ~~a. The school district undertakes an individualized safety and risk analysis;~~¶¶
  - ~~b. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent, and~~¶¶
  - ~~c. If the school district determines the student-respondent poses such a threat, it will notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including Policy 506— Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.~~¶¶

#### ~~B. Employee Administrative Leave~~¶¶

~~The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration requirements of any applicable collective bargaining agreement or individual contract, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.~~¶¶

#### ~~IV. INFORMAL RESOLUTION OF A FORMAL COMPLAINT~~¶¶

- ~~A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.~~¶¶
- ~~B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.~~¶¶
- ~~C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.~~¶¶
- ~~D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent to participate in the informal resolution process. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.~~¶¶
- ~~E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.~~¶¶

#### ~~V. DISMISSAL OF A FORMAL COMPLAINT~~¶¶

- ~~A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:~~¶¶
  - ~~1. Would not meet the definition of sexual harassment, even if proven;~~¶¶

¶

- ~~2. Did not occur in the school district's education program or activity, or~~¶
  - ~~3. Did not occur against a person in the United States.~~¶
- ~~B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:~~¶
- ~~1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;~~¶
  - ~~2. The respondent is no longer enrolled or employed by the school district; or~~¶
  - ~~3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.~~¶
- ~~C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal and grounds upon which an appeal may be made.~~¶
- ~~D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate, including an investigation pursuant to other school district policies.~~¶

## ~~VI. INVESTIGATION OF A FORMAL COMPLAINT~~¶

- ~~A. If a formal complaint is received by the school district, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.~~¶
- ~~B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.~~¶
- ~~C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.~~¶
- ~~D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert~~

¶

~~witnesses, and other inculpatory and exculpatory evidence.¶¶~~

- ~~E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten days to submit a written response, which the Investigator will consider prior to completion of the investigative report.¶¶~~
- ~~F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The investigative report may include recommended findings of fact and conclusions. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten days prior to a determination of responsibility.¶¶~~

## ~~VII. DETERMINATION REGARDING RESPONSIBILITY¶¶~~

- ~~A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness. The time allowed for submitting questions and answers is at the discretion of the Decision-maker.¶¶~~
- ~~B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.¶¶~~
- ~~C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.¶¶~~
- ~~D. When the exchange of questions and answers has concluded, and the parties have been provided at least ten days to review and submit a written response to the investigative report, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:¶¶~~

- ~~1. Identification of the allegations potentially constituting sexual harassment.¶¶~~
  - ~~2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence.¶¶~~
  - ~~3. Findings of fact supporting the determination.¶¶~~
  - ~~4. Conclusions regarding the application of the school district's code of conduct to the facts.¶¶~~
  - ~~5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the school district's education program or activity will be provided by the school district to the complainant, and¶¶~~
  - ~~6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.¶¶~~
- ~~E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.¶¶~~
- ~~F. The written determination of responsibility must be provided to the parties simultaneously.¶¶~~
- ~~G. The Title IX Coordinator is responsible for the effective implementation of any remedies.¶¶~~
- ~~H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.¶¶~~

## ~~VIII. APPEALS¶¶~~

- ~~A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases.¶¶~~
- ~~1. A procedural irregularity that affected the outcome of the matter (e.g., a~~

~~material deviation from established procedures),¶¶~~

- ~~2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter, and¶¶~~
- ~~3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.¶¶~~

- ~~B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.¶¶~~
- ~~C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.¶¶~~
- ~~D. The written decision describing the result of the appeal must be provided simultaneously to the parties.¶¶~~
- ~~E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.¶¶~~

~~**Legal References:** Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)¶¶  
Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)¶¶  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)¶¶  
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments)¶¶  
34 C.F.R. Part 106 (Implementing Regulations of Title IX)¶¶  
20 U.S.C. § 1400, et seq. (Individuals with Disabilities Education Act)¶¶  
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act)¶¶  
42 U.S.C. § 12101, et seq. (Americans with Disabilities Act)¶¶  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)¶¶  
20 U.S.C. § 1092 et seq. (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))¶¶~~

~~**Cross References:** MSBA/MASA Model Policy 102 (Equal Educational Opportunity)¶¶  
MSBA/MASA Model Policy 413 (Harassment and Violence)¶¶  
MSBA/MASA Model Policy 506 (Student Discipline)¶¶~~

~~MSBA/MASA Model Policy 528 (Student Parental, Family, and  
Marital Status Nondiscrimination)~~

~~¶~~

~~¶~~

~~Policy Reviewed: 09.22.2021~~

~~Policy Adopted: 09.22.2021~~

~~Policy Revised: 09.22.2021~~

~~¶~~



## **523 POLICIES INCORPORATED BY REFERENCE**

### **I. PURPOSE**

Certain policies as contained in this policy reference manual are applicable to students as well as to employees. To avoid undue duplication, the school district provides notice that the following policies apply to district employees as well as district students:

- A. ISD 200 Policy 413 Harassment and Violence
- B. ISD 200 Policy 417 Chemical Use and Abuse
- C. ISD 200 Policy 418 Drug-Free Workplace/Drug-Free School
- D. ISD 200 Policy 419 Tobacco Free Environment

### **II. NOTICE**

Students are charged with notice that the above cited policies are also applicable to students; in addition students are also on notice that the provisions of other policies speak for themselves and may be applicable although not specifically listed above.

***Legal References:*** *None*

***Cross References:*** *None*

***Policy Reviewed:*** *04.04.2025*

***Policy Adopted:***

***Policy Revised:***



## 607 ORGANIZATION OF GRADE LEVELS

### I. PURPOSE

The purpose of this policy is to address the grade level organization of schools within the school district.

### II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to address the groupings of grade levels as **defined recognized** in Minnesota Statute 120A.05, as follows:

Preschool:	Any programming offered for students prior to <b>K</b> kindergarten
Elementary:	Kindergarten through grade 4
Middle:	Grades 5-8
High School:	Grades 9-12
Transitional:	Programming based on Individual Education Plan for students ages 18-21

B. The superintendent may seek school board approval to administer certain programs on a nongraded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.

C. The school district may request documentation that verifies a student falls within the school's minimum and maximum age requirements for admission to publicly funded prekindergarten, preschool, kindergarten, or grades 1 through 12. Documentation may include a passport, a hospital birth record or physician's certificate, a baptismal or religious certificate, an adoption record, health records, immunization records, immigration records, previously verified school records, early childhood screening records, Minnesota Immunization Information Connection records, or an affidavit from a parent.

### III. DEFINITIONS

A. "Kindergarten" means a program designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.

B. "Prekindergarten/**Preschool**" means a program designed for students younger than five

years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year.

**Legal References:** *Minn. Stat. § 120A.05, Subds. 9, 10a, 11, 13, 17 (Definitions)*  
*Minn. Stat. § 120A.20, Subd. 4 (Admission to Public School)*  
*Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)*

**Cross References:** *None*

*Policy Reviewed: 04.17.2025*

*Policy Adopted: 07.31.2024*

*Policy Revised: 07.01.2024*



## 611 HOME SCHOOLING

### I. PURPOSE

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

### II. GENERAL STATEMENT OF POLICY

The Compulsory Attendance Law (Minnesota Statutes section 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship. ~~(Minn. Stat. § 120A.22, Subd. 1)~~

### III. CONDITIONS FOR HOME SCHOOLING

The person in charge of a home school and the school district must provide instruction and meet the requirements specified in Minnesota Statutes section 120A.22.

### IV. IMMUNIZATION

The parent of a home schooled child shall submit statements as required by Minnesota Statutes section 121A.15, Subds. 1, 2, 3 4, and 12 on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides by October 1 of the first year of home schooling in Minnesota and the grade 7 each school year. ~~(Minn. Stat. § 121A.15)~~

### V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

Upon formal request as required by law, the school district will provide textbooks, ~~(including a teacher's edition, guide, or other materials that accompany a textbook when the edition, guide, or materials are packaged physically or electronically with textbooks for student use)~~ individualized instructional or cooperative learning materials ~~(including teacher materials that accompany pupil materials)~~, software or other educational technology, and standardized tests and loan or provide them for use by a home schooled child as provided under state law. ~~in Minn. Stat. § 123B.42 and Minn. Rules Ch. 3540. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to state law Minn. Stat. §§ 123B.40-123B.48 for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student's parent/guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access~~

electronically.

## **VI. PUPIL SUPPORT SERVICES**

Upon formal request as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home schooled child as provided ~~under state law by Minn. Stat. § 123B.44 and Minn. Rules Ch. 3540.~~ The school district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to ~~state law Minn. Stat. §§ 123B.40-123B.48 for any of these purposes.~~

## **VII. EXTRACURRICULAR ACTIVITIES**

Resident pupils who receive instruction in a home school (~~in which~~~~where~~ five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students. (~~Minn. Stat. §§ 123B.36, Subd. 1, and 123B.49, Subd. 4~~)

## **VIII. SHARED TIME PROGRAMS**

Enrollment in class offerings of the school district.

- A. A home schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.
- B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

## **IX. OPTIONAL COOPERATIVE ARRANGEMENTS**

### A. Activities

- 1. Minnesota State High School League sponsored activities (~~in which~~~~where~~ six or more students receive instruction in the home school or the home school students are not residents of the school district).

A home school which is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League bylaws ~~403.00~~. The approval of such an arrangement shall be at the discretion of the school board.

- a) The home school must become a member of the Minnesota State High School

League in accordance with the rules of the Minnesota State High School League.

- b) The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.
  - c) The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.
2. Non-Minnesota State High School League activities where six or more students receive instruction in the home school.

A home schooled child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.

#### B. Transportation Services

1. The school district may, **in accordance with statute**, provide nonpublic non regular transportation services to a homeschooled child.
2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

**Legal References:** *Minn. Stat. § 120A.22 (Compulsory Instruction)*  
*Minn. Stat. § 120A.24 (Reporting)*  
*Minn. Stat. § 120A.26 (Enforcement and Prosecution)*  
*Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)*  
*Minn. Stat. § 123B.36 (Authorized Fees)*  
*Minn. Stat. § 123B.41 (Definitions)*  
*Minn. Stat. § 123B.42 (Textbooks, Individual Instruction or Cooperative Learning Material; ~~Material~~, Standard Tests)*  
*Minn. Stat. § 123B.44 (Provision of Pupil Support Services)*  
*Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)*  
*Minn. Stat. § 123B.86 (Equal Treatment - Transportation)*  
*Minn. Stat. § 123B.92 (Transportation Aid Entitlement)*  
*Minn. Stat. § 124D.03 (Enrollment Options Program)*  
*Minn. Rules Ch. 3540 (Nonpublic Schools)*

***Cross References:*** *ISD 200 Policy 509 (Enrollment of Nonresident Students)*

*Policy Review:* 04.17.2025

*Policy Adopted:* 12.13.2006

*Policy Revised:* 02.23.2022

# Sternau & Associates

11 South 12th Street  
Minneapolis Mn 55403  
612 • 338 • 5267

June 5, 2025

Superintendent-Hastings Public Schools  
School District # 200  
1000 West 11<sup>th</sup> St.  
Hastings, MN, 55033

Dear Dr. Tamara Champa Superintendent-Hastings Public Schools

The following is intended to set forth an understanding of services to be provided School District #200, Hastings, Minnesota (the "District"), by Sternau & Associates (S&A) including their sub-contractors for the twelve-month period commencing September 1, 2025 and ending August 31, 2026.

## Client Services

S&A will provide to all Employees and their immediate Families of the District (the "Client"), a personal consultation and referral service with regard to personal, social, and other human service. To assist the clients in identifying both the problem(s) and the resource(s), both public and private, existing within the community, which provide services and/ or facilities to deal with the problem(s). S&A shall aid the clients in understanding differences among the service providers, such as location, cost, waiting lists, and eligibility for third party reimbursement. Selection of and contact with service provider shall be the responsibility of the client(s), for the experience of working with the service provider in order that the client(s) utilize the services in a productive way. Any counseling services over and above the assessment and referral become the financial responsibility of the individual.

S&A shall be Business Associates of the Hastings School District with regard to the Student Assistance Programs confidentiality policy.

S&A shall provide telephone consultation service between the hours of 8:00AM and 5:00PM, Monday through Friday, at Sternau & Associates facilities at 11 South 12<sup>th</sup> Street, phone (612) 338-5267. These phones are answered 24 hours per day for emergency purposes. While clients may be encouraged to attend a meeting at S&A offices, arrangements shall be made to accommodate the client(s).

If, in the opinion of the S&A evaluator, circumstances warrant, the consultant may refer the client(s) for a second opinion. Charges for such opinion shall be the responsibility of the individual(s)

Additional Services:

S&A shall provide technical assistance to the District in the form of ongoing consultation relative to the operation and utilization of the client services provided hereunder, including training of the appropriate district personnel.

S&A shall be available to the District for technical assistance and consultation with respect to evaluation of the effectiveness of the client services to District employees to be provided by S&A hereunder. Toward that end, the District shall provide S&A with such data (or access thereto) as shall be selected by the District to assist S&A in making its evaluation. Such data may include, but shall not be limited to absenteeism, turnover, accidents, indemnity benefits and medical costs. All such information shall be held in complete confidence by S&A and shall be used only in conjunction with such evaluation.

S&A Shall provide the District with statistical report(s) demonstration utilization on a biannual basis. Such reports shall contain no names or other identifying information with respect to client(s), their families, or significant others.

S&A shall maintain client files for two years period of time on all clients from the District,

S&A shall provide a certificate of professional liability insurance before the terms of this contract will be executed.

Services provided by the district:

The District shall encourage use of S&A's client services through periodic mailings or by emails to District employees and their families , the cost of which will be borne by the District.

Confidentiality:

In all consultation between S&A and the District, no names or other identifying characteristics of any client to whom services are provided hereunder shall be revealed to the District unless the client gives written permission. Therefore, the District shall not seek such information without providing S&A with such written permission form from the client. All client information shall be held in the strictest confidence by S&A.

Fees and Expenses payable to S&A:

Fees for S&A's services hereunder shall be computed as follows:

a. for all client evaluations and referrals as described in Paragraph A-1 above, in excess of three in any calendar month, \$90.00 per consultation. Additional visits will be the client's responsibility.

b. for all Client or District staff consultation, training, orientation, reports, evaluations or other services provided personally, other than those described in paragraph A-1 above, \$90.00 per hour per consultation.

c. Phone Consultation are to be billed at a rate of \$50.00 per hour.

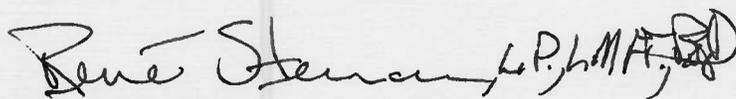
d. Charges shall be billed and payable on a monthly basis.

Termination during contract period:

This contract may be terminated by either party with thirty days written notice to the other.

On the anniversary date, August 31, 2026, the fee schedule outlined in this contract will be reviewed and updated according to current fee schedules. Please, indicate your agreement with the provisions set forth above by signing the enclosed copy of this letter and returning it to Sternau & Associates at the above address.

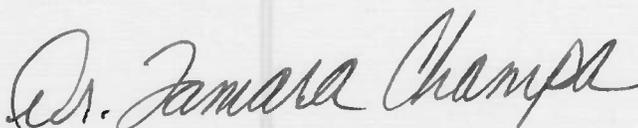
Very truly yours,



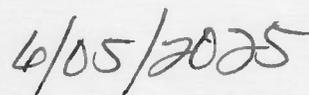
Rene Sternau, Licensed Psychologist  
Licensed Marriage and Family Therapist

Date: June 5, 2025

The undersigned is in agreement with the foregoing



Dr. Tamara Champa  
Superintendent Hastings School District #200



Date:

## November 1, 2024 thru April 30, 2025

Fundraiser Description	How funds are raised	Time of year for fundraiser	Funds used for:	Net Amount Fundraised	Site
Candy grams - Peer Helpers	Students sell candy canes to be delivered the day before break	Day before Holiday break	Peer Helpers - supplies	\$185	HHS
Horticulture	Plant sale	Spring	Horticulture Club	\$2,000	HHS
Global Languages Fruit sale (includes a few other things like cheeses, meats, and candies)	Students provide personal link to those tl	Late Oct-Mid Nov. Arrive Dec	Spanish and French Club and Honor Society Activities	\$2,762	HHS
NHS Gillette Walk-a-Thon	Students asked for donations	spring	Gillette Children's Hospital	\$14,886.00	HHS
Raider-Thon through the iMaGine Foundation	Funds collected vis FundHub	October/November 2024	Supporting field costs	11,576.95	HMS
<b>Total</b>				<b>\$31,410</b>	



# Hastings Public Schools

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

BRIDGE TO SUCCESS

DATE: June 25, 2025  
TO: ISD #200 School Board  
FROM: Jennifer Seubert, Director of Finance and Operations  
SUBJECT: Property/Casualty and Workers Compensation Insurance Rates for 2025-2026

Recommendation to approve the 2025-2026 rates for Property/Casualty and Workers Compensation Insurance.

Type	Company	Increase Decrease	Year	Rate
Property & Casualty	M.I.S.T-Fixed Costs	5.33%	25-26	\$332,538
	M.I.S.T-Loss Fund	0.68%	25-26	\$112,678
	Net Costs	3.74%		\$445,216
Workers Compensation	SFM	-1.34%	25-26	\$175,753
Agency Fee	Maguire Agency	0.00%	25-26	\$12,000
	Net Costs	-1.26%		\$187,753

**Property/Casualty** renewal with M.I.S.T. with an overall increase of 3.74%.

Major contributing factors:

- No changes to terms, conditions, limits or deductibles.
- The property market continues to be affected by catastrophic weather events.
- The casualty market continues to see large verdicts and settlements.
- The cyber market shows improvements if insurers have the proper cyber security controls and correction in place. AI has become a threat to cyber security, sophistication of cyber threats has advanced with AI.
- Property values is still the driving force behind market challenges and renewal increases.

**Workers Compensation** renewal with SFM and Maguire with an overall decrease of 1.26%.

Major contributing factors:

- Decrease in experience modification rate from .91 to .83.
- Increase in covered wages of 2%
- Agency fee with Maguire Agency remained the same.

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

**A RESOLUTION CERTIFYING THE POPULATION ESTIMATE**

**WHEREAS**, the Independent School District #200 has experienced an increase in population from the 2020 census figure of 31,887, to the current census figure of 32,980 determined by the State Demographer.

**BE IT RESOLVED**, by the School Board of Independent School District #200, that the census figure of 32,980 be certified to the State Demographer for approval of use in the 2025 payable 2026 revenue calculations.

The motion for the adoption of the foregoing resolution was duly seconded by Member \_\_\_\_\_ and upon vote being taken thereon,

the following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

Date: June 25, 2025

BY ORDER OF THE SCHOOL BOARD

\_\_\_\_\_  
Melissa Millner  
School District Clerk

FY 27 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				Revised 6/2/2025										
*** This version of the Revenue Projection spreadsheet includes agreed upon but not approved language in the E-12 Education bill														
200	Type in School District Number													
	HASTINGS PUBLIC SCHOOL DISTRICT													
			Change only											
			if requiring levy	Payable 2025										
Calculations for Ten Year Projection				Pay 26	adjustments	LLC Certification	Current Estimate							
	LLC #		FY 2025	FY 2026	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035
1	Type your district number in cell A2 (Minneapolis = 1.2)													
2	Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 16b to 18, 20, 21, 26, 27 and 50b													
3	Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33													
4	Look-up data from following tabs													
5	Initial Formula Revenue													
6	Current year APU	57	4,347.90	4,275.50	4,175.10	4,104.50	4,105.40	4,084.50	4,033.80	4,033.80	4,033.80	4,033.80	4,033.80	4,033.80
6a	Additional Pre-K Pupil Units ( line 19 of Pre-K application)													
6b	Total Adjusted Pupil Units = (6) + (6a)				4,275.50	4,175.10	4,104.50	4,105.40	4,084.50	4,033.80	4,033.80	4,033.80	4,033.80	4,033.80
7	District average building age (uncapped)	401	42.86	38.84	39.84	40.84	41.84	42.84	43.84	44.84	45.84	46.84	47.84	
8	Formula allowance		\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	
9	Building age ratio = (Lesser of 1 or (7) / 35)													
10	Initial revenue = (6) * (8) * (9)	403	1,652,202	1,624,690	1,586,538	1,559,710	1,560,052	1,552,110	1,532,844	1,532,844	1,532,844	1,532,844	1,532,844	
11	Added revenue for Eligible H&S Projects > \$100,000 / site													
12	Debt service for existing Alt facilities H&S bonds (1B) - gross before debt excess				701	-	-	-	-	-	-	-	-	-
13	Debt Excess related to Debt service for existing Alt facilities H&S bonds (1B)				754	-	-	-	-	-	-	-	-	-
14	Debt service for portion of existing Alt facilities bonds from line (22) attributable to eligible H&S Projects > \$100,000 per site (1A)				700	-	-	-	-	-	-	-	-	-
15	Debt Excess related to Debt service for portion of existing Alt facilities bonds attributable to eligible H&S Projects > \$100,000 per site (1A)				753	-	-	-	-	-	-	-	-	-
16a	Existing Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue from "IAQFAA Bonds" tab					-	-	-	-	-	-	-	-	-
16b	New debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue					-	-	-	-	-	-	-	-	-
16r	New debt service for LTFM bonds for eligible new roofing projects > \$100,000 / site					beginning FY27	-	-	-	-	-	-	-	-
17	Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue = (16a) + (16b) + (16r)					-	-	-	-	-	-	-	-	-
18	Pay as you go revenue for eligible new H&S projects > \$100,000 / site (corresponds to Category 2 on the Expenditures spreadsheet)				405	-	-	-	-	-	-	-	-	-
18r	Pay as you go revenue for eligible new roofing projects > \$100,000 / site (corresponds to Category 6 on the Expenditures spreadsheet)					beginning FY27	-	-	-	3,451,932	-	-	-	-
19	Total additional revenue for eligible projects >\$100,000 / site (12) - (13) + (14) -(15) + (16a) + (16b) + (16r) + (18) +(18r)				406	-	-	-	-	-	3,451,932	-	-	-
	Added revenue for Pre-K remodeling (for VPK approvals only)													
20a	Net debt service for bonds approved for Pre-K remodeling				766	-	-	-	-	-	-	-	-	-
20b	Pay as you go for projects approved for Pre-K remodeling				407	-	-	-	-	-	-	-	-	-
20c	Total Pre-K revenue					-	-	-	-	-	-	-	-	-
20d	Total New Law Revenue (10) + (19) + (20c)				408	1,624,690	1,586,538	1,559,710	1,560,052	1,552,110	4,984,776	1,532,844	1,532,844	1,532,844





 Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413		Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only										ED - 02478-11			
<b>Instructions:</b> Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2024, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.															
<b>District Info.</b> District Name: <b>Hastings Public Schools</b> District Number: <b>0200</b> District Contact Name: <b>Jennifer Seubert/Scott Stockdale</b> Contact Phone #: <b>651-480-7005/651-480-7053</b>		<b>District Info. (REQUIRED) Enter information</b> Date: <b>6/25/2025</b> Email: <b>jseubert@isd200.org/sstockdale@isd200.org</b>													
<b>Expenditure Categories</b>				<b>Fiscal Year (FY) Ending June 30</b>											
<b>Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.</b>				2025 (base year)	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	
<b>Finance Code</b>				<b>Category (1)</b>											
347	Physical Hazards	\$33,379	\$35,538	\$33,200	\$33,200	\$33,200	\$33,200	\$33,200	\$33,200	\$33,200	\$33,200	\$33,200	\$33,200	\$33,200	
349	Other Hazardous Materials	\$18,965	\$19,900	\$13,500	\$13,500	\$13,500	\$13,500	\$13,500	\$13,500	\$13,500	\$13,500	\$13,500	\$13,500	\$13,500	
352	Environmental Health and Safety Management	\$84,743	\$92,259	\$84,751	\$87,311	\$84,751	\$84,751	\$84,751	\$84,751	\$84,751	\$84,751	\$84,751	\$84,751	\$2,560	
358	Asbestos Removal and Encapsulation	\$13,680	\$2,860	\$2,860	\$1,680	\$2,860	\$2,860	\$2,860	\$2,860	\$2,860	\$2,860	\$2,860	\$2,860	\$1,680	
363	Fire Safety	\$40,062	\$49,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$39,350	\$25,000	\$25,000	
366	Indoor Air Quality	\$0	\$6,000	\$0	\$26,250	\$7,020	\$0	\$6,750	\$35,000	\$0	\$0	\$0	\$0	\$0	
<b>Total Health and Safety Capital Projects - Category (1)</b>				\$190,829	\$205,557	\$159,311	\$186,941	\$166,331	\$159,311	\$167,441	\$194,311	\$173,661	\$75,940	\$75,940	
<b>Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year - Additional Revenue</b>															
<b>Finance Code</b>				<b>Category (2)</b>											
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$2,710,400	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Total Health and Safety Capital Projects \$100,000 or More - Category (2)</b>				\$0	\$0	\$0	\$0	\$0	\$2,710,400	\$0	\$0	\$0	\$0	\$0	
<b>Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151</b>															
<b>Finance Code</b>				<b>Category 3 (a)</b>											
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Total Remodeling for Approved Voluntary Pre-K Projects - Category 3(a)</b>				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Remodeling for Gender-Neutral Single-User Restrooms</b>															
<b>Finance/Course Codes</b>				<b>Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025</b>											
<b>Finance Code 384 and Course Code 684 MUST USE BOTH</b>															
Remodeling for gender-neutral single user restroom per site.				\$275,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Remodeling for Gender-Neutral Single User Projects - Category 3(b)</b>				\$275,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>Finance Code</b>				<b>Category (4)</b>											
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Total Accessibility Projects - Category (4)</b>				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Deferred Capital Expenditures and Maintenance Projects</b>															
<b>Finance Code</b>				<b>Category (5)</b>											
368	Building Envelope	\$0	\$68,400	\$33,519	\$257,282	\$49,860	\$153,600	\$3,600	\$450,000	\$182,110	\$0	\$0	\$0	\$0	
369	Building Hardware and Equipment	\$1,177,366	\$193,051	\$115,300	\$120,300	\$31,000	\$140,100	\$250,000	\$658,890	\$5,100	\$0	\$312,000	\$0	\$0	
370	Electrical	\$10,000	\$0	\$0	\$171,000	\$323,500	\$125,000	\$128,500	\$75,000	\$563,500	\$0	\$0	\$0	\$0	
379	Interior Surfaces	\$637,552	\$241,291	\$530,250	\$717,050	\$217,550	\$48,000	\$1,839,500	\$786,000	\$264,250	\$718,250	\$126,600	\$0	\$0	
380	Mechanical Systems	\$113,554	\$388,437	\$1,255,450	\$330,000	\$751,400	\$21,600	\$40,550	\$171,000	\$0	\$210,000	\$80,000	\$0	\$0	
381	Plumbing	\$23,000	\$115,000	\$5,850	\$35,900	\$17,650	\$0	\$0	\$73,150	\$5,850	\$46,500	\$15,750	\$0	\$0	
382	Professional Services and Salary	\$63,000	\$209,463	\$0	\$0	\$1,541,405	\$371,800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
383	Roof Systems (normally below \$100,000 unless the school chooses not to receive additional revenue for \$100K or more roofing project/site/year - pending 2025 Legislation)	\$0	\$0	\$7,000	\$14,200	\$0	\$0	\$0	\$2,000	\$78,000	\$5,000	\$0	\$0	\$0	
384	Site Projects	\$9,700	\$178,800	\$362,835	\$78,160	\$0	\$0	\$153,300	\$127,880	\$35,600	\$134,200	\$700,955	\$0	\$0	
<b>Total Deferred Capital Expenditures and Maintenance Projects - Category (5)</b>				\$2,034,171	\$1,394,443	\$2,310,204	\$1,723,892	\$2,932,365	\$860,100	\$2,415,450	\$2,343,920	\$1,134,410	\$1,113,950	\$1,235,305	
<b>Deferred Capital Expenditures for Roofing Projects - Additional Revenue for \$100,000 or more project/site/year</b>															
<b>Finance Code</b>				<b>Category (6)</b>											
383	Roofing Systems -pending 2025 Legislation and if passed effective FY 2027	<b>PENDING CHANGES IN THE 2025 LEGISLATIVE SESSION</b>													
<b>Total Deferred Capital Expense and Maintenance - Category (6)</b>				\$0	\$0	\$0	\$0	\$0	\$3,451,932	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Annual 10-Year Plan Expenditures</b>				\$2,500,000	\$1,600,000	\$2,469,515	\$1,910,833	\$3,098,696	\$4,471,343	\$5,293,291	\$2,538,231	\$1,308,071	\$1,189,890	\$1,311,245	
<b>Fund Balance Section</b>															
<b>Fund 01</b>				<b>FY 25 and 26 Revenue Projection Model Revenue</b>				<b>FY 27 Revenue Projection Model Ten-Year Spreadsheet</b>							
Beginning Fund Balance 01-467-XX				\$5,653,823	\$4,817,413	\$4,899,568	\$4,016,591	\$3,665,468	\$2,126,824	\$1,368,821	\$1,060,306	\$54,919	\$279,692	\$622,646	
LTFM Fiscal Year Revenue - Levy				\$1,390,149	\$1,358,105	\$1,277,502	\$1,238,053	\$1,238,589	\$3,414,671	\$4,689,794	\$1,237,865	\$1,237,890	\$1,237,871	\$1,237,884	
LTFM Fiscal Year Revenue - AID if Applicable				\$273,442	\$324,050	\$309,036	\$321,657	\$321,463	\$298,669	\$294,982	\$294,979	\$294,954	\$294,973	\$294,960	
LTFM Fiscal Year Revenue Other				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>LEVY Page 10, Line 421 LTFM Deduction for applicable Cooperative/Intermediate Member District Levy</b>				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Transfer OUT if applicable - Special Legislation				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Estimated Fiscal Year Expenditures				\$2,500,000	\$1,600,000	\$2,469,515	\$1,910,833	\$3,098,696	\$4,471,343	\$5,293,291	\$2,538,231	\$1,308,071	\$1,189,890	\$1,311,245	
<b>Ending Fiscal Year Fund Balance 01-467-XX</b>				\$4,817,413	\$4,899,568	\$4,016,591	\$3,665,468	\$2,126,824	\$1,368,821	\$1,060,306	\$54,919	\$279,692	\$622,646	\$844,245	
<b>Fund 06</b>															
Beginning Fund Balance 06-467-XX				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Fiscal Year Bonded Revenue				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Fiscal Year Revenue Other				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Other Transfers				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
LTFM Estimated Fiscal Year Expenditures				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
<b>Ending Fiscal Year Fund Balance 06-467-XX</b>				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
End of worksheet															



Division of School Finance  
400 NE Stinson Blvd.  
Minneapolis, MN 55413

## Fiscal Year (FY) 2027 Application for Long-Term Facilities Maintenance Revenue Statement of Assurances

ED-02477-011  
Due: July 31, 2025

**General Information:** Minnesota school districts, intermediate school districts, cooperative districts, joint powers applying for Long-Term Facilities Maintenance revenue (LTFM) under Minnesota Statutes 2024, section 123B.595 must annually complete the Application for Long-Term Facilities Maintenance Revenue – Statement of Assurances (ED-02477). The application must be submitted to the Minnesota Department of Education (MDE) by July 31, 2025. Submit to [Sarah C. Miller](mailto:Sarah.C.Miller@mde.state.mn.us) (MDE.Facilities@state.mn.us) along with other required LTFM documentation. **Do not mail a hard copy. Please email this form with other required documentation.**

### Identification Information

Name of District, Intermediate/Cooperative/Joint Powers	District Number and Type:	Date Submitted:
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### Statement of Assurances

1. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety data submission system are for allowed health and safety uses under Minnesota Statutes 2024, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2024, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety System are for uses prohibited under Minnesota Statutes 2024, section 123B.595, subd. 11.
2. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for allowed uses under Minnesota Statutes 2024, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2) and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for uses prohibited under Minnesota Statutes 2024, section 123B.595, subd. 11.
3. All actual expenditures to be reported in Uniform Financial Accounting and Reporting Standards (UFARS) for FY 2027 under Finance Codes 347, 349, 352, 358, 363 and 366 will be for allowed health and safety uses under Minnesota Statutes 2024, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2024, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2024, section 123B.595, subd. 11.
4. All actual expenditures to be reported in UFARS for FY 2027 under Finance Codes 367, 368, 369, 370, 379, 380, 381, 382, 383 and 384 for Accessibility and Deferred Maintenance will be for allowed uses under Minnesota Statutes 2024, section 123B.595, subd. 10, paragraph (a), clauses (1), (2) and (4) and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2024, section 123B.595, subd. 11. **Effective FY 2025 and if applicable, provisions for a gender-neutral, single-user restroom are included in The LTFM plan (Finance Code 384 must be used with Course Code 684).**
5. The district will maintain a description of each project funded with long-term facilities maintenance revenue that will provide enough detail for an auditor to determine the cost of the project and if the work qualifies for revenue (Minn. Stat. 127A.41, subd. 3[2024]).
6. The district’s plan includes provisions for implementing a health and safety program that complies with health, safety and environmental regulations and best practices, including indoor air quality management and mandatory lead in water testing, remediation and reporting (Minn. Stat. 121A.335 [2024]). **The district’s ten-year plan does not include a request for a second-time project cost for: (1) replacement of an existing mechanical ventilation system to the current Minnesota State Mechanical Code/American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidelines; or, (2) to provide a level of approximately 15 Cubic Feet per Minute (CFM) per person.**

### Certification of Statement of Assurances

Signature – <b>Must be signed</b> by Superintendent or Cooperative Unit Director:	Name – Superintendent or Cooperative Director (Please print)	Date:
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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 beginning on the first Monday of January, 2026 and 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.



## **Version 1 Above:**

Considerations:

**Our Core Values:** Provided a consideration for partnership. All other core values are as created last night.

**Vision:** As indicated last night - added the map with the star icon

**Mission:** Remained the same

**Pillars and Anchors:** All as indicated with 2 suggestions/considerations:

Considerations:

### **#1 Staff Empowerment and Retention:**

As written last night:

Value, support and invest in a talented and skilled workforce through collaboration, professional development and growth to empower staff to create a work environment that cultivates excellence for all.

Consideration with the removal of the word work:

Value, support and invest in a talented and skilled workforce through collaboration, professional development and growth to empower staff to create an environment that cultivates excellence for all.

### **#2 Effective and Responsive Operations:**

As written last night:

Ensure resources are allocated in alignment with this strategic plan.

Consideration:

Ensure resources are allocated in alignment with strategic plan priorities.

**Welcome Language on the bottom: this was suggested last night so I put an image as a placeholder. This is generic, but would be a sample of our languages if there's interest.**

**Version #2:**

All considerations above are included for consideration - the only difference is the look of the map.



# Hastings Public Schools Strategic Plan 2025–2027

Revision: 6/19/25

## MISSION

Our Core Purpose

**We Care**

**We Empower**

**We Achieve**

Students are the heart of all we do

### Our Core Values

#### Drivers of Words & Actions

- 1
**Compassion and Respect** - We treat one another with kindness, dignity, and empathy in all interactions.
- 2
**Innovation** - We continuously seek improvement and creative solutions to embrace challenges, opportunities and evolving needs.
- 3
**Voice and Choice** - We empower individuals to express their experiences as they discover, develop and pursue their passions.

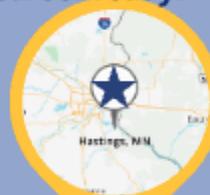
- 4
**Partnership** - We strive to connect and engage students, schools, and communities to leverage our collective strengths.
- 5
**Equity** - We provide each and every student and staff member with the resources and supports they need to achieve their personal best.
- 6
**Partnership** - We collaborate with students, families, businesses, and the community to support learning and strengthen our shared impact.

## Vision

What We Intend to Create

Hastings Public Schools is the safe, welcoming, student-centered home for families. We are focused on academics, growth, engagement, and excellence to develop lifelong learners who are college and career ready.

Destination -  
Hastings!



## Core Pillars and Strategic Anchors



### ACADEMIC EXCELLENCE

- Deliver rigorous, engaging, and evidence-based instruction that supports and challenges each and every student to thrive and succeed.
- Provide targeted support for academic growth for all students.
- Build and foster community partnerships for student experiences.
- Build and sustain robust secondary pathways.



### EQUITY AND BELONGING

- Empower each and every student and staff member to experience success.
- Ensure each and every student and staff member feels seen, valued and supported.
- Establish authentic partnerships with families and community members through clear communication, shared responsibility, and mutual respect.
- Provide instruction that respects and reflects diverse student experiences and backgrounds.



### SAFE, SUPPORTIVE AND ENGAGING ENVIRONMENTS

- Create a culture of emotional and physical safety where students can learn through high engagement, supported by clear expectations, social-emotional resources, and strong relationships.
- Promote responsibility and accountability for all.



### STAFF EMPOWERMENT AND RETENTION

- Value, support and invest in a talented and skilled workforce through collaboration, professional development and growth to empower staff to create a work environment that cultivates excellence for all. consider: create an onboarding process (before work)
- Foster a culture that honors teacher and staff expertise and leadership.
- Provide Competitive Compensation & Benefits Aligned to Area Standards



### EFFECTIVE AND RESPONSIVE OPERATIONS

- Ensure resources are allocated in alignment with this strategic plan. consider: with strategic plan alignment
- Maintain strong leadership and transparent student-centered decision making that supports district-wide success.
- Establish transparent and timely communication systems that foster meaningful engagement with families and the broader community.

Velkommen Добро пожаловать Bienveni Bonvenon Selamat Datang Swagata Dobrodošli

Version #3:

All considerations above are included for consideration - the only difference is the look of the map.


Hastings Public Schools Strategic Plan 2025-2027
Revision: 6/19/25

## MISSION

Our Core Purpose

**We Care**

**We Empower**

**We Achieve**

*Students are the heart of all we do*

### Our Core Values

Drivers of Words & Actions

- 1 **Compassion and Respect** - We treat one another with kindness, dignity, and empathy in all interactions.
- 2 **Innovation** - We continuously seek improvement and creative solutions to embrace challenges, opportunities and evolving needs.
- 3 **Voice and Choice** - We empower individuals to express their experiences as they discover, develop and pursue their passions.

- 4 **Partnership** - We strive to connect and engage students, schools, and communities to leverage our collective strengths.
- 5 **Equity** - We provide each and every student and staff member with the resources and supports they need to achieve their personal best.

**Consideration** Partnership - We collaborate with students, families, businesses, and the community to support learning and strengthen our shared impact.

## Core Pillars and Strategic Anchors



### ACADEMIC EXCELLENCE

- Deliver rigorous, engaging, and evidence-based instruction that supports and challenges each and every student to thrive and succeed.
- Provide targeted support for academic growth for all students.
- Build and foster community partnerships for student experiences.
- Build and sustain robust secondary pathways.



### EQUITY AND BELONGING

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- Promote responsibility and accountability for all.



### STAFF EMPOWERMENT AND RETENTION

- Value, support and invest in a talented and skilled workforce through collaboration, professional development and growth to empower staff to create a work environment that cultivates excellence for all. consider: create an environment (remove work)
- Foster a culture that honors teacher and staff expertise and leadership.
- Provide Competitive Compensation & Benefits Aligned to Area Standards



### EFFECTIVE AND RESPONSIVE OPERATIONS

- Ensure resources are allocated in alignment with this strategic plan. consider: with strategic plan priorities.
- Maintain strong leadership and transparent student-centered decision making that supports district-wide success.
- Establish transparent and timely communication systems that foster meaningful engagement with families and the broader community.



Velkommen Добро пожаловать Sveiki Selamat Datang Swagata Ongietorri Dobrodošli

Bienvenue Bonvenon Rienvenne

**Version #4:**

All considerations above are included for consideration - the only difference is the look of the map.



# Hastings Public Schools Strategic Plan 2025–2027

Revision: 6/19/25



**MISSION**  
*Our Core Purpose*  
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**We Empower**  
**We Achieve**

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Drivers of Words & Actions

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**Partnership** - We collaborate with students, families, businesses, and the community to support learning and strengthen our shared impact.

Vision

*What We Intend to Create*

*Hastings Public Schools is the safe, welcoming, student-centered home for families. We are focused on academics, growth, engagement, and excellence to develop lifelong learners who are college and career ready.*



Core Pillars and Strategic Anchors



ACADEMIC EXCELLENCE

- Deliver rigorous, engaging, and evidence-based instruction that supports and challenges each and every student to thrive and succeed.
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SAFE, SUPPORTIVE AND ENGAGING ENVIRONMENTS

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STAFF EMPOWERMENT AND RETENTION

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EFFECTIVE AND RESPONSIVE OPERATIONS

- Ensure resources are allocated in alignment with this strategic plan.
- Maintain strong leadership and transparent student-centered decision making that supports district-wide success.
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# Hastings Public Schools Strategic Plan 2025–2027

Revision: 6/19/25

## Our Core Values

### Drivers of Words & Actions

- 1 **Compassion and Respect** - We treat one another with kindness, dignity, and empathy in all interactions.
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MISSION

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## Vision

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## Core Pillars and Strategic Anchors



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STAFF EMPOWERMENT AND RETENTION

- Value, support and invest in a talented and skilled workforce through collaboration, professional development and growth to empower staff to create a work environment that cultivates excellence for all. (collaborate; create an environment; promote work)
- Foster a culture that honors teacher and staff expertise and leadership.
- Provide Competitive Compensation & Benefits Aligned to Area Standards



EFFECTIVE AND RESPONSIVE OPERATIONS

- Ensure resources are allocated in alignment with this strategic plan. collaborate with strategic plan priorities
- Maintain strong leadership and transparent student-centered decision making that supports district-wide success.
- Establish transparent and timely communication systems that foster meaningful engagement with families and the broader community.





**MEMORANDUM OF AGREEMENT - FOOD SERVICE WORKING HOURS**

This Memorandum of Understanding (MOU) is entered into between Independent School District No. 200, Hastings, Minnesota (hereinafter referred to as the "District") and the Food Service Personnel - SEIU Local 284 (hereinafter referred to as the "Union").

WHEREAS, due to changes in legislation, effective with the start of the 2023-2024 school year, the District implemented universal free meals which, as anticipated, significantly increased the number of meals served each day; and

WHEREAS, the District has experienced difficulty in hiring sufficient staff to meet the staffing levels desired, with this change in program; and

WHEREAS, through mutual agreement, the District allowed staff to opt into increasing their hours for the 2023-2024 school year, i.e. cooks from 5.75 hours per day to 6.25 hours per day, and lead cooks working seven hours per day, to eight hours per day; and

WHEREAS, the MOU initially implemented in 2023-2024 was extended to continue through the 2024-2025 school year with revisions; and

WHEREAS, the District has determined it would be beneficial to extend the increased hours for an additional year, through the 2025-2026 school year.

NOW THEREFORE, it is mutually agreed by and between the parties, as follows:

1. Employees in cook positions employed 5.75 hours per day, shall be increased to 6.25 hours per day; and
2. Lead cooks regularly scheduled to work seven hours per day will be increased to eight hours per day; and
3. Such increase shall be a requirement of all impacted positions, unless otherwise determined by the District; and
4. At the end of the 2025-2026 school year, employees' rights to hours per days will revert back to what they were regularly scheduled to work at the conclusion of the 2022-2023 school, if employed at that time; and
5. Effective with the start of the 2026-2027 school year, employees hired into cook positions and starting their employment during the 2023-2024, 2024-2025, and 2025-2026 school years shall have job rights to 5.75 hours per day; grade eight lead cooks hired during the 2023-2024 and 2024-2025 school years shall have job rights to seven hours per day; and
6. This MOU will be effective for the 2025-2026 school year only, and shall sunset at the conclusion of the 2025-2026 school year.

SEIU LOCAL 284 - FOOD SERVICE PERSONNEL

HASTINGS PUBLIC SCHOOLS - ISD 200

DATE: 6/3/25

DATE: \_\_\_\_\_

BY: [Signature]

BY: \_\_\_\_\_  
FOR THE DISTRICT



## **RECOMMENDED APPROVAL OF 2025-2026 MOU RE HOURS FOR FOOD SERVICE**

**June 25, 2025**

With the approval of the 2024-2026 Master Agreement for Food Service employees, the Board approved an extension of an MOU temporarily increasing the hours for cooks from 5.75 hours per day to 6.25 hours per day, and cook managers from seven hours per day to eight hours per day. This extension was for the 2024-2025 school year only.

Due to concerns related to ongoing funding for the free meal program, Administration is recommending approval of an additional extension of this MOU that would continue the increase in hours through the 2025-2026 school year only. Administration will consider the need and required funding to continue the increase after this time, by the end of the 2025-2026 school year.

The cost of this change will be paid from Fund 2, the Food Service fund, and will have no impact on the general fund.

Submitted by: Cathy Moen, Director of Human Resources



**RECOMMENDED APPROVAL  
OF 2025-2026 MOU RE HOURS FOR  
EDUCATIONAL SUPPORT PROFESSIONALS (ESP)**

**June 25, 2025**

In April of 2024, the Board approved an extension of an MOU allowing for an increase in paraprofessional hours to 6.25 per day, for special education paras who were at least 5.75 hours per day but less than 6.25. Administration is recommending approval of an additional extension of this MOU that would continue the increase in hours for all special education and EL paraprofessionals to 6.25 hours per day, through the 2025-2026 school year only. Administration will consider the need and required funding to continue the increase after this time, by the end of the 2025-2026 school year.

Submitted by: Cathy Moen, Director of Human Resources



**MEMORANDUM OF AGREEMENT  
ESP Working Hours for 2025-2026  
May 30, 2025**

This Memorandum of Understanding (MOU) is entered into between Independent School District No. 200, Hastings, Minnesota (hereinafter referred to as the "District") and the Ed MN Hastings - Educational Support Professionals (hereinafter referred to as the "Union").

WHEREAS, for the 2023-2024 school year, the District and the Union mutually agreed to implementation of an MOU due to the District experiencing difficulty hiring/retaining sufficient staff to meet the staffing levels desired, particularly as it relates to special education paraprofessionals; and

WHEREAS, through mutual agreement, the District temporarily increased the daily hours of staff to 6.25 hours per day during the 2023-2024 and 2024-2025 school years; and

WHEREAS, the District has seen improvement in the staffing levels for paraprofessionals; and

WHEREAS, the District has determined that it would be beneficial to extend the increased hours for an additional year, through the 2025-2026 school year; and

WHEREAS, the District and the Union have entered into a 2023-2025 bargaining agreement which expires on June 30, 2025 and a 2025-2027 Master Agreement has not yet been bargained resulting in the need for an MOU until such time as the 2025-2027 Master Agreement has been ratified.

NOW THEREFORE, it is mutually agreed by and between the parties as follows:

1. Special education and EL paraprofessionals employed with rights to positions of at least 5.75 hours per day but less than 6.25 hours per day shall be increased to 6.25 hours per day; and
2. Such increase shall be a requirement of all impacted positions, unless otherwise determined by the District; and
3. At the end of the 2025-2026 school year, employees' rights to hours per days will revert back to what they were regularly scheduled to work at the conclusion of the 2022-2023 school year, if employed at that time; and
4. Effective with the start of the 2026-2027 school year, employees hired into special education and/or EL paraprofessional positions and starting their employment during the 2023-2024, 2024-2025, or 2025-2026 school years shall have job rights to 5.75 hours per day; and
5. This MOU will be effective for the 2025-2026 school year only, and shall sunset at the conclusion of the 2025-2026 school year. Unless otherwise negotiated, this MOU as written, will be become a part of the 2025-2027 Master Agreement.

ED MN - Educational Support Professionals

HASTINGS PUBLIC SCHOOLS - ISD 200

DATE: 6/2/2025

DATE: \_\_\_\_\_

BY: [Signature]  
FOR THE UNION

BY: \_\_\_\_\_  
FOR THE DISTRICT



BRIDGE TO SUCCESS

Dr. Tamara Champa  
 SUPERINTENDENT

## 2025 Hastings School Board & Committee Future Meetings

*This document is a list of all the dates for work sessions, board meetings, special meetings, and committee meetings.*

*Committee descriptions and members are listed below the list of meetings.*

*Any questions or concerns regarding meetings can be directed to LynDee Humble at 651-480-7013 or via email at [lhumble@isd200.org](mailto:lhumble@isd200.org).*

Color Key	Regular Board Work Session	Regular Board Meeting (Including Closed & Special)	Policy Committee	Facilities, Finance & Joint Powers Committee	Community Collaboration Committee	Student School Board Committee
<b>Future Meeting Dates</b>						
Date	Time	Description	Board or Committee	Location		
06.18.2025	6:00 pm	Work Session	School Board	Hastings Middle School Media Center		
06.20.2025	7:30 am	Joint Powers Meeting	Facilities, Finance & Joint Powers Committee	Tilden, Room 117		
06.25.2025	6:00 pm	Regular Board Meeting	School Board	Hastings Middle School Media Center		
07.09.2025	6:00 pm	Work Session	School Board	Hastings Middle School Media Center		
07.10.2025	11:00 am	Policy Meeting	Policy Committee	District Office Conference Room A		
07.23.2025	6:00 pm	Regular Board Meeting	School Board	Hastings Middle School Media Center		
08.06.2025	12:00 pm	Policy Meeting	Policy Committee	District Office Conference Room A		
08.11.2025	7:30 am	Joint Powers Meeting	Facilities, Finance & Joint Powers Committee	Tilden, Room 117		
08.13.2025	6:00 pm	Work Session	School Board	Hastings Middle School Media Center		
08.20.2025	12:00 pm	Policy Meeting	Policy Committee	District Office Conference Room A		
08.27.2025	6:00 pm	Regular Board Meeting	School Board	Hastings Middle School Media Center		

09.05.2025	12:00 pm	Policy Meeting	Policy Committee	District Office Conference Room A
09.10.2025	6:00 pm	Work Session	School Board	Hastings Middle School Media Center
09.19.2025	12:00 pm	Policy Meeting	Policy Committee	District Office Conference Room A
09.24.2025	6:00 pm	Regular Board Meeting	School Board	Hastings Middle School Media Center
10.03.2025	12:00 pm	Policy Meeting	Policy Committee	District Office Conference Room A
10.08.2025	6:00 pm	Work Session	School Board	Hastings Middle School Media Center
10.17.2025	12:00 pm	Policy Meeting	Policy Committee	District Office Conference Room A
10.22.2025	6:00 pm	Regular Board Meeting	School Board	Hastings Middle School Media Center
10.31.2025	12:00 pm	Policy Meeting	Policy Committee	District Office Conference Room A
10.31.2025	1:00 pm	Finance Meeting	Facilities, Finance & Joint Powers Committee	District Office Conference Room A
11.05.2025	6:00 pm	Work Session	School Board	Hastings Middle School Media Center
11.14.2025	12:00 pm	Policy Meeting	Policy Committee	District Office Conference Room A
11.19.2025	6:00 pm	Regular Board Meeting	School Board	Hastings Middle School Media Center
12.03.2025	6:00 pm	Work Session	School Board	Hastings Middle School Media Center
12.12.2025	12:00 pm	Policy Meeting	Policy Committee	District Office Conference Room A
12.12.2025	1:00 pm	Finance Meeting	Facilities, Finance & Joint Powers Committee	District Office Conference Room A
12.17.2025	6:00 pm	Regular Board Meeting	School Board	Hastings Middle School Media Center

### Community Collaboration Committee (3)

**Purpose Statement:** *The Community Collaboration Committee is a link between the Hastings School District and the ISD 200 community. The committee focuses on identifying avenues to continuously improve the district's communication process for increased transparency and to better articulate the district's goals with its stakeholders. The committee seeks opportunities for shared learning, knowledge, awareness, experience, and growth to create a stronger, more united community.*

**Committee Members:** Melissa Millner (Chair) :: Matt Bruns :: Philip Biermaier :: Tammy Champa

### Facilities, Finance & Joint Powers Committee (3)

The mission of the ISD 200 Finance, Facilities, and Joint Powers Committee is to provide strategic guidance on budgetary, financial, and substantial facilities investment activities. These efforts prioritize sustainability, transparency, and equity, serving the School Board and the broader community.

The Committee is committed to fostering financial sustainability, ensuring transparency in decision-making, and supporting equity in resource allocation. It aims to enhance public confidence by effectively managing, maintaining, and improving district facilities, while educating stakeholders about facility usage, condition, and future outlook.

Working collaboratively with City of Hastings elected officials and staff collaborate on opportunities with the City under Joint Powers Programs. The Committee works to maximize shared resources through partnerships with the City, as outlined in Minnesota Statutes 124D.18 et. seq., to achieve meaningful outcomes for students and the community.

**Committee Members:** Mark Zuzek (Chair) :: Melissa Millner :: Jen Seubert :: Tammy Champa

### Policy Committee (3)

**Purpose Statement:** *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.*

**Committee Members:** Jessica Dressely (Chair) :: Mark Zuzek :: Carrie Tate :: Tammy Champa :: Guests as determined by policy review

### Student School Board Committee (3)

**Purpose Statement:** *The school board believes that the views, insights, and suggestions of student representatives on the school board can be an advantage to the school board in its decision-making role. The Student School Board Committee will focus on identifying, interviewing, and recommending student representatives to serve on the school board.*

**Committee Members:** Matt Bruns (Chair) :: Jessica Dressely :: Melissa Millner :: Tammy Champa

**917 REP (1) - 3 Year Term 2024-2027**  
**Commitment: Typical 1 meeting per month**

**Mark Zuzek**

**RELICENSURE COMMITTEE REP**

**Philip Biermaier**  
**Backup - Mark Zuzek**

**MSHSL REP (1)**

**Mark Zuzek**

**AMSD Liaison (1)**

**Matt Bruns**  
**Backup - Mark Zuzek**

**BRIGHTWORKS (1) If appointment is open**

**Jessica Dressely**

**Native American Parent Advisory Committee Liaison**

**Matt Bruns**  
**Backup - Jessica Dressely**