

Hastings Area Public Schools - ISD 200
School Board Meeting Agenda

Wednesday, October 8, 2025
Work Session
Middle School Media Center

- I. Pledge of Allegiance
- II. **Items for Discussion**
 - a. Principal Report - Kennedy, McAuliffe, and Pinecrest Elementary
 - b. Principal Report - Hastings Middle School
 - c. Principal Report - Hastings High School
 - d. Policy Review
 - Policy 602 Organization of School Calendar and School Day
 - Policy 602.1PR Inclement Weather and E-Learning Plans
 - Policy 612 Development of Parent and Family Engagement Procedure for Title I Programs
 - Policy 710 Extracurricular Transportation
 - Policy 710.1FRM Co-Curricular and Extracurricular Participation and Alternative Transportation Permission Form
 - Policy 715 Crowdfunding - Employee Fundraising for School Purpose
 - e. Building E-Learning Plans
 - f. Civic Arena Contract
 - g. Joint Powers Agreements and Addendums
 - h. Taher Update
 - i. Student Representative Event in Farmington - Wednesday, October 29
 - j. Vision Card Review



**Hastings
Public Schools**

Hastings Elementary Schools

Student Engagement Update

October 8, 2025

Prepared by:

Kyle Latch, Kennedy Elementary Principal
Matt Esterby, McAuliffe Elementary Principal
Paul Bakker, Pinecrest Elementary Principal

Students are the heart  *of all we do*

Academics



Fastbridge (K-4) Fall % at or Above

		Math		Reading				Math		Reading	
		24-25	25-26	24-25	25-26			24-25	25-26	24-25	25-26
K	Kennedy	n/a	n/a	n/a	59%	3	Kennedy	65%	78%	57%	61%
	McAuliffe	n/a	n/a	n/a	75%		McAuliffe	60%	68%	56%	67%
	Pinecrest	n/a	n/a	n/a	67%		Pinecrest	69%	75%	66%	73%
1	Kennedy	n/a	74%	57%	52%	4	Kennedy	76%	65%	63%	63%
	McAuliffe	n/a	74%	47%	63%		McAuliffe	77%	75%	69%	66%
	Pinecrest	n/a	87%	73%	82%		Pinecrest	74%	72%	62%	72%
2	Kennedy	78%	63%	59%	66%						
	McAuliffe	54%	61%	58%	58%						
	Pinecrest	62%	61%	39%	53%						

Reading Intervention

- # of Students Served
 - Kennedy - 57
 - McAuliffe - 70
 - Pinecrest - 35

- # of Students Exited
 - Kennedy - n/a
 - McAuliffe - n/a
 - Pinecrest - n/a

Safe & Supportive Schools Data Report



	Sept 2024	Sept 2025
Behavior Referrals	69	103
# of Students Receiving Referrals	43	40
# of Students with 3+ Referrals	*	15
# of Out of School Suspensions	*	*
# of In School Suspensions	*	*
# of Dismissals	*	*
Cell Phone Offenses		
1st Offense	*	*
2nd Offense	*	*
3rd Offense	*	*
Total	*	*
Success Plans	*	*
# of Students with Cell Phone Referral	*	*

	Sept 2024	Sept 2025
Attendance Rates	n/a	96.6 %
Total Attendance Referrals	*	*
# of Students with Attendance Referral	*	*
Chemical Use Referrals	*	*
# of Students with Chemical Use Referrals	*	*
Physical Altercations	20	17
# of Students Involved in Physical Altercations	27	23

*more than 1 but less than 5



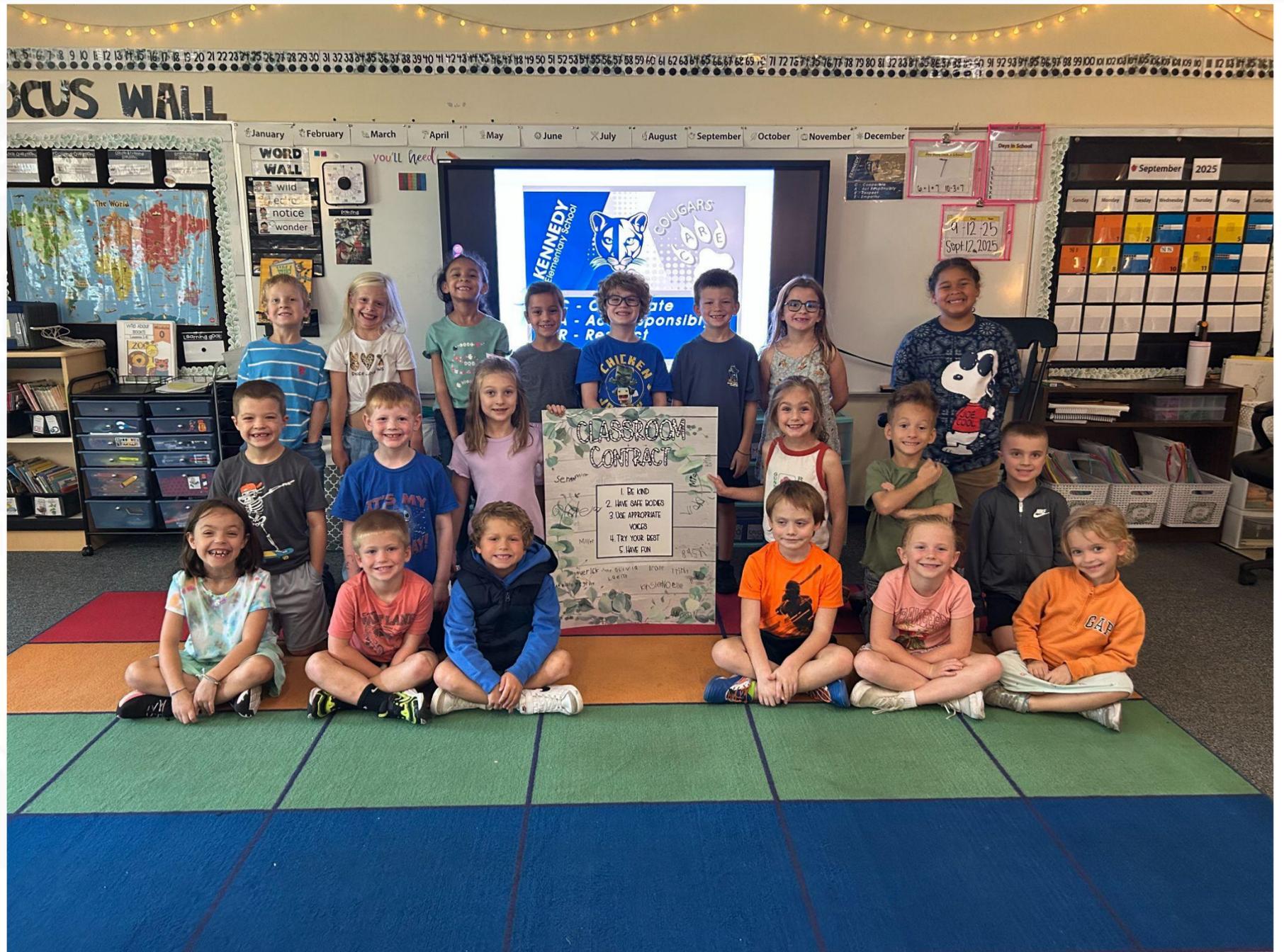
Kennedy Elementary Student Experiences



Classroom Connections

Bus Safety

Fall Fun Run





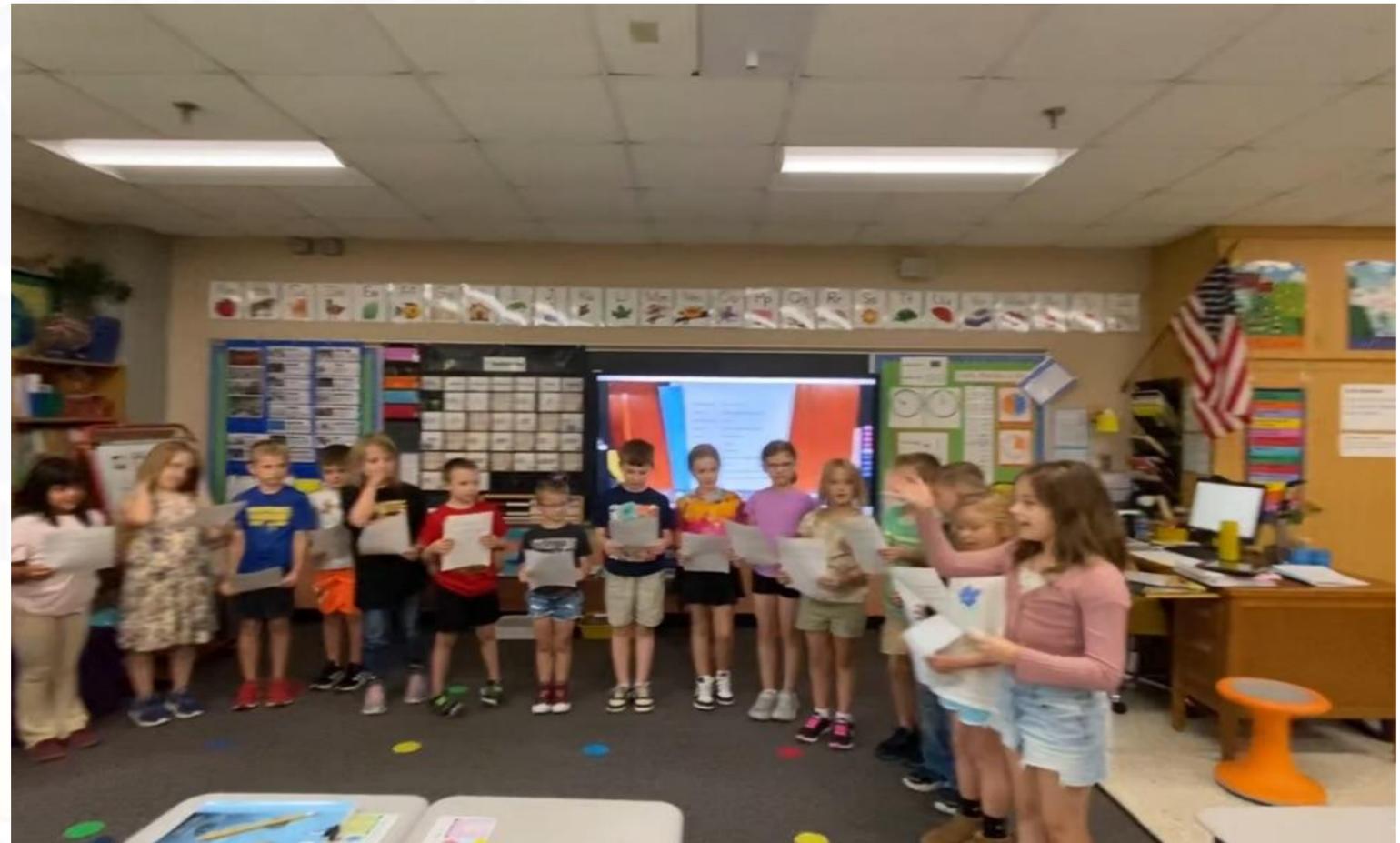
McAuliffe Elementary Student Experiences


SAFE,
SUPPORTIVE AND
ENGAGING
ENVIRONMENTS

Climb Theatre

Fire Department Visit

Reader's Theatre





Pinecrest Elementary Student Experiences


SAFE,
SUPPORTIVE AND
ENGAGING
ENVIRONMENTS

Read-a-thon

Local author visit - Zora Zee

Fire Department Visit





Questions?

2025-2027 STRATEGIC PLAN
Board Approved: 06/25/25

VISION: What We Intend to Create

Hastings Public Schools is a 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.

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

Compassion and Respect	Innovation	Voice and Choice	Partnership	Equity
We treat one another with kindness, dignity, and empathy in all interactions.	We continuously seek improvement and creative solutions to embrace challenges, opportunities, and evolving needs.	We empower individuals to express their experiences as they discover, develop, and pursue their passions.	We collaborate with students, families, businesses, and the community to support learning and strengthen our shared impact.	We provide each and every student and staff member with the resources and supports they need to achieve their personal best.

Core Pillars & Strategic Anchors

ACADEMIC EXCELLENCE	EQUITY AND BELONGING	SAFE, SUPPORTIVE AND ENGAGING ENVIRONMENTS	STAFF EMPOWERMENT AND RETENTION	EFFECTIVE AND RESPONSIVE OPERATIONS
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. Foster a culture that honors teacher and staff expertise and leadership. Provide Competitive Compensation & Benefits Aligned to Area Standards. 	<ul style="list-style-type: none"> Ensure resources are allocated in alignment 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.

DESTINATION DISTRICT



**Hastings
Public Schools**

Hastings Middle School

Student Engagement Update

October 8, 2025

Prepared by:
Ryan Wynn, Principal

Students are the heart  *of all we do*

Student Scheduling/Programming

- Total Middle School Enrollment -
1,180 students



Academics



Fastbridge (5-8) Fall % at or Above

	Math		Reading	
	24-25	25-26	24-25	25-26
5	69%	67%	66%	58%
6	72%	76%	67%	63%
7	73%	71%	66%	64%
8	72%	64%	60%	61%

Reading Intervention

- # of Students Served - 35
 - More added next week
 - post-Fastbridge score review
- # of Student Exit - not applicable at this time

Math Intervention

- # of Students Served - 13
 - More added next week
 - post-Fastbridge score review
- # of Student Exit - not applicable at this time

Safe & Supportive Schools Data Report



	Sept 2024	Sept 2025
Behavior Referrals	209	223
# of Students Receiving Referrals	114	125
# of Students with 3+ Referrals	21	25
# of Out of School Suspensions	7	5
# of In School Suspensions	*	5
# of Dismissals	*	6
Cell Phone Offenses		
1st Offense	27	14
2nd Offense	11	10
3rd Offense	*	*
Total	41	0
Success Plans	*	0
# of Students with Cell Phone Referral	34	12

	Sept 2024	Sept 2025
Attendance Rates	96.04%	95.95%
Total Attendance Referrals	*	*
# of Students with Attendance Referral	*	*
Chemical Use Referrals		
Chemical Use Referrals	*	0
# of Students with Chemical Use Referrals	*	0
Physical Altercations		
Physical Altercations	26	46
# of Students Involved in Physical Altercations	21	39

*more than 1 but less than 5



Arts

Enrolled

- **Band: 254**
- **Choir: 515**
- **Orchestra: 191**





Athletics

Enrolled in Fall Sports:

- **Cross Country: 41**
- **Girls Tennis: 39**
- **Volleyball: 81**
- **Boys Soccer: 41**
- **Girls Soccer: 25**



Clubs

Enrolled: 154

● Clubs Offered:

- *Fellowship of Christian Athletes (FCA)*
- Chess Club - 1st Informational Meeting
- Art Club (7th & 8th grade) - 30
- Outdoor Club - 104
- Youth in Government (8th grade) - 1st Informational Meeting
- Student Council - Students selected by end of the week
- Future Teachers Club - 12
- Writing Club - 8
- Guitar Club - 1st Informational Meeting



Student Experiences

- Homecoming Week & Pep Fest built school spirit and Raider pride
- 75 seventh- and eighth-graders trained as WEB Leaders to mentor 5th graders, helping them feel welcomed and supported throughout the year.
- Launched Unified PE, fostering inclusion as general education students applied to lead alongside peers in special education.





Questions?





**Hastings
Public Schools**

Hastings High School

Student Engagement Update

October 8, 2025

Prepared by:
Scott Doran, Principal

Students are the heart



of all we do

Student Scheduling/Programming

- Total High School Enrollment - 1278
 - ALP Students - 49
 - HOA Students - 26 FT/ 38 PT

CIS Enrollments - 856

AP Enrollments - 287

PSEO Enrollments - 9 FT/ 61 PT



Summer School/Credit Recovery



	# Participants	# Credits Recovered
Summer School	93	151
Credit Recovery	113	204

Fastbridge (9th Grade Only) Fall % at or Above				
	Math		Reading	
	24-25	25-26	24-25	25-26
9	57%	64%	52%	62%

Safe & Supportive Schools Data Report



	Sept 2024	Sept 2025
Behavior Referrals (Incidents)	382	119
# of Students Involved in Referrals	227	157
# of Students Involved with 3+ Referrals	28	6
# of Out of School Suspensions	6	5
# of In School Suspensions	*	0
# of Dismissals	8	*
Cell Phone Offenses		
1st Offense	114	49
2nd Offense	69	9
3rd Offense	36	*
Total	360	73
Success Plans		
# of Students with Cell Phone Referral	114	60

	Sept 2024	Sept 2025
Attendance Rates	95.45%	95.44%
Total Attendance Referrals	7	*
# of Students with Attendance Referral	7	*
Chemical Use Referrals		
Chemical Use Referrals	7	*
# of Students with Chemical Use Referrals	6	*
Physical Altercations		
Physical Altercations	*	*
# of Students Involved in Physical Altercations	*	*

*more than 1 but less than 5

Pathways Update



Recent Progress

- The Career Pathway Team met on Thursday, September 11
- Focus: Developing course progressions aligned with identified career pathways
- This foundational work will guide learning sequences that support students' long-term academic and career goals
- Upcoming connections with Taher and iDEAL Solar Energies for potential partnerships

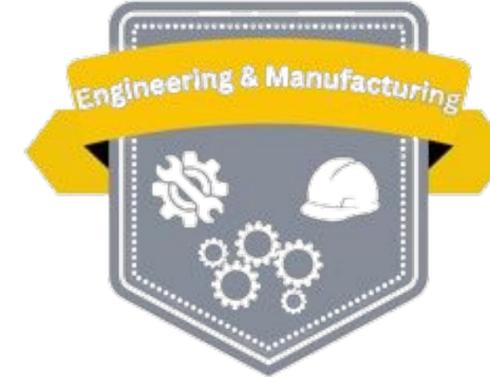
Pathways Update



Next Steps

- **Next Meeting(s):** Thursday, **October 9** (then Oct. 23, Nov. 6)
- **Goals:**
 - Completion of sequencing
 - i. Identification of gaps in course offerings
 - Registration guide design

Pathways Update

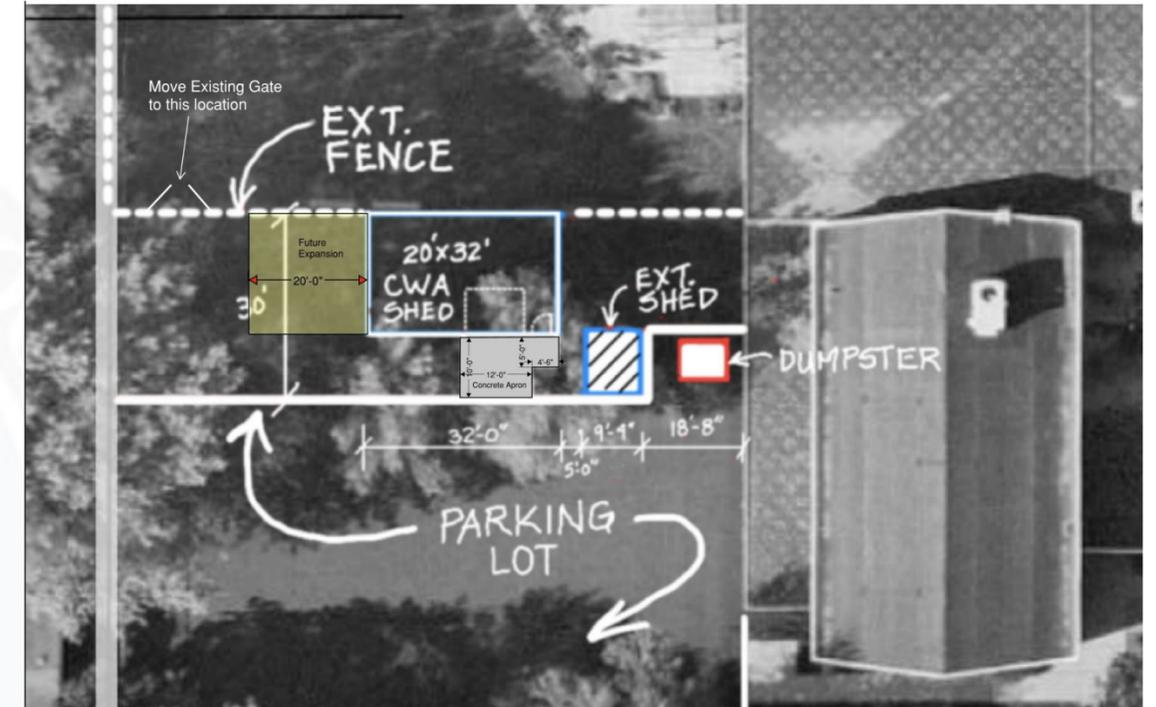


Industry Partnerships

- Upcoming meetings with industry partners such as **Taher** and **iDEAL Solar**
 - Attendees: Superintendent, Director of Teaching & Learning, High School Principal
 - Purpose: Explore partnership opportunities that align with Career Pathway initiatives
- Continued focus on **strengthening partnerships** with:
 - **Allina/Regina, Future Workforce Alliance, Rotary**, and others

Student Experiences

Teens@Work





Arts

Enrolled

- **Marching Band- 87**
- **Show Choir (3) - 124**
- **Fall Play- 21**
- **Jazz Ensemble- 8**





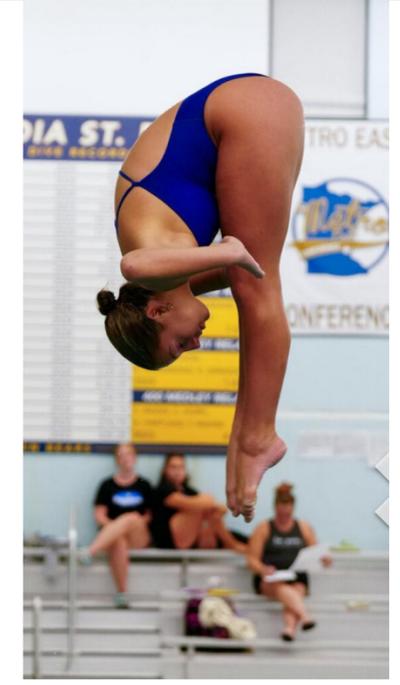
Athletics

HHS Enrolled in Fall Sports:

- Cross Country (B/G) - 27
- Football - 100
- Soccer-Boys - 48
- Soccer-Girls - 49
- Swim & Dive - Girls - 20
- Tennis - Girls - 28
- Volleyball - 60

Percent of HHS Participants

- $332/1287 = 25.8\%$





HHS Clubs



- **Many clubs have not started or have only had one meeting**
- **# of participants will be available in the Spring**



Questions?





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 planning of the school year.

III. CALENDAR RESPONSIBILITY

A. The school calendar shall be adopted annually by the school board. It ~~will~~ **shall** meet all provisions of Minnesota ~~S~~statutes, section 120A.41, and all other provisions of law pertaining to minimum number of school days. ~~and other provisions of law.~~ The school calendar shall establish a minimum of 167 days of instruction for students in grades 1 through 11, 1,020 hours of instruction for students in grade 12 ~~student days~~, workshop days for staff, provide for emergency closings and include other information relevant ~~elated~~ 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 sections 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.

For the 2026-2027 and 2027-2028 school years only, a school board may vote to begin the school year on September 1 or later.

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 inclement weather day is a non-instructional snow ~~snow~~ day for all students and staff, which will not be rescheduled or require the use of an e-learning day; ~~The first and second emergency or snow inclement weather day will not be rescheduled. MN Statute requires 165 days of instruction and 1,020 hours~~
 - 2. The second inclement weather day is a non-instructional day for students and a professional development day for student facing staff and a regular work day for all other staff ; ~~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). (Once contracts being negotiated in FY26 are finalized, this will go into effect.)~~
 - 3. The third and subsequent inclement weather days are e-learning days; and ~~(not to exceed five) After the second third emergency or snow inclement weather 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.~~
 - 4. ISD 200 may designate up to five e-learning days in one school year.
- B. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III(A), above.
- C. 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.

- D. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- E. 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.
- F. 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.
- G. 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.

The school district ~~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: *ISD 200 Policy 425 (Staff Development and Mentoring)*
ISD 200 Policy 602.1PR (Inclement Weather & E-Learning Plans)

Policy Reviewed: 09.19.2025
Policy Adopted: 07.23.2025
Policy Revised: 07.01.2024



602.1PR INCLEMENT WEATHER & E-LEARNING PLANS

I. PURPOSE

It is important that all students, families, and staff understand the district’s plan for days in which school may be closed due to inclement weather.

II. INCLEMENT WEATHER

- A. The first inclement weather day is a non-instructional snow day for all students and staff, which will not be rescheduled or require the use of an e-learning day;
- B. The second inclement weather day is a non-instructional day for students and a professional development day for student facing staff and regular work day for all other staff;
- C. The third and subsequent inclement weather days are e-learning days; and
- D. ISD 200 may designate up to five e-learning days in one school year.

III. E-LEARNING DAYS

An e-learning day is a day when students complete schoolwork online instead of attending school in person. E-learning days are used to provide instruction when school is closed unexpectedly for inclement weather.

- A. E-learning days provide online learning opportunities intended to counter the loss of curriculum momentum resulting from school cancellations due to Minnesota’s winter weather.
- B. E-learning days cannot replace the face-to-face time students have with their teachers but it can provide better continuity when school is interrupted.
- C. E-learning days also negate the need for makeup school days in June, helping families more effectively plan summer activities.

IV. E-LEARNING DAY PLANS

Please see addendums 1, 2, and 3 below for site specific e-learning day plans.



602.1PR ADDENDUM 1 ELEMENTARY SCHOOLS

I. E-LEARNING PLAN

A. To ensure students continue to develop as learners, teachers have developed opportunities for students to independently practice various learning activities. These activities will be shared with families in the students’ take-home folders, as well as being posted on the school’s webpage. In situations where we can anticipate the need for an e-learning day, students may come home with their school-issued iPad to help connect with their teacher and access activities posted on Seesaw.

II. E-LEARNING DAY EXPECTATIONS

Please read the following chart that outlines the partnership for a successful E-Learning Day

Teachers/Staff	Students	Family/Adults
<ul style="list-style-type: none"> ● Grade-level e-learning information will be posted to the school website and emailed to families ● When possible, prepare a print version of the e-learning plan and have students put it in their take-home folder ● Provide students with feedback about what the student did well and how they can improve ● Send district issued iPad home when the need is anticipated ● Communicate to parents how to contact you whether by email, phone and/or Seesaw 	<ul style="list-style-type: none"> ● Try your best each day ● Complete daily assignments as the focus is for you to practice things at an independent level ● Keep any e-learning plans in your take-home folder until you are told to use them ● Connect with school staff when you have questions ● If iPad is sent home: Make sure your iPad is fully charged, cared for, and used appropriately 	<ul style="list-style-type: none"> ● If your child is ill and can’t participate in their learning day, please contact the school’s attendance line ● Have a Seesaw account set-up so you can monitor your child’s progress and communicate with school staff ● Communicate with your child’s teacher if work is too hard, too easy, or taking too long ● Help your child pick a learning location that reduces distractions ● Students should practice with the least amount of adult assistance necessary (ideally on their own)



602.1PR ADDENDUM 2 HASTINGS MIDDLE SCHOOL

I. E-LEARNING PLAN

- A. When school is canceled for any reason, students and families will be communicated with and the day will be either asynchronous (students checking their Schoology for the day's work as described in section II below) or synchronous (following the schedule in section III below).

II. E-LEARNING ON ASYNCHRONOUS DAYS

- A. Teachers will post learning activities by 9:00 a.m. in Schoology.
- B. Students learn asynchronously.
- C. Teachers may have live "office hours" via Google Meet and will reply to student questions via email, and/or Schoology messenger from 9 am to 12 pm and 12:30 pm to 3:30 pm,
- D. To be counted present for the day, students must respond to the higher-order thinking question or task in each scheduled class. Learning and study time for each class should not exceed 20-30 minutes.
1. Teachers will post at least one higher-order thinking question or task connected to the day's learning target.
 2. Teachers may vary the format of the response (short written reflection, diagram, video/audio recording, or peer discussion post) but must ensure it pushes students to think critically.
 3. Students with an Individualized Education Plan will follow lessons provided by their classroom teachers and/or lessons modified by their case managers online.
 4. Accommodations for students without access to the Internet will be addressed on an individual basis. Students or guardians should report it to the Attendance Line.

III. E-LEARNING ON SYNCHRONOUS DAYS:

- A. Hastings Middle School will use the following schedule
- | | |
|-------------|---|
| 7:30-9:00 | Teacher Planning/Collaboration/Online Preparation |
| 9:00-9:30 | Period 1 |
| 9:45-10:15 | Period 2 |
| 10:30-11:00 | Period 3 |
| 11:00-12:00 | Lunch Break |
| 12:00-12:30 | Period 4 |
| 12:45-1:15 | Period 5 |
| 1:30-2:00 | Period 6 |
| 2:00-2:45 | Teacher Office Hours |
| 2:45-3:30 | Teacher Meetings/Staff Meetings |



Hastings Public Schools
Independent School District 200

STAFF/ INSTRUCTORS	STUDENTS	FAMILY/ADULTS
<ul style="list-style-type: none"> <input type="checkbox"/> Begin each class on Google Meet following the above schedule. <input type="checkbox"/> Each Google Meet format will engage students, review previous content, discuss new content and make plans for when student work on their own time <input type="checkbox"/> Communicate to your students when your office hours are and how students can access you for help. <input type="checkbox"/> Create a respectful online community <input type="checkbox"/> Update gradebook frequently <input type="checkbox"/> Communicate with parent/adult about student progress <input type="checkbox"/> Provide students with positive/constructive feedback about what the student did well and how they can improve <input type="checkbox"/> Pin an update to Schoology with your office hours and how to contact you whether by email, phone and/or Google Meet 	<ul style="list-style-type: none"> <input type="checkbox"/> Make sure your Chromebook is fully charged and ready for learning each day. <input type="checkbox"/> Join each of your classes following the schedule above. If you are sick and unable to attend you must have a parent call the Attendance Office at 651-480-7061 or 651-480-7062 <input type="checkbox"/> Follow your regular schedule. (A/B Days will be communicated for the day) <input type="checkbox"/> Be present for each Google Meet meeting with your classes according to the schedule above. <input type="checkbox"/> Take your lunch break from 11:00-12:00. <input type="checkbox"/> Turn in completed assignments <input type="checkbox"/> Email, call or Google Meet your teacher when you have a question OR when you feel you are stuck. <input type="checkbox"/> Check your grades daily/weekly. <input type="checkbox"/> Keep up with school work <input type="checkbox"/> Check your emails/Schoology messages and respond appropriately. 	<ul style="list-style-type: none"> <input type="checkbox"/> Be sure to access your parent Schoology account. If you need assistance with Schoology or Infinite Campus, please see this information. <input type="checkbox"/> Check Schoology for student progress and missing work <input type="checkbox"/> Check Infinite Campus for attendance <input type="checkbox"/> Communicate with teachers if work for your student is too hard, taking too long or too easy <input type="checkbox"/> Support and encourage your child to be present for each Google Meet meeting every day of the week. <input type="checkbox"/> If you have questions regarding academics, please email the teacher <input type="checkbox"/> If you are worried about the social/emotional wellbeing of your child, please email a counselor or principal <p><u>Counselors by Grade</u></p> <p>5th Grade Jade Achman</p> <p>6th Grade Ellen Rademacher</p> <p>7th grade Megan Latch</p> <p>8th Grade Brooke Johnson</p>

Ryan Wynn,, Building Principal rwynn@isd200.org , 651-480-7066 (8th Grade)

Pam Johnson, Assistant Principal pjohnson@isd200.org , 651-480-7068 (7th Grade)

Scott Addyman,, Assistant Principal saddyman@isd200.org , 651-480-7067 (6th & 5th Grade)



602.1PR ADDENDUM 3 HASTINGS HIGH SCHOOL

I. E-LEARNING PLAN

- A. Students and families will be communicated with at least 2 hours prior to the regular start time and the day will be either:
1. asynchronous: students checking their Learning Management System for the day's work as described in section II below; or
 2. synchronous: following the schedule in section III below.

II. E-LEARNING ON ASYNCHRONOUS DAYS

- A. Teachers will post learning activities by 9:00 a.m. in Schoology.
- B. Students learn asynchronously
- C. Teachers may have live "office hours" via Google Meet and will reply to student questions via email and/or Schoology messenger from 8:00 a.m.-12:00 p.m. and 12:30pm to 3:30pm.
- D. To be counted present for the day, students must respond to the higher-order thinking question or task in each scheduled class. Learning and study time for each class should not exceed 20-30 minutes.
1. Teachers will post at least one higher-order thinking question or task connected to the day's learning target..
 2. Teachers may vary the format of the response (short written reflection, diagram, video/audio recording, or peer discussion post) but must ensure it pushes students to think critically
 3. Students with an Individualized Education Plan will follow lessons provided by their classroom teachers and/or lessons modified by their case managers online.
 4. Accommodations for students without access to the internet will be addressed on an individual basis. Students or guardians should report it to the Attendance Line.

III. E-LEARNING ON SYNCHRONOUS DAYS

Hastings High School will use the following schedule:

- A. 7:30-7:50 Teacher Planning/Collaboration/Online Preparation
7:50-8:36 Period 1
8:41-9:27 Period 2
9:27-9:52 Break - No Advisory
9:52-10:38 Period 3
10:43-11:29 Period 4
11:34-12:49 Period 5 and Lunch Break **(Join class at 11:34 for instructions)
12:54-1:40 Period 6
1:45-2:31 Period 7
2:31-3:30 Teacher Office Hours/Teacher Meetings/Staff Meetings



Hastings Public Schools
Independent School District 200

STAFF/ INSTRUCTORS	STUDENTS	FAMILY/ADULTS
<ul style="list-style-type: none"> <input type="checkbox"/> Begin each class on Google Meet following the above schedule. <input type="checkbox"/> Each Google Meet format will engage students, review previous content, discuss new content and make plans for when student work on their own time <input type="checkbox"/> Communicate to your students when your office hours are and how students can access you for help. <input type="checkbox"/> Create a respectful online community <input type="checkbox"/> Update gradebook frequently <input type="checkbox"/> Communicate with parent/adult about student progress <input type="checkbox"/> Provide students with positive/constructive feedback about what the student did well and how they can improve <input type="checkbox"/> Pin an update to Schoology with your office hours and how to contact you whether by email, phone and/or Google Meet 	<ul style="list-style-type: none"> <input type="checkbox"/> Make sure your Chromebook is fully charged and ready for learning each day. <input type="checkbox"/> Join each of your classes following the schedule above. If you are sick and unable to attend you must have a parent call the Attendance Office at 651-480-7477 <input type="checkbox"/> Follow your regular schedule. <input type="checkbox"/> Be present for each Google Meet meeting with your classes according to the schedule above. <input type="checkbox"/> Take your lunch break from as instructed by your 5th hour teacher <input type="checkbox"/> Turn in completed assignments <input type="checkbox"/> Email, call or Google Meet your teacher when you have a question OR when you feel you are stuck. <input type="checkbox"/> Check your grades daily/weekly. <input type="checkbox"/> Keep up with school work <input type="checkbox"/> Check your emails/Schoology messages and respond appropriately. 	<ul style="list-style-type: none"> <input type="checkbox"/> Be sure to access your parent Schoology account. If you need assistance with Schoology or Infinite Campus, please see this information. <input type="checkbox"/> Check Schoology for student progress and missing work <input type="checkbox"/> Check Infinite Campus for attendance <input type="checkbox"/> Communicate with teachers if work for your student is too hard, taking too long or too easy <input type="checkbox"/> Support and encourage your child to be present for each Google Meet meeting every day of the week. <input type="checkbox"/> If you have questions regarding academics, please email the teacher <input type="checkbox"/> If you are worried about the social/emotional wellbeing of your child, please email a counselor or principal <p><u>Counselors by Alpha (last name)</u></p> <p>A-F Kim Hoff</p> <p>G-L Naomi Marietta</p> <p>M-R Drew Cooper</p> <p>S-Z Steve Peterson</p>

Chris Moore, Assistant Principal, cmoore@isd200.org , 651-480-7483 (9th/10th grades)

Mindy Tavernier, Assistant Principal, mtavernier@isd200.org , 651-480-7480 (11th/12th grades)

Scott Doran, Building Principal, sdoran@isd200.org , 651-480-7474



612 DEVELOPMENT OF AND FAMILY ENGAGEMENT PROCEDURE POLICIES FOR TITLE I PROGRAMS

I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents/guardians of students participating in Title I in the educational programs and experiences of students. The procedure policy shall provide the framework for organized, systematic, ongoing, informed, and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents/guardians by the school district shall be directed toward both public and private school children whose parents/guardians are school district residents or whose children attend school within the boundaries of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The ~~policy of the~~ school district shall ~~is to~~ plan and implement, with meaningful consultation with parents/guardians of participating children, programs, activities, and procedures for the engagement of parents/guardians and families in its Title I programs.
- B. The ~~policy of the~~ school district shall ~~is to~~ fully comply with 20 United States Code section 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents/guardians parents of children participating in Title I programs written parent/guardian and family engagement policies.

III. DEVELOPMENT OF DISTRICT LEVEL PROCEDURE POLICY

The ~~school board will direct the~~ administration shall ~~to~~ develop jointly with, agree upon with, and distribute to parents/guardians and family members of participating children a written parent/guardian and family engagement procedures policy that will be incorporated into the school district's Title I plan. The procedure is located as an addendum to this policy and policy will establish the expectations for meaningful parent/guardian and family involvement and describe how the school district will:

- A. Involve parents/guardians and family members in the joint development of the school district's Title I plan and the development of support and improvement plans;
- B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the school district in planning and implementing effective parent/guardian and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or

individuals with expertise in effectively engaging parents/guardians and family members in education;

- C. Coordinate and integrate parent/guardian and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
- D. Conduct, with the meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement procedure ~~policy~~ in improving the academic quality of the schools served, including identifying barriers to greater participation by parents/guardians in parental involvement activities (with particular attention to parents/guardians ~~parents~~ who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or who are of a racial or ethnic minority background); the needs of parents/guardians and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;
- E. Use the findings of such evaluations to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level parent/guardian and family engagement policies; and
- F. Involve parents/guardians ~~parents~~ in the activities of the schools, which may include establishing a parent/guardian advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the school district to adequately represent the needs of the population served by the school district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement procedure ~~policy~~.

IV. DEVELOPMENT OF SCHOOL LEVEL PROCEDURE

The school board will direct the administration of each school to develop (or amend an existing parental involvement procedure) jointly with, and distribute to, parents/guardians and family members of participating children a written parent/guardian and family engagement procedure, agreed upon by such parents/guardians and families, that shall describe the means for carrying out the federal requirements of parent/guardian and family engagement. Parents/guardians shall be notified of the procedure in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. Such procedures shall be made available to the local community and updated periodically to meet the changing needs of parents/guardians and the school.

- A. The procedure will describe the means by which each school with a Title I program will:

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating children shall be invited and encouraged to attend, to inform parents/guardians of their school's participation in Title I programs, and to explain to parents/guardians of participating children the program, its requirements, and their right to be involved;
 2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds transportation, child care, or home visits, as such services relate to parental involvement;
 3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of the parental involvement programs, including the planning, review, and improvement of the school parent and family engagement **procedurepolicy** and the joint development of the school-wide program plan, except that if a school has in place a process for involving parents/guardians in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents/guardians of participating children;
 4. Provide parents/guardians of participating children with: timely information about Title I programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; if requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and to respond to any such suggestions as soon as practicably possible; and
 5. If the school-wide program plan is not satisfactory to the parents/guardians of participating children, submit any parent's/guardian's comments on the plan when it is submitted to the school district.
- B. ~~Address the importance of communication between teachers and parents on an on-going basis through the use of:~~
1. ~~Annual parent-teacher conferences to discuss the compact and the child's achievement;~~
 2. ~~Frequent progress reports to the parents, and~~
 3. ~~Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.~~
 4. ~~Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.~~

- C. As a component of this ~~procedure policy~~, each ~~qualifying~~ school shall jointly develop with parents/guardians a school/parent/guardian compact and will be posted on the district website. The compact shall ~~which~~ outlines how parents/guardians, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents/guardians will build and develop a partnership to help children achieve the state's high standards. The compact shall:
1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
 2. Describe the ways each parent/guardian will be responsible for supporting their child's learning by volunteering in their child's classroom and participating, as appropriate, in decisions relating to their child's education and use of extracurricular time.
 3. Address the importance of communication between teachers and parents/guardians ~~parents/guardians~~ on an ongoing basis through the use of:
 - a) Annual parent-teacher conferences to discuss the compact and the child's achievement;
 - b) Frequent progress reports to the parents/guardians ~~parents/guardians~~;
 - c) Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom; and
 - d) Regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- D. To ensure effective involvement of parents/guardians and to support a partnership among the school, parents/guardians ~~parents~~, and community to improve student academic achievement, the ~~procedure policy~~ will describe how each school and the school district will:
1. Provide assistance to participating parents/guardians in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
 2. Provide materials and training to assist parents/guardians ~~parents~~ in working with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

3. Educate school staff, with the assistance of **parents/guardians**, in the value and utility of contributions of **parents/guardians** and in how to reach out to, communicate with, and work with **parents/guardians** as equal partners, implement and coordinate parent/**guardian** programs, and build ties between **parents/guardians** and school;
 4. Coordinate and integrate parental involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent/**guardian** resource centers, that encourage and support **parents/guardians** in more fully participating in the education of their children to the extent feasible and appropriate;
 5. Ensure, to the extent practicable, that information about school and parent/**guardian** meetings, programs, and activities is sent to the **parents/guardians** of participating children in a format and, to the extent practicable, in a language the **parents/guardians** can understand; and
 6. Provide such other reasonable support for parental involvement activities as requested by **parents/guardiansparents**.
- E. The **procedurepolicy** will also describe the process to be taken if the school district and school choose to:
1. Involve **parents/guardiansparents** in the development of training for school staff to improve the effectiveness of such training;
 2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
 3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable **parents/guardiansparents** to participate in school-related meetings and training sessions;
 4. Train **parents/guardiansparents** to enhance the involvement of other **parents/guardiansparents**;
 5. Arrange meetings at a variety of times or conduct in-home conferences between teachers or other educators, who work directly with participating children, and **parents/guardiansparents** who are unable to attend such conferences at school in order to maximize parental involvement and participation in school- related activities;
 6. Adopt and implement model approaches to improving parental involvement;
 7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and

8. Establish a district-wide parent/guardian advisory council to provide advice on all matters related to parental involvement in Title I programs.
- F. To carry out the requirements of parent/guardian and family engagement, the school district and schools, to the extent practicable, will provide opportunities for the informed participation of parents/guardiansparents and family members (including parents/guardiansparents and family members who have limited English proficiency, parents/guardiansparents and family members with disabilities, and parents/guardiansparents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language that is understandable by the parents/guardiansparents.
- G. The school district and each school shall inform parents/guardiansparents and parent /guardian organizations of the existence of family engagement in education programs.

The procedureolicies will be updated periodically to meet the changing needs of parents/guardiansparents and the school.

Legal References: 20 U.S.C. § 6318 (Parent and Family Engagement)

Cross References: None

Policy Reviewed: 10.03.2025 ~~06.24.2020~~

Policy Adopted: 07.22.2020

Policy Revised: 10.26.2022



710 EXTRACURRICULAR TRANSPORTATION

I. PURPOSE

The purpose of this policy is to make clear to students, parents, and staff the school district's policy regarding extracurricular transportation.

II. GENERAL STATEMENT OF POLICY

The determination as to whether to provide transportation for students, spectators, or participants to and from extracurricular activities shall be made solely by the school district administration. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions. Employees who are involved in extracurricular activities shall be advised by the administration as to the transportation arrangements made, if any.

III. ARRANGEMENT OF EXTRACURRICULAR TRANSPORTATION

School district employees shall not undertake independent arrangement, scheduling, or coordination of transportation for extracurricular activities unless specifically directed or approved by the school district administration. All transportation arrangements made by a school district employee must be approved by a building administrator. If the school district makes no arrangements for extracurricular transportation, students who wish to participate are responsible for arranging for or providing their own transportation.

IV. NO EMPLOYEE TRANSPORTATION OF STUDENTS WITH PERSONAL VEHICLES

An employee must not use a personal vehicle to transport one or more students except as provided herein. However, employees may make appropriate transportation arrangements for students as necessary in an emergency or other unforeseeable circumstance.

In a nonemergency situation, an employee must get prior, written approval from the administration which must come from the parent/guardian before transporting a student in a personal vehicle. If a school vehicle is available, the employee will use the school vehicle. The administration has the sole discretion to make a final determination as to the appropriate use of a personal vehicle to transport one or more students.

If any emergency transportation arrangements are made by employees pursuant to this section, the relevant facts and circumstances shall be reported to the administration as soon thereafter as practicable.

All vehicles used to transport students shall be properly registered and insured.

V. FEES

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.

Legal References: *Minn. Stat. § 123B.36 (Authorized Fees)*
Minn. Stat. § 169.011, Subd. 71(a) (Definitions)
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards)

Cross References: *ISD 200 Policy 610 (Field Trips)*
ISD 200 Policy 709 (Student Transportation Safety Policy)
ISD710.1FRM Co-Curricular and Extracurricular Participation and Alternative Transportation Permission Form

Policy Reviewed: 10.03.2025

Policy Adopted:

Policy Revised:



Hastings Public Schools
Independent School District 200

**CO-CURRICULAR AND EXTRACURRICULAR PARTICIPATION AND
ALTERNATIVE TRANSPORTATION PERMISSION FORM**

PARENT/GUARDIAN PERMISSION FOR

Student Name: _____

As the parent/guardian of the above-named student of Independent School District #200, Hastings (hereinafter “District”). My child is a member or participant in the co-curricular activity and/or extracurricular activity of the District ~~set forth above~~, which engages in organized activities/practices/games at other off-campus locations.

I, the parent/~~or guardian of the named student~~ ~~on behalf of myself~~, the above-named student of the District, and any personal representatives, heirs, executors, administrators, agents, and assigns of myself or the above-named student, hereby voluntarily and forever release, waive, discharge, and covenant not to sue the District, its board members, administrators, employees, agents, representatives, and volunteers (“the Released Parties”), jointly and/or severally, from any kind of liability, including any and all claims, demands, injuries, damages, causes of action (known or unknown), suits, or judgments of any and every kind (including attorneys’ fees), arising from any injury, property damage, or death that any undersigned may suffer as a result of participating in the activity ~~identified below~~, regardless of whether the injury, damage, or death is caused, in whole or in part, by the Released Parties or the Released Parties’ negligence, unless the injury, damage, or death arises from the Released Parties’ gross negligence, willful misconduct, or claims that cannot be waived under Minnesota law. I represent that my child is capable of safely participating in the activities I have permitted.

I recognize and understand that these activities have inherent risks including the potential loss of personal property and the risk of physical injury or death. Knowing these inherent risks, I am voluntarily assuming such risks and granting permission for my child to participate in the activities identified below.

I further agree to indemnify, and save and hold harmless the Released Parties, jointly and severally, from any and all claims, causes of action, liabilities, damages, costs, and expenses, including attorney’s fees, arising from the above-named student’s participation in the activity identified.

ACKNOWLEDGMENT AND WAIVER: I understand that the District may provide transportation to co-curricular and/or extracurricular practices, games, and activities of which my child is a participant and for which transportation its employees supervise, control, and arrange. When provided, I understand that my child is expected to ride to and from their activity accordingly. If extenuating circumstances may prevent this, I will follow District protocol with regard to advance, written notice and permission.

I also understand that the District may not provide transportation to co-curricular and extracurricular practices, games or activities for which my child is a participant. In consideration for my child being allowed to use alternative transportation for his/her or our family’s convenience or in order to participate in this co-curricular and/or extracurricular activity due to the lack of District transportation, I hereby acknowledge and agree to the following:

I understand that, while District employees will direct students in complying with the permissions provided herein, the District will not participate in arranging such alternative transportation or otherwise supervise or

instruct student behavior while using the alternative transportation I have authorized below. Further, I understand that, with respect to the alternative transportation I have authorized herein, the District makes no representations or assurances regarding the safety or condition of any vehicles used, insurance coverage, the driving skill or licensure of any driver, the legalities of passengers riding with any driver, any driver's compliance with relevant traffic or other laws, or the availability of any insurance for the alternative transportation I have authorized. ~~I represent that my child is capable of safely participating in the activities I have permitted.~~ I understand that the District, despite not supervising or controlling the alternative transportation, may unilaterally revoke the permission granted below if it believes that it is in the best interests of the student(s), driver, passenger, or public. I further understand that this waiver and acknowledgment applies to all co-curricular activities and extracurricular activities in which my child chooses to participate, including any circumstance in which my child chooses to participate in activities of the team/activity for which no District-arranged transportation is provided, including practices, meets, matches, games, or other organized activities at other locations, in consideration for being permitted to participate in said activities, or for which I provide or authorize another family member or participant's parent to provide my child with transportation for purposes of our convenience.

~~I recognize and understand that these activities have inherent risks including the potential loss of personal property and the risk of physical injury or death. Knowing these inherent risks, I am voluntarily assuming such risks and granting permission for my child to participate in the activities identified below.~~

~~I, on behalf of myself, the above-named student of the District, and any personal representatives, heirs, executors, administrators, agents, and assigns of myself or the above-named student, hereby voluntarily and forever release, waive, discharge, and covenant not to sue the District, its board members, administrators, employees, agents, representatives, and volunteers ("the Released Parties"), jointly and/or severally, from any kind of liability, including any and all claims, demands, injuries, damages, causes of action (known or unknown), suits, or judgments of any and every kind (including attorneys' fees), arising from any injury, property damage, or death that any undersigned may suffer as a result of participating in the activity identified below, regardless of whether the injury, damage, or death is caused, in whole or in part, by the Released Parties or the Released Parties' negligence, unless the injury, damage, or death arises from the Released Parties' gross negligence, willful misconduct, or claims that cannot be waived under Minnesota law.~~

~~I further agree to indemnify, and save and hold harmless the Released Parties, jointly and severally, from any and all claims, causes of action, liabilities, damages, costs, and expenses, including attorney's fees, arising from the above-named student's participation in the activity identified.~~

TEMPORARY RIDE AUTHORIZATION PROCESS

When District transportation **IS** provided, a student participating in an activity must travel to and from events via District transportation. Exceptions to this practice may be extended as noted below.

1. The parent/guardian must submit requests at least 24-hours in advance, via a written note or email sent directly to the coach. Requests must identify the full name of the adult driver authorized by the temporary notice. The coach must confirm receipt prior to the team departing for the event.
2. The student will be released to the temporarily authorized adult driver by the coach/advisor when: (a) the authorized adult driver makes face-to-face contact with the coach/advisor and student following the event (b) the temporarily authorized adult driver signs the check-out list provided by the coach. **In no circumstances is a high school student considered as an authorized adult driver, regardless of age.**

3. Students will not be left unsupervised at the site if the driver is not present at the time of departure from the event. If the temporarily authorized adult driver has not arrived by the time the team/group is ready to depart, the student will need to return from the event with the rest of the group on District transportation.

I have read, acknowledge and agree to the Acknowledgement and Waiver ~~set forth in this form.~~

(Signature of Parent/Guardian)

(Date)

(Printed Name of Parent/Guardian)



715 CROWDFUNDING/EMPLOYEE FUNDRAISING FOR SCHOOL PURPOSES

I. PURPOSE

Hastings Public Schools recognizes that desired enhancements to educational programming, have always, and will always, exceed school resources. One modern manifestation of employee fundraising for school purposes is commonly referred to as “crowdfunding,” or the placement of needs on various websites in order to secure donations to meet those needs. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on the general public. With advance approval and adherence to the procedures, as set forth in this policy ~~herein~~, employee fundraising for school purposes is permissible within the Hastings Public School District.

II. GENERAL STATEMENT OF POLICY

School District employees wishing to engage in any fundraising for school purposes, including “crowdfunding,” must comply with the following:

- A. All fundraising campaigns must support educational and instructional-based initiatives;
- B. All fundraising campaigns must be pre-approved by the building principal and the district’s department of Finance & Operations ~~District Business Office~~ using the Crowdfunding Project Request Form (Policy 715.1FRM). Participation in non-approved fundraising activities ~~will~~ shall be considered a violation of school district policy.
- C. Fundraising must be conducted in a professional manner that will not result in confusion by the public or embarrassment to employees or the school. When making requests for fundraising/crowdfunding support, teachers/employees must comply with ~~ISD 200 school district~~ policies, including ISD 200 Policy 515 Protection and Privacy of Pupil Records.
- D. Immediately upon completion of the fundraising campaign, the total amount of funds raised must be reported to the district’s department of Finance & Operations ~~District Business Office~~. All monies or items secured through the employee fundraising will become the property of the Hastings Public Schools ISD 200 ~~District~~. All such funds must be accounted for through the district’s department of Finance & Operations ~~District Business Office~~. If the fundraising/crowdfunding site requires that it collect the dollars, purchase the described items, and send them to the teacher/employee, then a simple record of the acquisition should be sent to the building principal and ~~Director of Finance & Operations District Business Office~~.

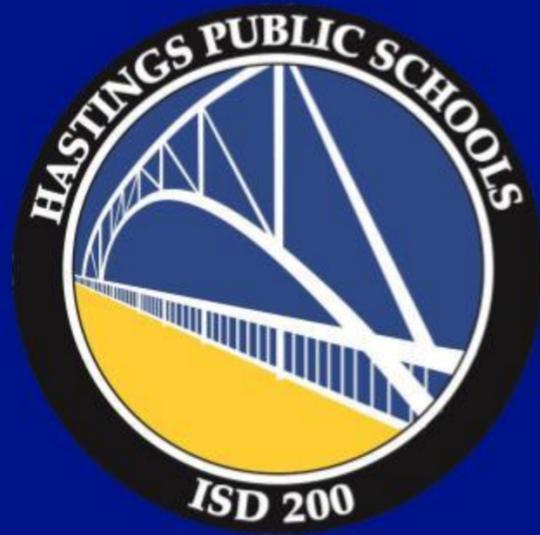
Legal References: *Minn. Stat. § 123B.09, Subd. 8 (Duties)*
Minn. Stat. § 123B.36 (Authorized Fees)
Family Educational Rights and Privacy Act

Cross References: *ISD 200 Policy 515 (Protection and Privacy of Pupil Records)*
ISD 200 Policy 713 (Student Activity Accounting)
ISD 200 Policy 715.1FRM (Crowdfunding Project Request Form)

Policy Reviewed: 10.03.2025

Policy Adopted: 12.11.2019

Policy Revised:



**Hastings
Public Schools**

2025-2026 E-Learning Plans

Prepared by:

Scott Doran, HHS Principal

Ryan Wynn, HMS Principal

Kyle Latch, Kennedy Elementary Principal

Matt Esterby, McAuliffe Elementary Principal

Paul Bakker, Pinecrest Elementary Principal

Students are the heart



of all we do

Elementary E-Learning Plans



Kennedy
Elementary



McAuliffe
Elementary



Pinecrest
Elementary

- Focus on key reading & math skills
- Activities are engaging, age-appropriate, and can be done independently
- Teachers are available to support students throughout the school day
- No tech required; optional Seesaw sharing if devices are available
- Goal: meaningful review work with minimal family stress
- Choice boards offer flexible, skill-level-appropriate options
- Reinforces familiar concepts—reading, fluency, money, word problems, telling time

Secondary E-Learning Plans

HMS

HHS





Questions

?



ICE TIME RENTAL AGREEMENT

CONTRACT FOR: Ice Time Rental between Independent School District 200 (“School District”) and the City of Hastings (“City”) (referred collectively as “the Parties”).

Contract Period: October 27, 2025- March 1, 2026, unless terminated earlier as provided herein.

THIS CONTRACT is made and entered into by and between Independent School District 200, a political subdivision under the laws of the State of Minnesota and the City of Hastings, a Minnesota municipal corporation.

WHEREAS, the School District desires to rent ice time from the City; and

WHEREAS, the City owns and operates an indoor ice arena located at 2801 Redwing Blvd, Hastings, MN 55033 (“Arena”).

NOW, THEREFORE, in consideration of the mutual agreements and financial consideration contained herein, the Parties agree as follows:

1. The City shall rent ice time to the School District at the City’s Arena at the rate and schedule set forth in Attachment A. The City shall issue the School District monthly invoices which must be paid within 30 days of receipt.
2. The School District may cancel previously scheduled ice time by providing notice to the City at least 72 hours in advance of the scheduled ice time in situations where the reason for the School District’s cancellation is foreseeable. For cancellations due to reasons that are unforeseeable (i.e., weather) the School District will provide the City notice as soon as practicable. If the School District does not satisfy these notice requirements, it shall be obligated to pay the City for the scheduled time at the hourly rate.
3. The City is responsible for all maintenance and repairs to the Arena, ice sheet, and surrounding property and structures. The City shall keep the ice in good working order and the Arena in a clean, safe and sanitary condition in conformity with all applicable laws, ordinances, regulations and codes. The City shall provide an on-duty manager, ice maintenance personnel, and janitorial services. In the event of a mechanical failure or other occurrence that renders the use of the Arena impossible, the School District waives any claim for damage or compensation. If the impossibility of performance extends beyond one scheduled ice time, the School District reserves the right to immediately terminate this Agreement. For other cause, either party may cancel this Agreement upon 30 days written notice to the other party.
4. The City shall provide personnel for the game announcer, scorekeeper, ticket personnel, and statistician/penalty box supervisors. The School District will provide game officials, a site manager, and ticket/admission technology (card readers and iPads). The School District will be responsible for providing supervision of its students, invitees, coaches and

other personnel retained in conjunction with use of Arena. The School District will also coordinate with the Hastings Police Department for any security personnel at games.

5. The City is responsible for cleaning up the Arena to its pre-event condition at the end of each rental.
6. The School District shall receive 100% of all ticket sales revenue.
7. The City and the School District agree that each Party will defend, indemnify, and hold harmless the other Party, its officers, employees and agents from and against claims, liabilities or damages arising out of the actions or omissions of the indemnifying Party, its officers, employees and agents in performance of this Agreement. Under no circumstances shall a Party's indemnification obligation exceed the statutory limits on liability established in Minnesota Chapter 466, and the limits of liability for the Parties may not be added together to determine the maximum amount of liability for any Party. The City and the School District agree to keep in effect policies of liability insurance to insure against liabilities up to \$1,000,000 for each claimant, \$1,000,000 for each single occurrence, and \$1,500,000 for all claims arising out of a single occurrence. A Certificate of Insurance must be provided to each Party and it must identify the other Party as an additional insured.
8. Neither Party shall assign this Contract or any of the rights, duties or payments arising under this Contract to any third party without the written consent of the other Party.
9. Data created, collected, received, stored, used, maintained or disseminated by the School District and/or the City in the performance of this Contract may be subject to the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13, the Family Educational Rights and Privacy Act (FERPA), 20 USC §§ 1232g and rules and regulations promulgated under those laws. Under Minn. Stat. §16C.05, Subd. 5, the School District's and the City's books, records, documents, and accounting procedures and practices relative to this Contract are subject to examination by the State of Minnesota and/or the Minnesota State Auditor or Legislative Auditor, as appropriate for a total of six years.
10. All notices required under this Contract must be in writing and provided to the designated contact person for the other Party. The Parties shall keep each other informed in writing of any change in the designated contact person. At the time of the execution of this Contract, the following persons are the designated contacts:

School District Contact

Trent Hanson
Athletic Director
Hastings Public Schools
200 General Sieben Drive
Hastings, MN 55033
(651) 480-7596

City Contact

Cory Onken
Civic Arena Manager
City of Hastings
920 West 10th Street
Hastings, MN 55033
(651) 480-6195

- 11. If any portion of this Contract is declared by a court to be illegal or in conflict with any law, the validity of the remaining terms and conditions shall not be affected and the rights and obligations of the Parties under this Contract shall be construed and enforced as if the Contract did not contain the particular provision held to be invalid.
- 12. The School District, its officers, agents, employees and invitees shall follow all non-discriminatory rules and regulations imposed by the City for users of the Arena.

IN WITNESS WHEREOF, the undersigned Parties hereby acknowledge that they have read and understand this Contract and have executed it on the dates recorded below.

INDEPENDENT SCHOOL DISTRICT 200

Date: _____

By: _____
Its: _____

Date: _____

By: _____
Its: _____

Date: _____

CITY OF HASTINGS

By: _____
Mary Fasbender, Its Mayor

By: _____
City Clerk

ATTACHMENT A

1. The ice rental dates shall begin October 27, 2025 and run through March 1, 2026.
2. The schedule of reserved dates and times for games will be submitted to the City by the School District's Athletic Director no later than September 30, 2025. The School District's head coaches will establish a schedule for practices with the City's Arena Manager.
3. Ice rental rates for the term of this Contract are as follows:
 - a. PRIME ICE rental **\$270.00**/per hour
 - b. NON-PRIME ICE rental **\$180.00**/per hour
 - c. Premium Usage Fee: **\$55.00**/per hour
4. Locker room usage fee: **\$15.76** for each hour of ice time.
5. **\$225.00** per event for the City providing: (1) cleaning the Arena to pre-event condition after each rental; (2) the personnel provided by the City, as described in Section 3 and 4 of the Contract.



**Hastings
Public Schools**

Taher Update

October 8, 2025

Prepared by: Jennifer Seubert & Brittney Hirschauer

Students are the heart



of all we do

24-25 Highlights

Our partnership with Taher is designed to strengthen the overall food service program while expanding opportunities for students to experience a variety of fresh and diverse foods.

[Taher 24-25 Highlights](#)



Current Services Provided - Fund 2

July 1, 2025 - June 30, 2026

\$135,000

CHEF AGREEMENT

Onsite Chef will provide the leadership for menu planning, recipes, grocery specifications, and procurement. The chef will prepare specialty menu items at serving times and rotate during the school year between buildings.

\$25,000

DIETICIAN/MENU PLANNING

Access to Taher's proprietary recipes and dietician to monitor all menu items and recipes for full compliance to USDA requirements.

\$25,000

DIRECTOR SUPPORT & TRAINING

Access to Taher District Manager, training opportunities, site visits from Taher Corporate, access to Taher vendors.

Total: \$185,000

Upcoming Change & Transition Plan

CHEF

The district chef has been offered a new position within Taher. We are using this as an opportunity to re-evaluate what works best for the district long term. We are working with Taher to renegotiate the current contract. The timing of the change is currently unknown, however we would like to be proactive in setting the program up for success.

NEW POSITION

Post for an internal position that would rotate throughout the buildings to do samplings, help with scratch cooking, offer promotional items, etc. Overlap with the district chef will provide a great training opportunity for this new position. This position would be funded from Fund 2 - Food Service.

Proposed Services Provided - Fund 2

Timing TBD



CHEF VISITS

10 Visits per year (Sept - May)
Visits would be a minimum of two days
Chefs would rotate between buildings
High School Senior Picnic would be the May event.



TAHER PROGRAMS & MARKETING MATERIALS

Access to Taher's proprietary recipes to monitor all menu items and recipes for full compliance to USDA requirements.



INTERNAL POSITION

Would rotate between buildings to do samplings, help with scratch cooking, offer promotional items, etc.

Taher University - Staff Development for Leads \$800 for 4 hours

Total: \$128,000

October 22, 2025

Board Meeting

Recommendation for approval - New internal position
Cost savings = \$57,000 (Fund 2)

TBD - Board Meeting

Revised contract with Taher





Questions?



SAVE
THE DATE

4th Annual

STUDENT SCHOOL BOARD REPRESENTATIVE EVENT

Wednesday, October 29th

EMPOWER
EVERY
VOICE

Amplifying Student Voice, Strengthening School Boards

The Minnesota School Boards Association (MSBA) and Farmington Public Schools are proud to host Minnesota's fourth annual Student School Board Representative Event!

This FREE gathering is designed for **student school board representatives** to connect, collaborate, and learn alongside peers from across Minnesota. While students build relationships and share their perspectives, **school board members** and **administrators** will explore strategies to strengthen their roles and maximize their impact.

Don't miss this unique opportunity to be part of an event that inspires leadership, amplifies student voice, and empowers school boards to better serve their communities.

Location:

**Farmington
Boeckman
Middle School**

800 Denmark Ave
Farmington, MN

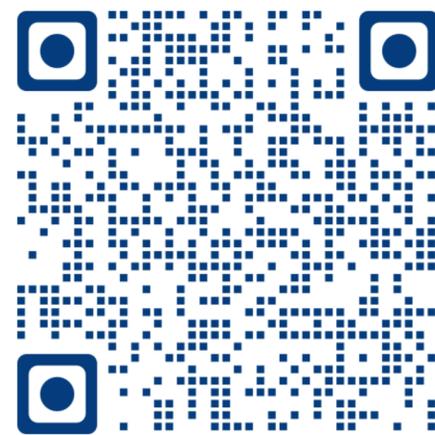


SCHEDULE OF EVENTS

- 9:00 - 9:15 Registration and Breakfast
- 9:30 - 11:30 Morning Program
- 11:30 - 12:15 Lunch - *Provided by MSBA*
- 12:15 - 1:20 Afternoon Program
- 1:20 - 1:30 Conclusion of Event

Register by Oct. 24

Scan the QR code with a smart phone
or mobile device or visit
<https://forms.office.com/r/abj5yNVjqk>



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%	49%	
		Fastbridge Screening Data (Literacy)	70%	74%	61%	61%	
		MCA Math Grades 3-8, 11	49%	50%	47%	43%	
		MCA Science Grades 5, 8 and HS	46%	43%	41%	21%	
		MCA Opt-Out			2.7%	1.1%	
		ACT Grades 11 and 12 (national average is 19)	22.4	21.4	21.9	22.6	
		Graduation Rate (year lag time)	95.60%	94.50%	95% (5-year rate)	95.10%	
	Passing Rates Grades 5 - 9 (students passing ALL classes)	76%	87%	88%	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	Math - 19.7 Rdg - 13.3 Sci - 13.3	
		Secondary Credit Recovery (Credits earned)	649	720	542	365	
		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	CIS - 518 CTE - 1789 AP - 511 CVTC - 344	
	PSEO Enrollment	Full Time/Part Time			57 (19 FT/38PT)	56 (13 FT/43 PT)	
	Student Attendance	Chronic Absences	9%	7%	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	239	
		# of times MS students accessing recurrent support services	100	320	*5343	6373	
		MS students participating in support groups	174	210	49	142	
		# of times HS students accessed recurrent support services	6594	6095	6640	7491	
HS students identified and met with due to Depression Screener		73	71	62	11		
HS Peer Helper contacts	2465	3388	3678	3598			
Student Participation In Activities/Athletics	Number of Students Participating in Secondary Activities/Athletics	1710	1624	**1382	2853		
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			100%, awarded annually since 2008	100%, criteria met (School Finance Award no longer in existence)		
	Building Conditions from School Perceptions Survey: Families	Annually meeting the established criteria.					
	Technology	School facilities are clean and well-kept.			91%	92%	
Community Engagement	Community Partnerships and Collaboration	Overall satisfaction with technology support within district			97%	96%	
		Raider Update Metrics			Presentations/Engagement Events: 31	Moved to Engage Newsletters with website transition - Newsletter metrics ranged from 1710-5190 views peer week.	
				184,977 views/year AVG 20,553 /month AVG 5138/week			

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