

Hastings Area Public Schools - ISD 200
School Board Meeting Agenda

Wednesday, December 10, 2025
Work Session
Middle School Media Center

- I. Pledge of Allegiance
- II. **Items for Discussion**
 - a. Visit from Dr. Favor with ISD917
 - b. Principal Report - Kennedy, McAuliffe, and Pinecrest Elementary
 - c. Principal Report - Hastings Middle School
 - d. Principal Report - Hastings High School
 - e. Status of Second SRO
 - f. Revised 2025-2026 Budget
 - g. Vision Card and Data Dashboard Draft Review
 - h. 2026 School Board Committee Recommendations/Changes/Updates
 - i. 2026 Board Meeting Draft Calendar
 - j. School Board Discussion about Self Evaluation
 - k. Review School Board Handbook

District Presentation
October 2025



Purposeful.
Personalized.
Partners



Intermediate School District 917

Presented by Superintendent Dr. Michael Favor

WE BELONG TO EACH OTHER



EVERYONE. EVERY DAY.

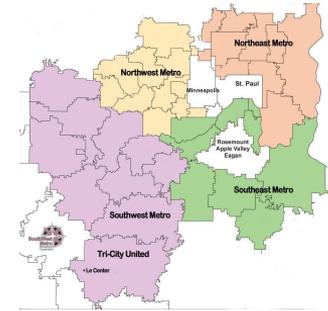
INTERMEDIATE SCHOOL DISTRICT 917

INTERMEDIATE SCHOOL DISTRICT 917

**Our programs are developed and
implemented with the following
Core Values guiding us:**

Integrity, Equity, Communication,
Collaboration, Diversity,
Personalization, Stewardship, Innovation, and
Empathy

MN Legislation for Intermediate School Districts



The MN Legislature established Intermediate School Districts in 1969 as:

“cooperative program[s]...that offer integrated services for secondary, postsecondary, and adult students in the areas of vocational education, special education, and other authorized services.”

Though we serve students from birth to age 22, Intermediate School District legislation is chapter 136D in Postsecondary Education legislation

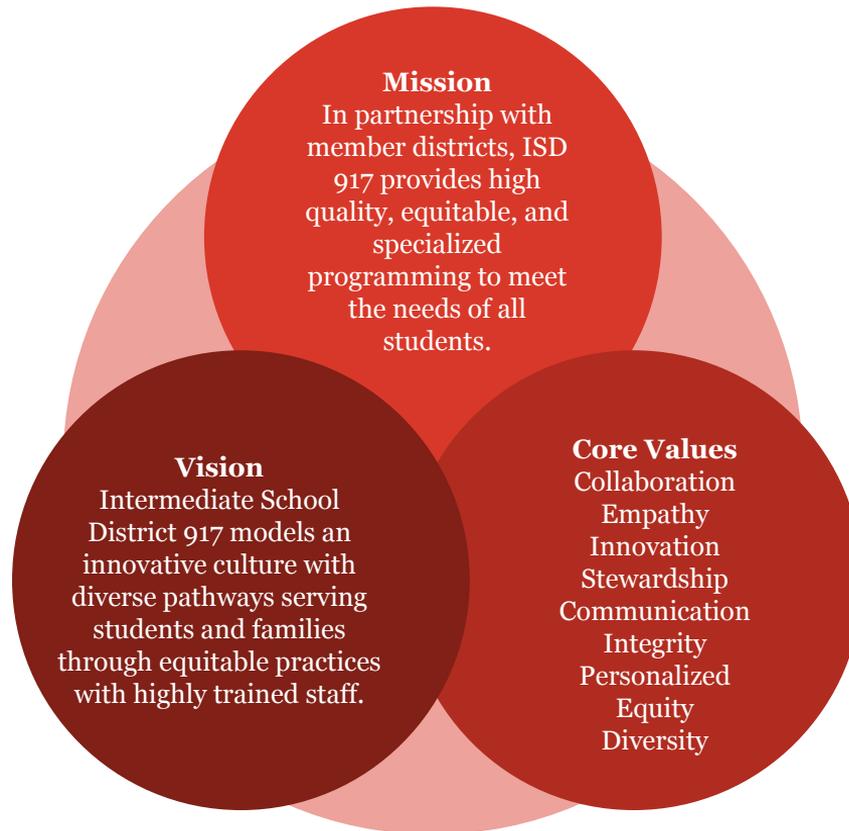
ISD 917 Member Districts & School Board

MN Statute 136DD.22 establishes “a joint school board representing the parties to the agreement” that will “adopt bylaws specifying the duties and power of its officers” and board meeting dates

District	Board Member Name	Board Role
Intermediate District 917	Dr. Michael Favor	Ex Officio/ Superintendent
Farmington Area Public School (ISD 192)	Hannah Simmons	Director
West St. Paul-Mendota Heights-Eagan Area Schools (ISD 197)	Byron Schwab	Director
Bloomington Public Schools (ISD 271)	Tom Bennett	Chair
Inver Grove Heights Community Schools (ISD 199)	Cindy Nordstrom	Vice Chair
South St. Paul Schools (SSD 6)	Monica Weber	Director
Burnsville-Eagan-Savage School District (ISD 191)	Lesley Chester	Director
Lakeville Area Public Schools (ISD 194)	Kim Baker	Director
Randolph Public Schools (ISD 195)	Lisa Ehleringer	Clerk
Hastings Public Schools (ISD 200)	Mark Zuzek	Director

ISD 917

Mission, Vision, & Core Values



ISD 917 Student Programs

**Dakota County
Alternative Learning
School (DCALS) and
Career and Technical
Education (CTE)**

Special Education (SPED)

TWO CAMPUSES (10th to 12th)

DCALS Main ALC

DCALS North ALC

- Computer Technology
- Construction Trades
- Graphic Design
- Mechatronics
- Medical Careers
- Transportation

CASE: Customized Alternative Solutions for Education (ages 5 to 22)

- DASH: Dakota Alternative for Severely Handicapped (ages 5 to 22)
- IDEA: Intra-Dakota Educational Alternative (ages 5 to 22)
- SUN: Students with Unique Needs (ages 5 to 22)
- TEA: Therapeutic Education Alternative (ages 5 to 18)

TEA-ECSE: Therapeutic Education Alternative-Early Childhood Special Education (ages 4 and 5)

- TESA: Transitional Education Service Alternative (ages 18 to 22)
- DHH: Deaf/Hard of Hearing Resource (ages 3 to 21)
- Care & Treatment Educational Services (ages 10 to 18)
- Itinerant Services (birth to 22)

Strategic Partners



Minnesota
Humanities
Center



DAKOTA COUNTY
TECHNICAL COLLEGE

Intermediate District 287
RESPONSIVE. INNOVATIVE. SOLUTIONS.



ISD 200 Participation in Special Education Programs

Since the 2021/2022 school year

- **162** students served in in the past 5 years, in center based services, excluding Itinerant Services
- **713** students served in the past 5 years, in center based services + Itinerant services

2025-2026 school year (Oct. 1 enrollment):

- **32** students in center-based programs
 - 6 in DASH
 - 1 in DHH
 - 5 in IDEA
 - 11 in SUN
 - 2 in TEA
 - 5 in TESA
 - 0 in New Chance (Day Treatment-Gen Ed & Spec Ed)
 - 1 Riverside (Residential Corrections-Gen Ed/Spec Ed)
- **112** students receiving Itinerant services

ISD 200 Participation in DCALS Programs

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
DCALS Main	13	1	6	10	6
DCALS North	0	0	0	0	0
TOTAL DCALS	13	1	6	10	6* to date

ISD 200 Participation in DCALS CTE Programming

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Computer Gaming	1	2	0	0	0
Computer Networking (sunset 24/25)	0	0	0	0	0
Cyber Security Formerly Computer Repair (sunset 24/25)	0	0	0	0	0
Construction Trades	0	0	0	0	1
Fundamental Chef	0	0	0	0	0
Graphics	0	0	0	0	1
Heavy Duty Trucking	0	0	0	0	0
Mechatronics	1	1	1	0	0
Medical Careers	0	0	0	0	0
Total Auto Care	0	0	2	0	1
Work Experience Seminar	0	0	0	0	0
TOTAL CTE	2	3	3	0	3

DCALS & CTE Programming

Innovation:

Our goal is to be a partner to your district – to add value to your district, and enhance what you offer to your students and community

- We will be a Center of Excellence for you
- Compliment your current programming
- Personal Connections – We are connecting with your team, including your Guidance Counselors and Teachers
- We can help students find a space to grow and succeed; sometimes a change of setting helps
- Helping students recover credits, offer online programs, finding out-of-the-box solutions

DCALS & CTE Programming

Why You Should Partner with DCALS

We add value to your district when you partner with 917 by:

- *Accelerate learning* - providing credit completion through online, project-based and experiential learning opportunities.
- *Fresh start* - When there is a student struggling in your district, we can offer individualized attention and focus focus on their social-emotional learning.
- *EL services* - We'll offer support to your students to help you achieve compliance and reporting requirements.
- *Graduation Plan* - While working to overcome academic challenges, we will facilitate partnerships that complement what your district and ours can do to help the student succeed.

Thank you
for your
partnership!
Got questions?

To learn more about
Intermediate Districts:

Contact Information:
www.isd917.org
michael.favor@isd917.org





**Hastings
Public Schools**

Hastings Elementary Schools

Student Engagement Update

December 10, 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 (Title 1 & ADSIS)

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

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

Academics - Data Days



Percent of students showing success with intervention services (Number of Students Receiving a Literacy Intervention)

Kennedy

K - 90% (40)
1st - 58% (29)
2nd - 80% (36)
3rd - 87% (38)
4th - 83% (42)

McAuliffe

K - 88% (16)
1st - 68% (28)
2nd - 85% (39)
3rd - 93% (28)
4th - 100% (37)

Pinecrest

K - 90% (21)
1st - 40% (10)
2nd - 91% (34)
3rd - 88% (16)
4th - 81% (21)



Safe & Supportive Schools Data Report (Elementary)

	Sept-Nov 2024	Sept-Nov 2025
Behavior Referrals	326	242
# of Students Receiving Referrals	156	105
# of Students with 3+ Referrals	24	26
# of Out of School Suspensions	0	*
# of In School Suspensions	0	*
# of Dismissals	12	11
Cell Phone Offenses		
1st Offense	*	0
2nd Offense	*	0
3rd Offense	*	0
Total	*	0
Success Plans	*	0
# of Students with Cell Phone Referral	*	0

	Sept-Nov 2024	Sept-Nov 2025
Attendance Rates	95.7%	95.7%
Total Attendance Referrals	*	*
# of Students with Attendance Referral	*	*
Chemical Use Referrals		
Chemical Use Referrals	0	0
# of Students with Chemical Use Referrals	0	0
Physical Altercations		
Physical Altercations	96	94
# of Students Involved in Physical Altercations	107	135

*more than 1 but less than 5



Kennedy Elementary Student Experiences



1st Grade Zoo
Field Trip



Veterans Day



Turkey Bingo





McAuliffe Elementary Student Experiences


SAFE,
SUPPORTIVE AND
ENGAGING
ENVIRONMENTS

Carpenter Nature Center
Kindergarten
1st Grade



Specialists
STEM
Music





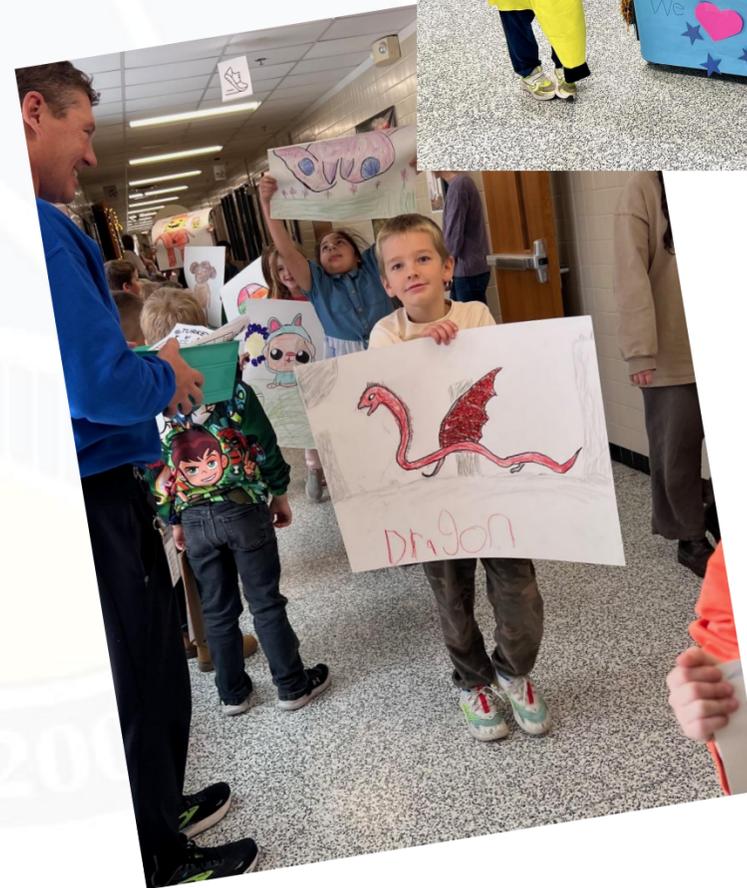
Pinecrest Elementary Student Experiences


SAFE,
SUPPORTIVE AND
ENGAGING
ENVIRONMENTS

Celebrated World Kindness Day -
November 13

4th Grade visited Carpenter Nature
Center/1st Grade visited Stage's
Theater

“Balloon Float” parade/Turkey Bingo





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 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%
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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	0	0
# of In School Suspensions	0	0
# of Dismissals	*	*
Cell Phone Offenses		
1st Offense	0	0
2nd Offense	0	0
3rd Offense	0	0
Total	0	0
Success Plans	0	0
# of Students with Cell Phone Referral	0	0

	Sept 2024	Sept 2025
Attendance Rates	n/a	96.6 %
Total Attendance Referrals	*	*
# of Students with Attendance Referral	*	*
Chemical Use Referrals		
Chemical Use Referrals	0	0
# of Students with Chemical Use Referrals	0	0
Physical Altercations		
Physical Altercations	20	17
# of Students Involved in Physical Altercations	27	23

*more than 1 but less than 5



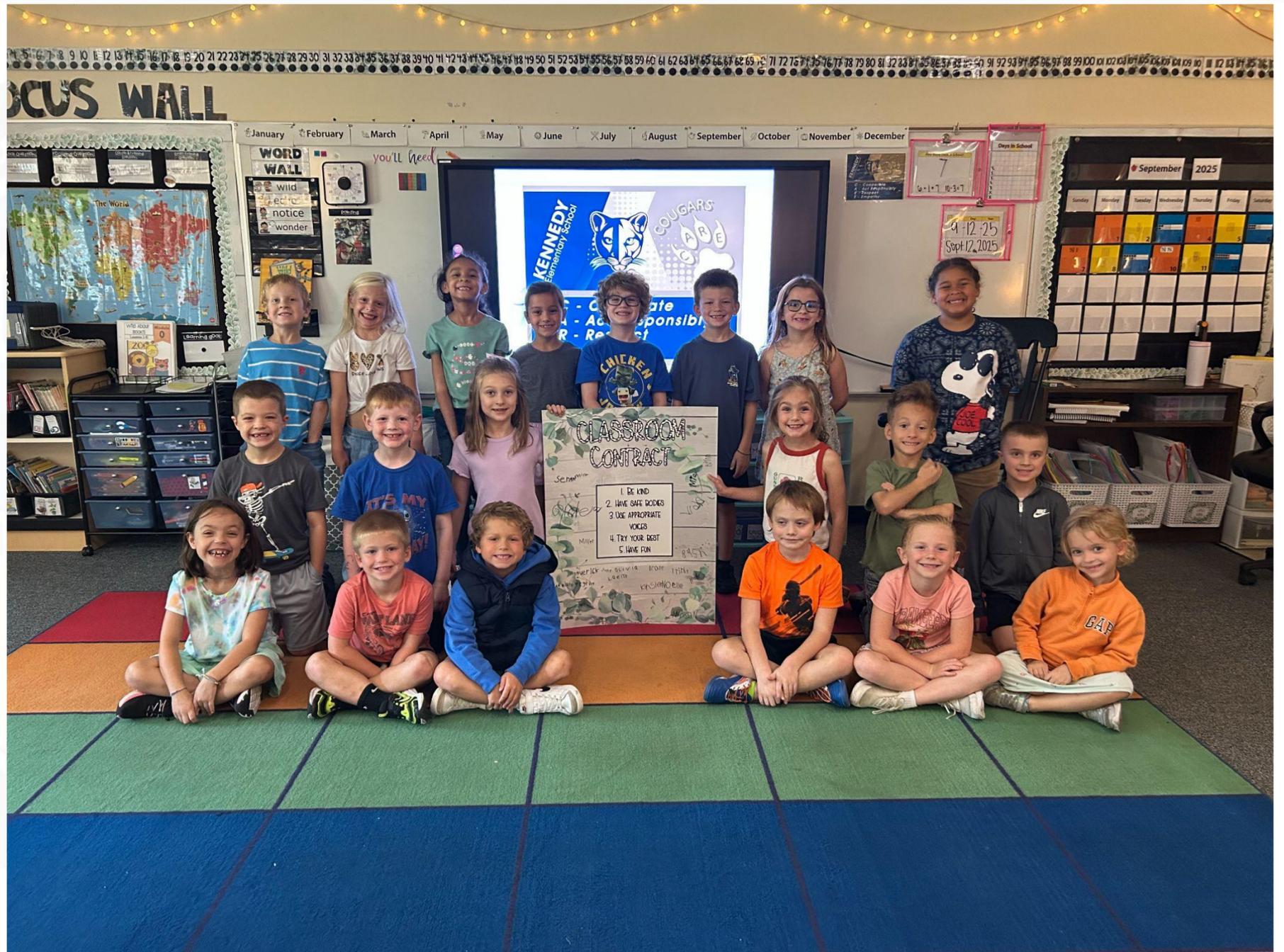
Kennedy Elementary Student Experiences



Classroom Connections

Bus Safety

Fall Fun Run





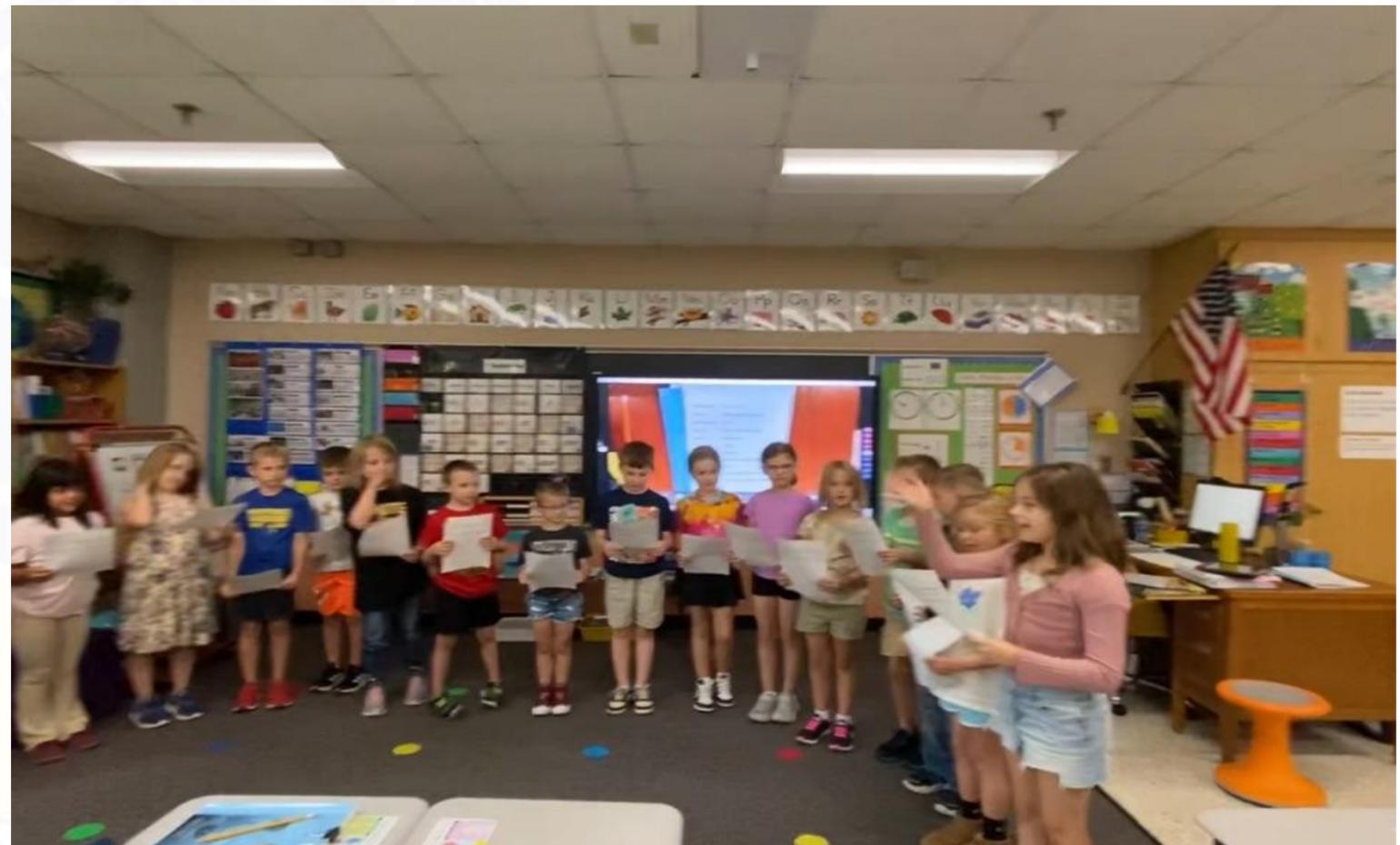
McAuliffe Elementary Student Experiences



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

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DESTINATION DISTRICT



**Hastings
Public Schools**

Hastings Middle School

Student

Engagement Update

December 10, 2025

Prepared by:
Ryan Wynn, Principal

Students are the heart



of all we do

Student Scheduling/Programming

- Total Middle School Enrollment -
1,178 students



Academics



Fastbridge (5-8) Fall % at or Above

	Math		Reading	
	24-25	25-26	24-25	25-26
5	69%	68%	66%	58%
6	72%	76%	67%	64%
7	73%	70%	66%	64%
8	72%	65%	60%	61%

Reading Intervention

- # of Students Served - 36
- # of Student Exit - not applicable at this time

Math Intervention

- # of Students Served - 21
- # of Student Exit - not applicable at this time; 2 have reduced intervention due to progress

Safe & Supportive Schools Data Report



	Sept-Nov 2024	Sept-Nov 2025
Behavior Referrals	861	1005
# of Students Receiving Referrals	273	286
# of Students with 3+ Referrals	56	107
# of Out of School Suspensions	55	20
# of In School Suspensions	28	31
# of Dismissals	12	18
Cell Phone Offenses		
1st Offense	54	81
2nd Offense	24	21
3rd Offense	7	6
Total	85	108
Success Plans	7	6
# of Students with Cell Phone Referral	65	88

	Sept-Nov 2024	Sept-Nov 2025
Attendance Rates	94.82%	98.26%
Total Attendance Referrals	25	8
# of Students with Attendance Referral	23	8
Chemical Use Referrals		
Chemical Use Referrals	10	*
# of Students with Chemical Use Referrals	10	**
Physical Altercations		
Physical Altercations	74	184
# of Students Involved in Physical Altercations	56	148

*more than 1 but less than 5



Arts

Enrolled

- **Band: 247**
- **Choir: 504**
- **Orchestra: 190**





Athletics

Enrolled in Winter Sports:

- **Wrestling 64**
- **Girls Basketball (6th-8th) 22**
- **Boys Basketball (7th and 8th)
starts January 5 - 13
registered so far**



Clubs

Enrolled: 287

● Clubs Offered:

- Fellowship of Christian Athletes (FCA)-35
- Chess Club - 13
- Art Club - 41
- Outdoor Club - 104
- Youth in Government (8th grade) - 8
- Student Council - 41
- Future Teachers Club - 12
- Writing Club - 27
- Guitar Club - 6



Student Experiences

- **Fall Musical – *Annie Jr.*** – strong student participation and inclusive casting
- **Eagle Bluff (8th Grade)** – 8th graders completed the Eagle Bluff trip. Students tackled outdoor challenges and team-building activities that noticeably grew leadership skills and peer connections.
- **Coffee with the Counselors** – family drop-in focused on transitions; gathered a quick parent pulse on top concerns and will follow up with an FAQ and counselor resource sheet.





Questions?





**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

December 10, 2025

Prepared by:
Scott Doran, Principal

Students are the heart



of all we do

Student Scheduling/Programming

- Total High School Enrollment - 1245
 - ALP Students - 49
 - HOA Students - 27 FT/ 43 PT
 - Total - 1364 (minor duplication)

CIS Enrollments - 856

AP Enrollments - 287

PSEO Enrollments - 9 FT/ 61 PT



Safe & Supportive Schools Data Report (High School)

	Sept-Nov 2024	Sept-Nov 2025
Behavior Referrals (Incidents)	971	477
# of Students Involved in Referrals	441	123
# of Students Involved with 3+ Referrals	93	75
# of Out of School Suspensions	34	20
# of In School Suspensions	13	*
# of Dismissals	17	11
Cell Phone Offenses		
1st Offense	132	151
2nd Offense	127	35
3rd Offense	112	14
Total	371	200
Success Plans	*	*
# of Students with Cell Phone Referral	371	200

	Sept-Nov 2024	Sept-Nov 2025
Attendance Rates	94.03%	94.34%
Total Attendance Referrals	21	*
# of Students with Attendance Referral	18	*
Chemical Use Referrals		
Chemical Use Referrals	16	17
# of Students with Chemical Use Referrals	14	19
Physical Altercations		
Physical Altercations	12	6
# of Students Involved in Physical Altercations	9	12

*more than 1 but less than 5

Pathways Update



- [Website updates](#)
- Registration process
- Continuing work with our Future Workforce Alliance
- [CTE Lead program](#)
- [Certifications](#)

Student Experiences



SAFE,
SUPPORTIVE AND
ENGAGING
ENVIRONMENTS



S.P.A.R.Q. Class at
United Heroes Course

Advisory
Olympics





Arts



Enrolled

- **Marching Band- 87**
- **Show Choir (3) - 124**
- **Fall Play- 21**
- **Jazz Ensemble- 8**
- **Winter Play -
Registration Opens
mid-December (TBD)**



Athletics

HHS Enrolled in Winter Sports:

- 13 Sports Offered
- 191 total boys (includes 22 HMS)
- 150 total girls (includes 32 HMS)
- 341 total participants (+24 vs last year)

Percent of HHS Participants

- 287 HS athletes/1287 students = 22.3% (previous two year average = 20.5%)





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

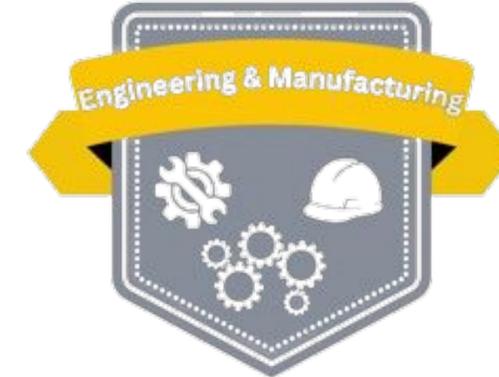


	Sept 2024	Sept 2025
Behavior Referrals (Incidents)	382	119
# of Students Involved in Referrals	227	157
# of Students Involved with 3+ Referrals	28	6
# of Out of School Suspensions	6	5
# of In School Suspensions	*	0
# of Dismissals	8	*
Cell Phone Offenses		
1st Offense	114	49
2nd Offense	69	9
3rd Offense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

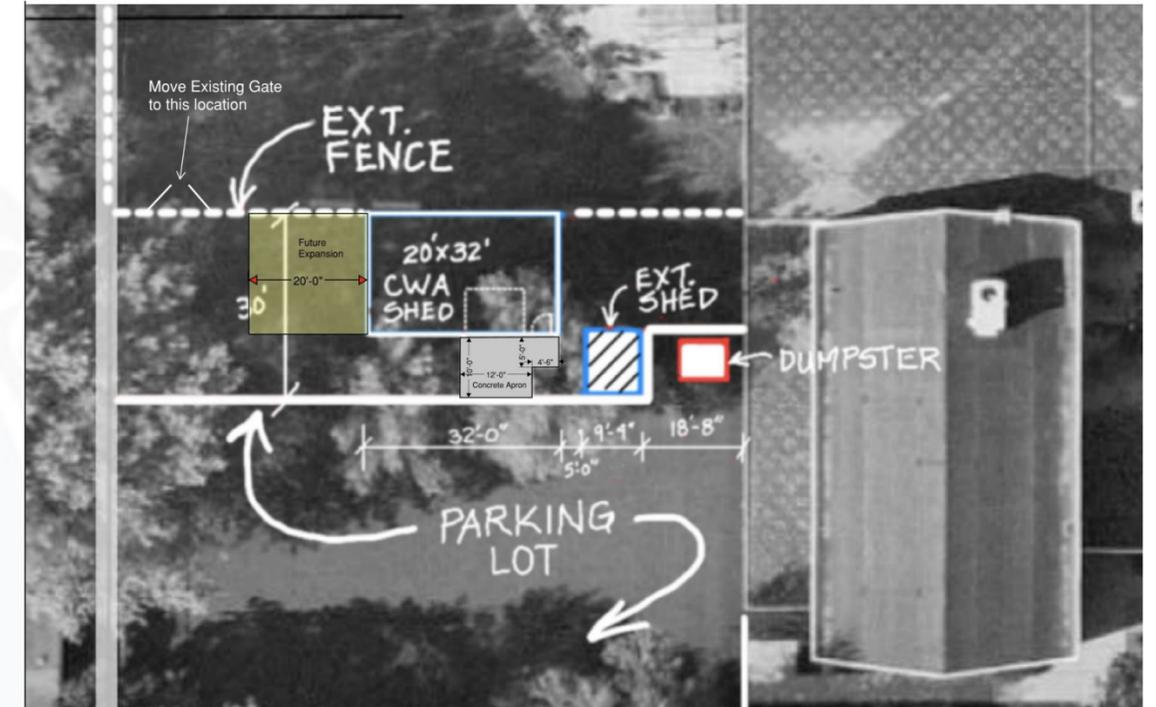


Industry Partnerships

- 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**





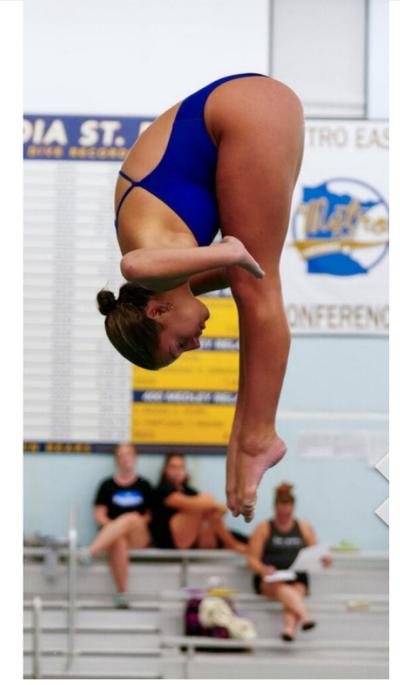
Athletics

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?





**Hastings
Public Schools**

Second SRO Update

December 10, 2025

Prepared by:

Dr. Kristine Wehrkamp Herman

Superintendent

Students are the heart



of all we do

Second SRO Update

- Starts January 5, 2026
- Adjusted current budget by \$41,950 in savings due to proration





Questions?





REVISED BUDGET

2025-2026





HASTINGS

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

We treat one another with kindness, dignity, and empathy in all interactions.

Innovation

We continuously seek improvement and creative solutions to embrace challenges, opportunities, and evolving needs.

Voice and Choice

We empower individuals to express their experiences as they discover, develop, and pursue their passions.

Partnership

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

Equity

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

- 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 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.



EFFECTIVE AND RESPONSIVE OPERATIONS

- 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.



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BUDGET TIMELINE HASTINGS ISD 200

January

- ❖ Capital requests for next fiscal year from Principals, Directors, Technology, Maintenance
- ❖ Capital and LTFM project planning for next fiscal year started
- ❖ Budget adjustment process for next fiscal year
- ❖ Technology preliminary budget for next fiscal year
- ❖ Staff Dev/Testing preliminary budgets

February

- ❖ Start negotiations on contracts/bids for next year (Transportation Provider, Copiers, Health/Dental/Life/LTD, Student Photographer, Transportation Routing/Oversight, Environmental Health & Safety Services, School Resource Officer/Traffic Control)
- ❖ Revenue budget for next fiscal year
- ❖ Review current Food Service budget and budget for next fiscal year
- ❖ Finalize Technology budget for next fiscal year
- ❖ Review any changes for Operations & Maintenance budget for next fiscal year
- ❖ Budget adjustment process for next fiscal year
- ❖ Staffing model completed based on enrollment projection and class size ratios

March

- ❖ Budget bootcamp meetings
- ❖ Community Education budget for next fiscal year
- ❖ Finalize Capital budget for next fiscal year
- ❖ Finalize LTFM budget for next fiscal year
- ❖ Finalize Operations & Maintenance budget for next fiscal year

April

- ❖ Title program budgets for next fiscal year
- ❖ Special Services programs finance budgets for next fiscal year
- ❖ All district wide office budgets for next fiscal year
- ❖ Any redistribution of next year's budget \$'s for buildings and athletics to Business Office
- ❖ Every department should review budgets and make final purchases for current year

May

- ❖ Payroll Calculation for next fiscal year
- ❖ Send invoices to Business Office for payment of final purchases for current year
- ❖ Clean up any outstanding PO's on the system for current year
- ❖ Start OPEB Study (every other year)

June

- ❖ Application and board approval of Aid Anticipation Certificates of Indebtness for next fiscal year
- ❖ Update APU projections according to first MARSS run for current year
- ❖ Adopted budget for next fiscal year approved by the board
- ❖ Submit 10 Year LTFM Plan to MDE

July-September

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

October

- ❖ Preliminary audit numbers for prior year should be available
- ❖ Revise current year budget based on audit information, other contract updates, and updated APU projections based on Oct. 1 count
- ❖ Update supply budgets based on Oct. 1 enrollment
- ❖ Budget bootcamp meetings

November-December

- ❖ Auditor presentation to the board
- ❖ Truth in Taxation hearing
- ❖ Board certifies final property tax levy for next fiscal year
- ❖ Revised Budget for current year is approved by the board
- ❖ Update 5 Year Forecast
- ❖ Budget Publication in official newspaper

Revenue/Expenditure/Fund Balance Changes- Adopted VS Revised Budget 25-26

Revenues General Fund Unassigned	Amount
APU Adp 4,275 to Rev 4,318 (+43), Prior Yr. Final 4,380 to Rev (-62)	414,222
State Special Ed Aid (Budget \$12,000,000)	670,000
Interest (Budget \$1,200,000)	400,000
Hourly Worker Unemployment Between Terms	280,000
Federal Special Education (Revenues = Expenditures)	89,522
Title I, II, III (Revenues = Expenditures)	62,280
Cyber Security Grant	33,819
HS Athletics Misc Revenues (Revenues = Expenditures)	15,300
Paraprofessional Training (Revenues = Expenditures)	14,481
All Other	3,266
Total Revenue Budget Increase F1-Unassigned	1,982,889

Expenditures General Fund Unassigned	
Payroll/Benefit Annual Budget Calc (Includes the Following)	(278,919)
* 3.38 FTE Decrease	
* New hires updated from estimated to actual	
* Teachers updated to proposed settlement	
* Paraprofessionals are estimates pending contract settlement	
Substitute Costs	500,000
Special Education Unfilled Positions to Contracted Positions	402,812
Hourly Worker Unemployment Between Terms	290,000
Transportation	93,282
Federal Special Education (Revenues = Expenditures)	89,522
Leases (Ice Arena Increase, Gymnastics Addition, 917's DCTC)	76,058
Title I, II, III (Revenues = Expenditures)	62,280
Special Education	53,750
Maintenance Department	33,679
All Other	24,679
HS Athletics Misc Revenues (Revenues = Expenditures)	15,300
Paraprofessional Training (Revenues = Expenditures)	14,481
Building Supply Budget Changes (Enrollment & Addt'l Culinary Class)	5,217
Audit Entry - Subsequent Year's Expenditures	(908,589)
Tuition (Care & Treatment, PSEO, CIS)	(90,000)
Safe Schools (Proration of School Resource Officer and Increase in Crossing Guards)	(47,580)
Liability Insurance & Worker's Compensation	(30,488)
Total Expenditure Budget Increase F1-Unassigned	305,483
	1,677,406

Fund Balances-Projected Ending Balances General Fund	Net Change
Change reflects audited 24-25 ending fund balances and adjustments above	
Restricted -Capital, Def Maint, H&S, GT,St Dev, Tchr Eval	551,203
Committed- Pension/ASL, Technology	41,983
Assigned	1,275,229
Prepaid	(511,512)
Unassigned	3,435,681
Total Projected Fund Balance Changes F1	4,792,583

Unassigned	3,435,681
24-25 Variance to budget	1,758,275
25-26 Adopted vs Revised Changes	1,677,406

Actual Unassigned Ending Fund Balance 20-21	15,004,570	1,461,393
Actual Unassigned Ending Fund Balance 21-22	14,155,694	(848,876)
Actual Unassigned Ending Fund Balance 22-23	15,455,621	1,299,927
Actual Unassigned Ending Fund Balance 23-24	17,135,231	1,679,611
Actual Unassigned Ending Fund Balance 24-25	19,276,645	2,141,414

Hastings ISD # 200		2025-2026 Revised				
		Audited				
		Balance 6/30/25	Revenues	Expenditures	Net Budget	Balance 6/30/26
1/10/11/12	GENERAL FUND					
460-131	Prepaid Expenditures	716,904.99	0.00	0.00	0.00	716,904.99
	NONSPENDABLE	716,904.99	0.00	0.00	0.00	716,904.99
403	Staff Development	139,863.15	646,110.03	785,973.18	(139,863.15)	0.00
412	Literacy Incentive Aid	368,182.29	187,419.42	205,821.00	(18,401.58)	349,780.71
457	Teacher Comp for READ Act Training	1,538.61	0.00	1,538.61	(1,538.61)	0.00
467	LTFM (old def maint and H&S)	5,034,280.45	1,682,154.92	1,600,000.00	82,154.92	5,116,435.37
424	Operating Capital	4,327,447.92	1,013,531.06	1,277,892.00	(264,360.94)	4,063,086.98
428	Learning & Development	0.00	843,095.20	843,095.20	0.00	0.00
434	Area Learning Center	0.00	375,000.00	375,000.00	0.00	0.00
438	Gifted & Talented	136,739.78	56,138.42	123,553.00	(67,414.58)	69,325.20
439	English Learners	0.00	53,293.84	53,293.84	0.00	0.00
441/459	Basic Skills	1,590,541.17	1,583,718.48	1,677,927.07	(94,208.59)	1,496,332.58
443	School Library Aid	0.00	44,345.86	44,345.86	0.00	0.00
449	Safe Schools-Crime Levy	0.00	157,299.66	157,299.66	0.00	0.00
448	Achievement & Integration	0.00	335,568.69	335,568.69	0.00	0.00
420	American Indian Education	0.00	87,500.00	87,500.00	0.00	0.00
471	Student Support Personnel	0.00	129,755.90	129,755.90	0.00	0.00
472	MA/3rd Party	426,707.26	225,000.00	154,355.00	70,645.00	497,352.26
407	Tech Levy	0.00	2,150,879.88	2,150,879.88	0.00	0.00
401	Student Activities (Fund 10 - tied to fund 1)	187,955.22	275,000.00	275,000.00	0.00	187,955.22
464	Donations & Grants (Fund 11 - tied to fund 1)	511,959.08	640,619.00	640,619.00	0.00	511,959.08
402	Scholarships (Fund 12 - tied to fund 1)	299,612.74	140,000.00	140,000.00	0.00	299,612.74
	RESTRICTED	13,024,827.67	10,626,430.36	11,059,417.89	(432,987.53)	12,591,840.14
418	Pension and ASL (trnsf from 422)	118,583.34	92,444.00	54,272.42	38,171.58	156,754.92
461-392	Technology (trnsf from 422)	638,500.40	0.00	0.00	0.00	638,500.40
	COMMITTED	757,083.74	92,444.00	54,272.42	38,171.58	795,255.32
462-001	Subsequent Year's Expenditures	908,588.75	0.00	908,588.75	(908,588.75)	0.00
462-002	Middle School Project Timing	0.00	0.00	0.00	0.00	0.00
462-003	Site Improvements	400,000.00	0.00	400,000.00	(400,000.00)	0.00
462-004	Safety & Security	95,978.45	0.00	71,665.00	(71,665.00)	24,313.45
462-005	Curriculum	280,767.00	0.00	17,400.00	(17,400.00)	263,367.00
462-006	STEM - Elementary	249,985.17	0.00	125,001.98	(125,001.98)	124,983.19
462-007	Future Funding Changes	1,300,000.00	0.00	0.00	0.00	1,300,000.00
	ASSIGNED	3,235,319.37	0.00	1,522,655.73	(1,522,655.73)	1,712,663.64
397,891 CO	GASB 68 TRA/State contribution	0.00	180,000.00	180,000.00	0.00	0.00
	Fed. Title-Spec Ed, AI Aid, LCTS R=E	0.00	1,634,969.89	1,634,969.89	0.00	0.00
	Technology/Pension, ASL	0.00	(92,444.00)	0.00	(92,444.00)	(92,444.00)
	Area Learning Center	0.00	0.00	215,662.00	(215,662.00)	(215,662.00)
	Safe Schools/Crime Levy	0.00	0.00	247,084.34	(247,084.34)	(247,084.34)
	Unassigned	18,559,740.19	58,279,293.83	56,955,286.51	1,324,007.32	19,883,747.51
	<small>Includes pmt to OPEB Trust (\$558,049) 24-25 & 25-26</small>					
422	UNASSIGNED	18,559,740.19	60,001,819.72	59,233,002.74	768,816.98	19,328,557.17
1/10/11/12	TOTAL GENERAL FUND	36,293,875.96	70,720,694.08	71,869,348.78	(1,148,654.70)	35,145,221.26
			70,720,694.08	71,869,348.78	(908,588.75)	24-25 Rev
			0.00	0.00	(1,677,405.73)	(SpEd Aid-12,000,000)

Hastings ISD # 200	2025-2026 Revised
---------------------------	--------------------------

		Audited				
		Balance 6/30/25	Revenues	Expenditures	Net Budget	Balance 6/30/26

2 FOOD SERVICE FUND

464-418	Pension and ASL (trnsf from 464)	36,913.33	4,622.00	0.00	4,622.00	41,535.33
464	Food Service Program	636,840.15	3,272,245.00	3,517,837.00	(245,592.00)	391,248.15
	Includes pmt to OPEB Trust (\$11,720) 24-25 & 25-26					
	RESTRICTED	673,753.48	3,276,867.00	3,517,837.00	(240,970.00)	432,783.48
	TOTAL FOOD SERVICE FUND	673,753.48	3,276,867.00	3,517,837.00	(240,970.00)	432,783.48

4 COMMUNITY SERVICE FUND

431	Community Education General	292,570.02	1,844,805.66	1,709,161.99	135,643.67	428,213.69
432	ECFE	(66,502.91)	322,770.47	385,740.90	(62,970.43)	(129,473.34)
444	School Readiness	(58,045.08)	544,019.78	591,292.91	(47,273.13)	(105,318.21)
447	ABE	0.00	15,622.45	16,095.50	(473.05)	(473.05)
464-418	Pension and ASL (trnsf from trust 18 & above GL)	30,367.04	0.00	11,531.73	(11,531.73)	18,835.31
464-599	Screening	0.00	8,730.00	17,757.85	(9,027.85)	(9,027.85)
464	Non Public	21,467.20	115,461.59	116,092.12	(630.53)	20,836.67
	Includes pmt to OPEB Trust (\$18,605) 24-25 & 25-26					
	RESTRICTED	219,856.27	2,851,409.95	2,847,673.00	3,736.95	223,593.22
	TOTAL COMMUNITY SERVICE FUND	219,856.27	2,851,409.95	2,847,673.00	3,736.95	223,593.22

6 BUILDING CONSTRUCTION FUND

464	Building Construction	548,602.12	15,000.00	563,602.12	(548,602.12)	0.00
	RESTRICTED	548,602.12	15,000.00	563,602.12	(548,602.12)	0.00
	TOTAL BLDG CONSTRUCTION FUND	548,602.12	15,000.00	563,602.12	(548,602.12)	0.00

7 DEBT SERVICE FUND

464	Debt Service	1,475,015.32	4,659,460.00	4,686,350.00	(26,890.00)	1,448,125.32
	RESTRICTED	1,475,015.32	4,659,460.00	4,686,350.00	(26,890.00)	1,448,125.32
	TOTAL DEBT SERVICE FUND	1,475,015.32	4,659,460.00	4,686,350.00	(26,890.00)	1,448,125.32

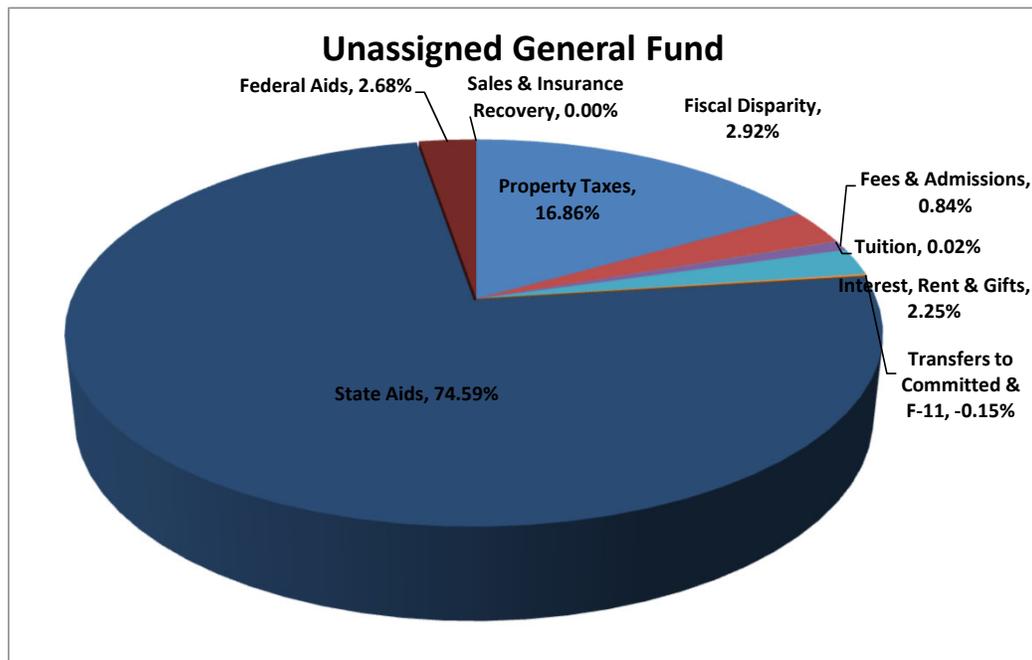
TRUST FUNDS

20	Dental Self-Funded	1,429,095.79	753,670.00	697,126.00	56,544.00	1,485,639.79
21	Health Self-Funded	4,852,448.17	10,216,770.00	10,615,611.00	(398,841.00)	4,453,607.17
45---000	IRR-OPEB- PERA	6,956,609.09	863,374.00	375,764.00	487,610.00	7,444,219.09
	TOTAL TRUST FUNDS	13,238,153.05	11,833,814.00	11,688,501.00	145,313.00	13,383,466.05

TOTAL ALL FUNDS		52,449,256.20	93,357,245.03	95,173,311.90	(1,816,066.87)	50,633,189.33
			<u>93,357,245.03</u>	<u>95,173,311.90</u>		
			0.00	0.00		

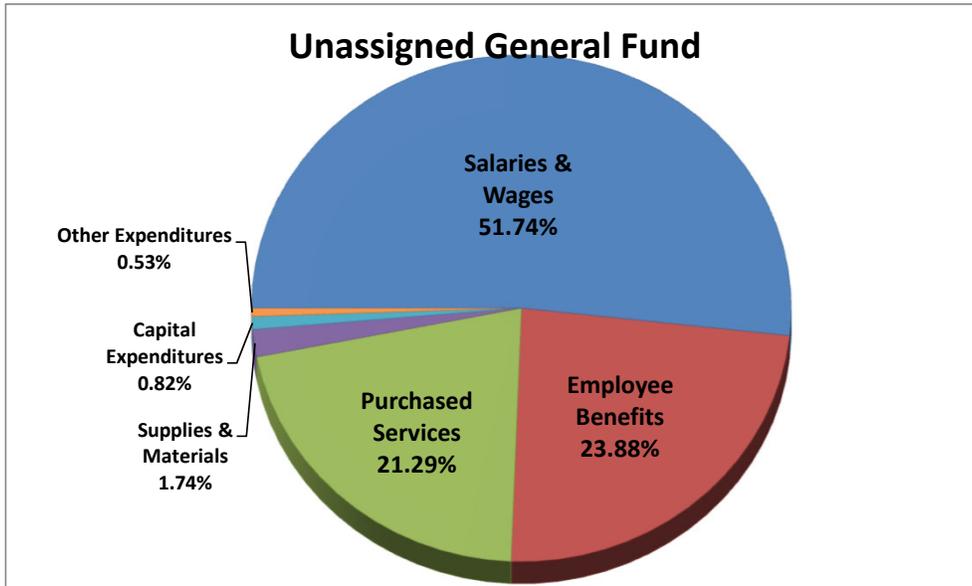
HASTINGS ISD # 200 REVENUES BY SOURCE

General Fund (1)		Final	Final	Adopted	Revised
		23-24	24-25	25-26	25-26
Restricted					
001-020	Property Taxes	2,431,865	4,198,492	4,365,399	4,365,399
050-069	Fees/Admissions	106,735	107,168	0	0
070-079	3rd Party Medical Asst.	226,623	304,646	225,000	225,000
090-099	Interest, Rent & Gifts	30,000	30,000	30,000	30,000
200-399	State Aids	4,636,644	5,378,152	5,089,712	4,950,412
600-630	Sales & Insurance Recovery	338,719	415,724	0	0
		<u>7,770,587</u>	<u>10,434,182</u>	<u>9,710,111</u>	<u>9,570,811</u>
Committed					
090-099	Interest	0	0	0	0
090-099	E-Rate	0	0	0	0
090-099	Transfer from Unassigned	134,665	92,444	(157,556)	92,444
		<u>134,665</u>	<u>92,444</u>	<u>(157,556)</u>	<u>92,444</u>
Unassigned/Assigned					
001-020	Property Taxes	10,361,324	10,457,054	10,290,962	10,116,138
001-020	Fiscal Disparity	1,490,284	1,575,673	1,575,673	1,749,984
021-049	Tuition	7,782	12,796	12,796	12,796
050-069	Fees & Admissions	462,519	474,507	505,304	505,304
090-099	Interest, Rent & Gifts	1,918,231	1,841,605	683,939	1,349,239
090-099	Transfers to Committed & F-11	(135,120)	(93,135)	407,556	(92,444)
200-399	State Aids	41,716,595	44,726,486	43,339,170	44,755,470
400-599	Federal Aids	3,200,553	1,718,352	1,453,531	1,605,333
600-630	Sales & Insurance Recovery	7,160	4,207	0	0
		<u>59,029,328</u>	<u>60,717,546</u>	<u>58,268,931</u>	<u>60,001,820</u>
Student Activities Fund (10)					
050-069	Fees/Admissions	150,739	175,477	131,000	156,000
090-099	Interest/Rent/Gifts/Grant	66,126	44,109	22,500	22,500
600-630	Sales	51,426	53,993	96,500	96,500
		<u>268,291</u>	<u>273,579</u>	<u>250,000</u>	<u>275,000</u>
Deferred Accounts-Donations/Misc (11)					
050-069	Fees/Admissions	97,420	114,315	125,000	125,000
090-099	Deferred Donations	(55,291)	(42,845)	0	0
090-099	Transfer from Unassigned	455	691	0	0
090-099	Interest/Rent/Gifts/Grant	415,217	547,298	385,619	385,619
600-630	Sales	47,740	47,144	130,000	130,000
		<u>505,540</u>	<u>666,602</u>	<u>640,619</u>	<u>640,619</u>
Scholarships Fund (12)					
090-099	Interest/Rent/Gifts/Grant	132,363	152,664	120,000	140,000
600-630	Sales	0	500	0	0
		<u>132,363</u>	<u>153,164</u>	<u>120,000</u>	<u>140,000</u>
General Fund (01/10/11/12) Total		67,840,775	72,337,516	68,832,105	70,720,694



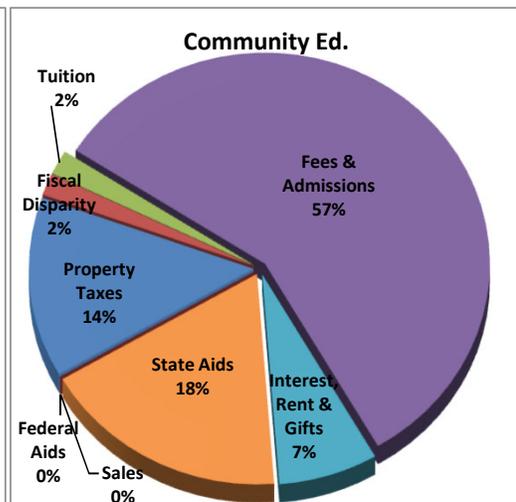
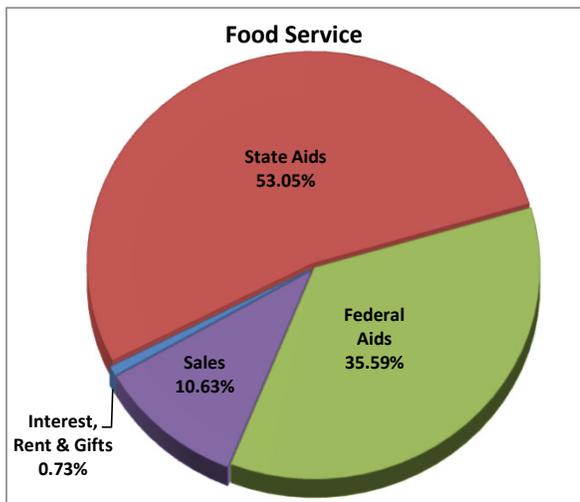
HASTINGS ISD # 200 EXPENDITURES BY OBJECT

<u>General Fund (1)</u>	<u>Final</u>	<u>Final</u>	<u>Adopted</u>	<u>Revised</u>
	<u>23-24</u>	<u>24-25</u>	<u>25-26</u>	<u>25-26</u>
Restricted				
100-199 Salaries & Wages	2,578,800	3,811,426	3,819,473	3,871,311
200-299 Employee Benefits	750,362	1,292,888	1,485,681	1,410,835
300-399 Purchased Services	1,159,960	989,990	1,044,106	1,047,876
400-499 Supplies & Materials	454,444	2,028,367	1,529,048	1,532,830
500-599 Capital Expenditures	3,175,281	2,409,551	2,195,557	2,140,248
800-899 Other Expenditures	8,239	16,348	700	700
	<u>8,127,086</u>	<u>10,548,570</u>	<u>10,074,565</u>	<u>10,003,799</u>
Committed				
100-199 Salaries & Wages	0	24,977	29,389	14,977
200-299 Employee Benefits	106,799	57,894	27,307	39,296
300-399 Purchased Services	9,265	0	0	0
400-499 Supplies & Materials	23,125	0	0	0
500-599 Capital Expenditures	13,653	0	0	0
	<u>152,842</u>	<u>82,870</u>	<u>56,696</u>	<u>54,272</u>
Unassigned/Assigned				
100-199 Salaries & Wages	29,740,720	29,868,053	31,230,111	31,432,190
200-299 Employee Benefits	13,647,399	13,271,345	14,742,875	14,506,796
300-399 Purchased Services	9,950,363	11,281,544	11,662,777	12,936,725
400-499 Supplies & Materials	1,247,244	938,901	1,097,986	1,059,899
500-599 Capital Expenditures	105,591	651,208	475,118	497,926
800-900 Other Expenditures	678,663	768,299	331,218	322,122
	<u>55,369,979</u>	<u>56,779,350</u>	<u>59,540,084</u>	<u>60,755,658</u>
Student Activities Fund (10)				
300-399 Purchased Services	74,500	144,047	86,500	106,500
400-599 Supplies & Capital	120,071	120,531	158,500	163,500
800-899 Other Expenditures	19,111	15,775	5,000	5,000
	<u>213,682</u>	<u>280,354</u>	<u>250,000</u>	<u>275,000</u>
Deferred Accounts-Donations/Misc (11)				
100-199 Salaries & Wages	90,429	127,219	73,349	111,899
200-299 Employee Benefits	10,535	15,123	11,265	21,470
300-399 Purchased Services	166,534	175,088	170,005	167,695
400-499 Supplies & Materials	163,349	192,738	361,000	246,245
500-599 Capital Expenditures	129,960	232,941	25,000	91,500
800-899 Other Expenditures	1,369	4,831	0	1,810
	<u>562,176</u>	<u>747,940</u>	<u>640,619</u>	<u>640,619</u>
Scholarships Fund (12)				
800-899 Other Expenditures	121,810	127,140	120,000	140,000
	<u>121,810</u>	<u>127,140</u>	<u>120,000</u>	<u>140,000</u>
General Fund (01/10/11/12) Total	64,547,575	68,566,224	70,681,965	71,869,349



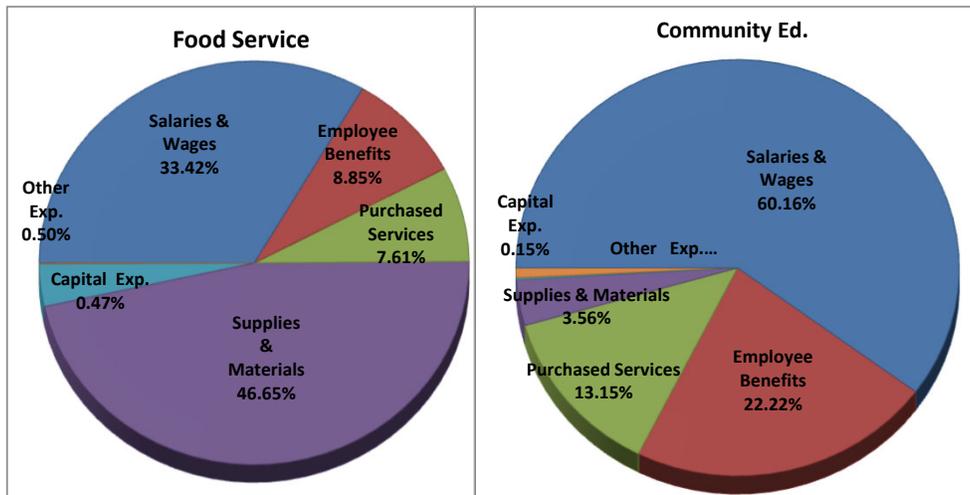
HASTINGS ISD # 200 REVENUES BY SOURCE

	Final <u>23-24</u>	Final <u>24-25</u>	Adopted <u>25-26</u>	Revised <u>25-26</u>
Food Service (2)				
090-099 Interest, Rent & Gifts	43,854	27,806	20,000	24,000
200-399 State Aids	1,526,870	1,649,423	1,649,753	1,738,276
400-599 Federal Aids	1,312,276	1,216,963	1,211,713	1,166,391
600-630 Sales	<u>343,222</u>	<u>322,140</u>	<u>348,200</u>	<u>348,200</u>
Food Service Fund (2) Total	3,226,223	3,216,331	3,229,666	3,276,867
Community Service Fund (4)				
001-020 Property Taxes	410,299	406,826	393,522	393,522
001-020 Fiscal Disparity	53,714	38,027	48,300	48,300
021-049 Tuition	53,449	59,449	53,449	53,449
050-069 Fees & Admissions	1,610,712	1,539,232	1,642,170	1,642,170
090-099 Interest, Rent & Gifts	235,646	290,953	204,044	204,044
200-399 State Aids	430,286	484,396	512,330	509,924
400-599 Federal Aids	9,258	0	0	0
600-630 Sales	<u>6,773</u>	<u>13,608</u>	<u>0</u>	<u>0</u>
Community Service Fund (4) Total	2,810,138	2,832,491	2,853,816	2,851,410
Building Construction Fund (6)				
090-099 Interest/Misc Rev	187,707	58,384	9,000	15,000
631-640 Sale of Bonds & Loans	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Building Construction Fund (6) Total	187,707	58,384	9,000	15,000
Debt Service Fund (7)				
001-020 Property Taxes	3,706,565	3,961,553	3,796,863	3,796,863
001-020 Fiscal Disparity	516,495	396,181	492,297	492,297
090-099 Interest/Misc Rev	803,063	857,808	0	120,000
200-399 State Aids/Credits	323,820	299,615	308,255	250,300
400-599 Federal Aids	0	0	0	0
631-640 Sale of Bonds & Loans	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Debt Service Fund (7) Total	5,349,943	5,515,156	4,597,415	4,659,460
Trust Fund (18)				
090-099 Interest/Scholarship Receipts	938	67	0	0
600-630 Sales	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Trust Fund (18) Total	938	67	0	0
Self-Funded Insurance (20-21)				
080-099 Interest/Premiums/Prescription Rebates	<u>10,085,745</u>	<u>10,728,906</u>	<u>11,413,443</u>	<u>10,970,440</u>
Self-Funded Insurance (20-21) Total	10,085,745	10,728,906	11,413,443	10,970,440
OPEB Irrevocable Trust Fund (45)				
092 Interest	350,128	320,176	250,000	275,000
614 Contribution for Post Employment Benefit	<u>76,445</u>	<u>278,398</u>	<u>588,374</u>	<u>588,374</u>
OPEB Irrevocable Trust Fund (45) Total	426,573	598,574	838,374	863,374
TOTAL ALL FUNDS	89,928,042	95,287,427	91,773,819	93,357,245



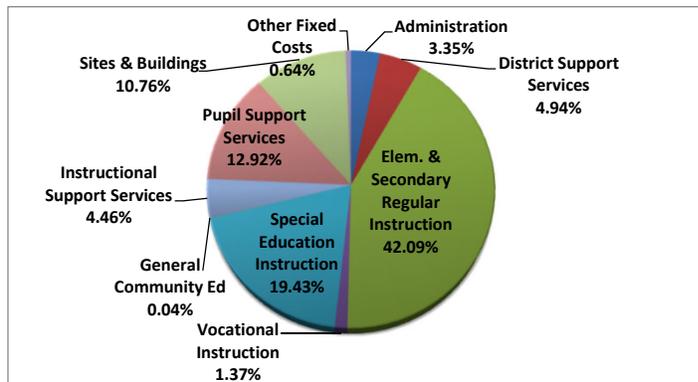
HASTINGS ISD # 200 EXPENDITURES BY OBJECT

	<u>Final</u> <u>23-24</u>	<u>Final</u> <u>24-25</u>	<u>Adopted</u> <u>25-26</u>	<u>Revised</u> <u>25-26</u>
<u>Food Service (2)</u>				
100-199 Salaries & Wages	997,975	1,129,135	1,177,729	1,175,673
200-299 Employee Benefits	283,846	283,604	308,312	311,270
300-399 Purchased Services	272,869	236,103	267,850	267,850
400-499 Supplies & Materials	1,598,212	1,629,175	1,611,229	1,641,044
500-599 Capital Expenditures	135,497	195,862	90,000	120,000
800-899 Other Expenditures	<u>14,846</u>	<u>14,063</u>	<u>2,000</u>	<u>2,000</u>
Food Service Fund (2) Total	3,303,245	3,487,942	3,457,120	3,517,837
<u>Community Service Fund (4)</u>				
100-199 Salaries & Wages	1,775,081	1,773,618	1,722,548	1,713,178
200-299 Employee Benefits	599,054	632,360	665,876	632,676
300-399 Purchased Services	325,274	370,076	341,919	374,401
400-499 Supplies & Materials	98,283	97,351	97,620	101,391
500-599 Capital Expenditures	1,917	4,103	3,506	4,506
800-899 Other Expenditures	<u>66,768</u>	<u>67,063</u>	<u>21,202</u>	<u>21,521</u>
Community Service Fund (4) Total	2,866,378	2,944,570	2,852,671	2,847,673
<u>Building Construction Fund (6)</u>				
300-399 Purchased Services	320,275	37,721	0	0
400-499 Supplies & Materials	428,225	327,998	0	0
500-599 Capital Expenditures	1,658,852	1,793,504	500,000	413,602
800-899 Other Expenditures	<u>0</u>	<u>0</u>	<u>150,000</u>	<u>150,000</u>
Building Construction Fund (6) Total	2,407,352	2,159,223	650,000	563,602
<u>Debt Service Fund (7)</u>				
500-599 Capital Expenditures	0	0	0	0
700-799 Debt Service	3,871,750	20,620,450	4,686,325	4,686,350
900-999 Other Financing Uses	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Debt Service Fund (7) Total	3,871,750	20,620,450	4,686,325	4,686,350
<u>Trust Fund (18)</u>				
300-399 Purchased Services	0	0	0	0
400-499 CE Retirement Payments	0	62,616	0	0
800-899 Scholarship Payments	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Trust Fund (18) Total	0	62,616	0	0
<u>Self-Funded Insurance Fund (20&21)</u>				
200-499 Purchased Services/Supplies	<u>10,150,822</u>	<u>9,986,259</u>	<u>11,849,556</u>	<u>11,312,737</u>
Self-Funded Insurance Fund (20&21) Total	10,150,822	9,986,259	11,849,556	11,312,737
<u>OPEB Irrevocable Trust Fund (45)</u>				
200-299 Employee Benefits	<u>0</u>	<u>0</u>	<u>249,414</u>	<u>375,764</u>
OPEB Irrevocable Trust Fund (45) Total	0	0	249,414	375,764
TOTAL ALL FUNDS	87,147,123	107,827,283	94,427,051	95,173,312



HASTINGS ISD # 200 EXPENDITURES BY PROGRAM

	Final <u>23-24</u>	Final <u>24-25</u>	Adopted <u>25-26</u>	Revised <u>25-26</u>
General Fund (1)				
000-099 Administration	2,125,692	2,200,195	2,343,023	2,375,540
100-199 District Support Services	2,528,787	3,159,398	3,472,149	3,498,810
200-299 Elem. & Secondary Regular Instruction	26,897,952	28,298,454	29,114,690	29,804,020
300-399 Vocational Instruction	883,162	914,579	961,153	968,743
400-499 Special Education Instruction	11,735,978	12,412,034	13,411,487	13,759,422
500-599 General Community Ed	15,310	32,188	0	27,000
600-699 Instructional Support Services	2,872,219	3,390,433	3,121,292	3,158,737
700-799 Pupil Support Services	8,298,170	8,677,202	9,005,980	9,146,929
800-899 Sites & Buildings	7,891,013	7,887,057	7,768,187	7,621,688
900-999 Other Fixed Costs	<u>401,625</u>	<u>439,249</u>	<u>473,384</u>	<u>452,842</u>
General Fund (1) Total	63,649,908	67,410,790	69,671,346	70,813,730
Student Activities Fund (10)				
200-299 Elem. & Secondary Regular Instruction	<u>213,682</u>	<u>280,354</u>	<u>250,000</u>	<u>275,000</u>
Student Activities Fund (10) Total	213,682	280,354	250,000	275,000
Donations Fund (11)				
100-199 District Support Services	398	2,993	0	0
200-299 Elem. & Secondary Regular Instruction	424,382	543,783	640,619	552,669
300-399 Vocational Instruction	10,726	10,505	0	9,000
400-499 Special Education Instruction	10,787	13,144	0	15,050
600-699 Instructional Support Services	12,108	46,447	0	13,300
700-799 Pupil Support Services	103,775	108,408	0	50,600
800-899 Sites & Buildings	<u>0</u>	<u>22,660</u>	<u>0</u>	<u>0</u>
Donations Fund (11) Total	562,176	747,940	640,619	640,619
Scholarships Fund (12)				
960 Other Non-Recurring	<u>121,810</u>	<u>127,140</u>	<u>120,000</u>	<u>140,000</u>
Scholarships Fund (12) Total	121,810	127,140	120,000	140,000
Food Service Fund (2)				
700-799 Pupil Support Services	<u>3,303,245</u>	<u>3,487,942</u>	<u>3,457,120</u>	<u>3,517,837</u>
Food Service Fund (2) Total	3,303,245	3,487,942	3,457,120	3,517,837
Community Service Fund (4)				
500-599 Community Education & Services	2,813,135	2,875,313	2,800,175	2,791,077
600-699 Instructional Support Services	0	1,189	0	1,189
700-799 Pupil Support Services	<u>53,243</u>	<u>68,068</u>	<u>52,496</u>	<u>55,407</u>
Community Service Fund (4) Total	2,866,378	2,944,570	2,852,671	2,847,673
Building Construction Fund (6)				
800-899 Sites & Buildings	<u>2,407,352</u>	<u>2,159,223</u>	<u>650,000</u>	<u>563,602</u>
Building Construction Fund (6) Total	2,407,352	2,159,223	650,000	563,602
Debt Service Fund (7)				
900-999 Other Fixed Costs	<u>3,871,750</u>	<u>20,620,450</u>	<u>4,686,325</u>	<u>4,686,350</u>
Building Construction Fund (6) Total	3,871,750	20,620,450	4,686,325	4,686,350
Trust Fund (18)				
960 Other Non-Recurring	<u>0</u>	<u>62,616</u>	<u>0</u>	<u>0</u>
Trust Fund (18) Total	0	62,616	0	0
Self-Funded Insurance (20 & 21)				
105 District Support Services	<u>10,150,822</u>	<u>9,986,259</u>	<u>11,849,556</u>	<u>11,312,737</u>
Self-Funded Insurance (20 & 21) Total	10,150,822	9,986,259	11,849,556	11,312,737
OPEB Irrevocable Trust Fund (45)				
935 Post Employment Benefits	<u>0</u>	<u>0</u>	<u>249,414</u>	<u>375,764</u>
Trust Fund (45) Total	0	0	249,414	375,764
TOTAL ALL FUNDS	87,147,123	107,827,283	94,427,051	95,173,312



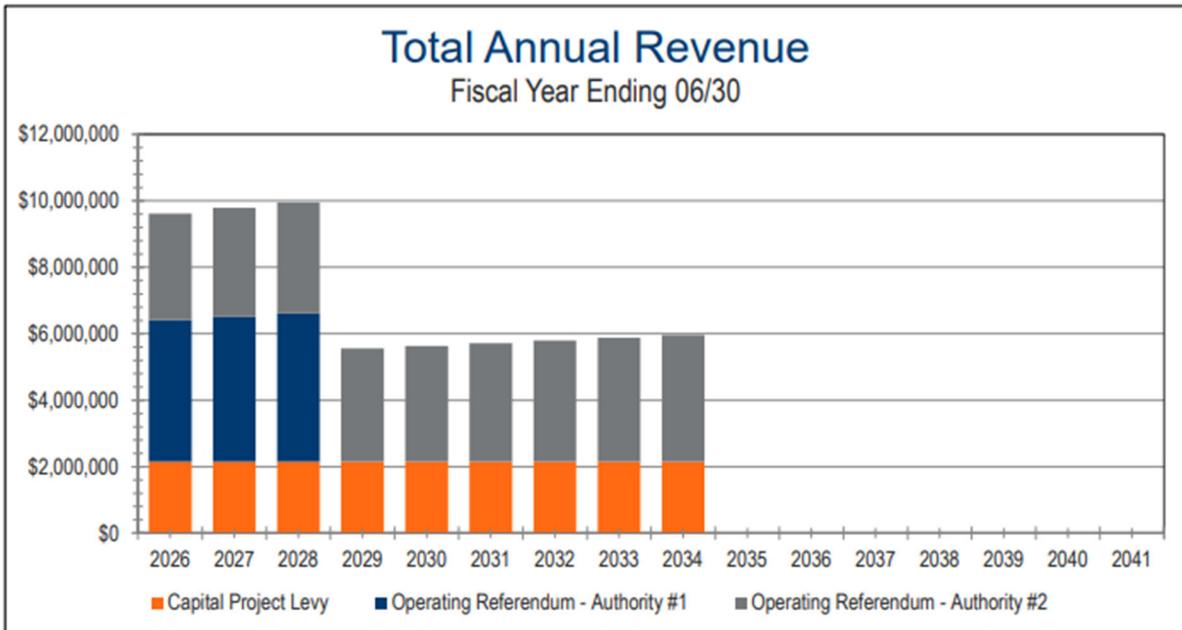
TEACHER STAFFING SUMMARY

	DISTRICT-WIDE TOTAL STAFFING - LICENSED FTE				
					INCR/DECR
	2022-2023	2023-2024	2024-2025	2025-2026	FROM PRIOR
	FTE	FTE	FTE	FTE	YR FTE
Early Childhood	4.87	6.10	5.10	4.12	(0.98)
Elementary Classroom	63.00	64.00	64.00	64.00	-
Elementary Specialists	17.10	19.59	18.19	17.60	(0.59)
Secondary Classroom	121.40	118.19	115.76	108.71	(7.05)
Counselors	8.00	8.00	8.00	8.00	-
ALC	3.00	3.20	3.29	4.00	0.71
Special Education	67.90	70.30	69.00	66.10	(2.90)
District-wide Staff	8.90	7.01	8.01	7.60	(0.41)
Floating Subs*	6.00	6.80	-	-	-
TOTAL DISTRICT-WIDE FTE	300.17	303.19	291.35	280.13	(11.22)

Hastings Public Schools, ISD #200

Operating Referendum and Capital Project Levy (As of 07/01/2025)

Levy Authority	Approved by Voters	Date Renewed by School Board	Board Renewal Window	Voter Renewal Window
Capital Project Levy (10 years)	Nov 2023	N/A	N/A	2029 - 2033
Operating Referendum - Authority #1 (10 years)	Nov 2017	N/A	7/1/25 - 6/15/27	Nov 2026 & Nov 2027
Operating Referendum - Authority #2 (10 years)	Nov 2013	June 2023	N/A	Nov 2032 & Nov 2033

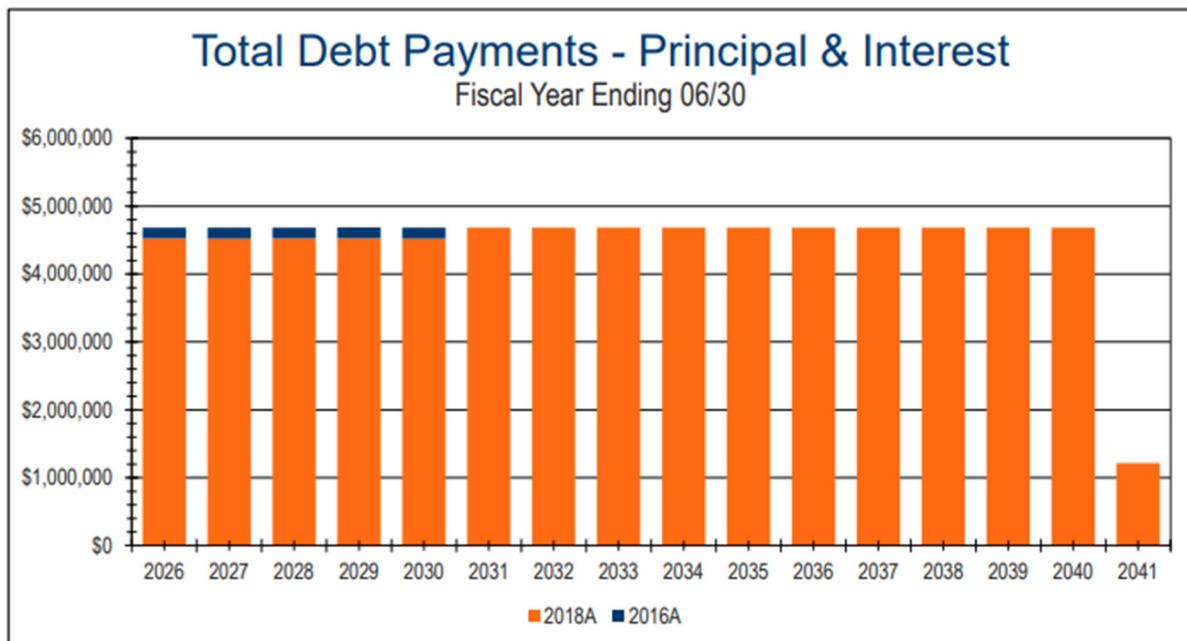


Notes:
 Assume annual revenue generated by the Capital Project Levy stays consistent at Fiscal Year 2026 levels
 Assume enrollment continues at Fiscal Year 2026 levels for Operating Referendum Revenue; inflation based on MDE June 2025 CPI estimates

Hastings Public Schools, ISD #200

Outstanding Debt (As of 07/01/2025)

	Original Par Amount	Current Outstanding	Final Maturity	Optional Redemption
G.O. School Building Refunding Bonds, Series 2016A	\$ 1,965,000	\$ 760,000	02/01/2030	02/01/2025
G.O. School Building Bonds (CABs), Series 2018A	\$ 49,922,524	\$ 41,826,288	02/01/2041	02/01/2028
Total Outstanding		\$ 42,586,288		



Hastings Public School District

Total Enrollment Projection

	Enrollment History			Enrollment Projections					
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
ECSE	49.7	51.5	35.1	33.7	33.5	33.2	32.3	31.9	31.4
Pre K	0.0	11.3	12.4	11.9	11.9	11.8	11.5	11.3	11.1
HK	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K	258.4	258.6	263.9	253.3	252.3	249.8	243.0	240.0	236.4
1	284.9	256.8	260.2	266.1	255.5	254.5	251.9	245.1	242.0
2	275.1	283.1	259.0	261.7	267.7	256.9	255.9	253.4	246.5
3	289.0	282.5	275.2	258.5	261.3	267.2	256.5	255.5	253.0
4	277.4	290.1	289.1	278.7	261.8	264.6	270.6	259.8	258.7
5	289.2	285.0	299.9	299.5	288.7	271.2	274.1	280.4	269.1
6	310.1	298.6	281.5	302.0	301.5	290.6	273.1	276.0	282.3
7	295.4	308.1	308.7	285.1	305.8	305.3	294.3	276.5	279.5
8	290.5	296.1	312.0	311.5	287.6	308.5	308.1	296.9	279.0
9	368.3	306.4	319.4	336.5	336.0	310.3	332.8	332.3	320.3
10	359.5	337.9	304.9	304.3	320.6	320.1	295.6	317.1	316.6
11	338.8	364.0	329.5	299.8	299.1	315.2	314.7	290.6	311.7
12	352.5	356.3	377.2	339.7	309.0	308.4	324.9	324.4	299.6
K-12	3,989.2	3,923.5	3,880.5	3,796.7	3,747.0	3,722.7	3,695.6	3,647.9	3,594.7
ECSE-12	4,038.9	3,986.3	3,928.0	3,842.3	3,792.4	3,767.7	3,739.3	3,691.1	3,637.3
Adjusted Pupil Units	4,439.9	4,380.1	4,318.4	4,217.6	4,164.0	4,141.3	4,113.4	4,058.7	3,998.6
% Change K-12	-0.89%	-1.65%	-1.09%	-2.16%	-1.31%	-0.65%	-0.73%	-1.29%	-1.46%
Change K-12	(35.9)	(65.7)	(43.0)	(83.9)	(49.7)	(24.2)	(27.2)	(47.7)	(53.2)

ISD #200 CAPITAL 2025-2026 REVISED

EQUIPMENT/BOOKS PLAN

Fixed Costs

01-005-850-302-896-000	Txs/Assessments	0	
01-005-107-302-560-000	Copier Lease	24,648	
01-005-110-302-316-000	Region V	9,977	
01-005-720-302-401-000	Menstrual & Opiate Antagonists	8,851	
01-005-850-302-335-000	Todd Field Parking Lot Lease (MN DOT)	8,916	
	Total Fixed		52,392

Other Costs

01-005-203/211-302-460-341	Text Books-Initial	185,000
01-005-203/211-302-xxx-342	Text Books-Recurring	300,000

Site Allocations

01-005-810-302-529/530-035	Maintenance	10,000	
01-129-211-302-460/520/530-026	High School	50,000	
01-130-211-302-460/520/530-027	Middle School	35,000	
01-609-203-302-460/520-530-028	Kennedy	10,000	
01-610-203-302-460/520-530-029	Pincrest	10,000	
01-612-203-302-460/520-530-030	McAuliffe	10,000	
01-100-420-302-305/530/555-031	Spec Services	2,000	
01-136-211-302-305/530/555-032	ALC-HS	2,000	
01-129-292-302-530-033	Athletics HS	7,000	
01-130-292-302-530-034	Athletics MS	2,500	
01-005-770-302-530-036	Food Service	2,000	
	Total Other		625,500

FACILITIES PLAN

Fixed Costs

01-xxx-xxx-302-xxx-280	DW Projects/Equipment	600,000	
	Total Fixed		600,000

Total Expenses	1,277,892.00	
Aid	623,184.58	
Levy	360,346.48	
Sr Ctr Constr. Contribution	30,000.00	
Total Revenue	1,013,531.06	-264,361
Beginning Fund Balance	4,327,447.92	
Projected Ending Fund Balance	4,063,086.98	-264,361

ISD #200 LTFM 2025-2026 REVISED

LTFM

	Beginning Fund Balance	5,034,280.45
R 01-xxx-865/866-xxx-xxx-xxx	Revenue	1,682,154.92
E 01-xxx-865/866-xxx-xxx-xxx	Expenditures	1,600,000.00
	Ending Fund Balance	5,116,435.37

HASTINGS CAPITAL 2025-26 for Revised		
Available Funds		\$600,000
SITE	DESCRIPTION	BUDGET
DW	Custodial Equipment	\$50,000.00
DW	Grounds Truck	\$45,000.00
DW	Gymnastics Facility	\$400,000.00
MS	Pool Timing System	\$57,563.00
DW	Postage Machine	\$15,000.00
DW	Grounds Trailer	\$5,000.00
TF	Bleachers/Fence	\$5,000.00
HS	Orchestra Equipment (Water Damaged)	\$2,000.00
District Wide to be determined		\$20,437.00
Total Budgeted 25-26		\$600,000.00
Reserve Carryover Next Year		\$0.00

HASTINGS LTFM 2025-26 for Revised		
Available Funds		\$1,600,000.00
SITE	DESCRIPTION	BUDGET
917	Annual-H&S Costs	\$9,495.00
DW	Annual-H&S Costs	\$203,233.63
DW	Annual-Staffing	\$203,463.29
DW	ICS Annual Fee	\$6,000.00
DW	Dock freezer replacement (non Food Service costs)	\$4,000.00
DW	Landscaping	\$10,000.00
DW	Panic button upgrades	\$25,365.00
DW	Plumbing fixtures	\$10,000.00
DW	Sidewalk repair	\$8,000.00
DW	Todd Field turf maintenance	\$10,000.00
HS	Air handler 12 & 27	\$36,319.00
HS	Commons windows replacement	\$29,000.00
HS	Elevator modernization	\$77,951.48
HS	Interior storefront hardware	\$29,700.00
HS	Parking lot crack fill and seal coat	\$138,000.00
HS	Plumbing fixtures	\$20,000.00
HS	Wall paint	\$6,000.00
HS	Windows (N. side shop windows)	\$8,000.00
KE	Automation controls	\$90,450.00
KE	Curriculum Center EIFS/stucco	\$2,400.00
KE	Curriculum Center trim & paint	\$2,000.00
KE	Plumbing fixtures	\$10,000.00
KE	Repair and paint tile walls	\$19,815.00
KE	RTU's and automation	\$58,910.00
KE	Sand and refinish wood soffit and beams	\$1,800.00
MC	Door hardware replacement	\$51,300.00
MC	Wall paint	\$500.00
MS	Door hardware replacement	\$35,100.00
MS	PA System	\$20,000.00
MS	Plumbing fixtures	\$10,740.00
MS	Repair and paint tile walls	\$44,300.00
PI	Automation controls	\$94,306.00
KE/MC/PI	Plumbing fixtures	\$10,000.00
TI	Wall paint	\$500.00
HS	Removal of broken mirrors	\$2,750.00
KE	Replace exterior sealants	\$9,502.00
MS	Pool Filter Rebuild	40,000.00
HS	Backup Generator radiator replace	10,736.35
MS	Door Transom	12,895.00
HS	Electrical work Parking lot lights	\$1,540.00
HS	Electrical work for drinking fountain	\$1,108.00
MS	Keying Project extra costs	18,180.00
MC	Fire System Work	\$741.00
KE	Fire System Work	\$974.00
MS	Door closers required by Fire Marshal	\$15,750.00
PI	PA System Power Amp Replacement	\$1,039.80
PI	RTU's	\$157,300.00
HS	Mechanical work AHU 8 and CU 6	\$14,260.00
	District Wide - Contingency	\$26,575.45
	Total Budgeted 25-26	\$1,600,000.00

STAFF DEVELOPMENT DETAIL

**25-26
Revised Budget**

Estimated APU	4,318.34
Formula Allowance	\$7,481.00
Basic Revenue	\$32,305,501.54
MN State Academies Adj	\$0.00
Revenue 2% Set-Aside	\$646,110.03

Designated Budget	\$239,092.00 <i>See below</i>
Chbk Staff Budget	\$507,018.03
Designated Carryover - Obj 367	\$39,863.15 <i>See below</i>
Expenditures	\$785,973.18

		25-26	Prior Yr Carry Over	Total 25-26 Revised Budget
Mentoring Program	307/000	3,540	0	3,540
Superintendent/District Office/Principal	308/303	29,000	0	29,000
High School	306/000	15,000	0	15,000
Middle School	306/000	12,500	0	12,500
Kennedy	306/000	6,666	0	6,666
Pinecrest	306/000	6,667	0	6,667
McAuliffe	306/000	6,667	0	6,667
District Staff Dev Requests/AVID Summer Institute	308/000	40,240	0	40,240
TD&E, Cognitive Coaching, CPI, Staff Dev Committee	308/299	25,079	0	25,079
Curriculum Training, Writing & Review	308/302	69,300	0	69,300
Other	308/300	24,433	39,863	64,296
		239,092	39,863	278,955

Carryover budgets are not available until the Revised Budget

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

	2023 Pay 2024 for 24-25 <u>Levy</u>	2024 Pay 2025 for 25-26 <u>Levy</u>	<u>Change</u>
PROPERTY TAXES DETERMINED BY STATE LEGISLATION			
General Fund (Excludes Referendum)	6,269,816	6,429,376	159,560
Community Education & Services	<u>448,400</u>	<u>442,428</u>	<u>(5,972)</u>
Total Based Upon State Legislation	6,718,216	6,871,804	153,588
	-3.89%	2.29%	
PROPERTY TAX AUTHORITY PROVIDED BY LOCAL VOTERS			
Referendum Levy	9,696,984	9,607,649	(89,334)
Total Based on Voter Authority	27.19%	-0.92%	
DEBT REDEMPTION LEVY			
Voter Approved Building Bonds	4,671,618	4,509,460	(162,158)
Alternative Facility H & S	<u>19</u>	<u>0</u>	<u>(19)</u>
Total Debt Redemption Levy	4,671,636	4,509,460	(162,176)
	4.05%	-3.47%	
TOTAL PROPERTY TAXES	21,086,836	20,988,913	(97,923)
Percent Increase in Tax Levy	10.38%	-0.46%	
TAX BASE (Adjusted Net Tax Capacity for District)	60,435,660	63,326,246	2,890,586
	19.00%	4.78%	
Referendum Market Value	4,461,411,200	4,744,614,964	283,203,764
	18.37%	6.35%	

Hastings ISD # 200		2024-2025 Final				
		Audited				
		Balance 6/30/24	Revenues	Expenditures	Net Budget	Balance 6/30/25
1/10/11/12	GENERAL FUND					
460-131	Prepaid Expenditures	1,228,417.16	0.00	511,512.17	(511,512.17)	716,904.99
	NONSPENDABLE	1,228,417.16	0.00	511,512.17	(511,512.17)	716,904.99
403	Staff Development	135,096.59	637,661.24	632,894.68	4,766.56	139,863.15
412	Literacy Incentive Aid	180,762.87	187,419.42	0.00	187,419.42	368,182.29
456	Literacy Aid	-	163,554.30	163,554.30	0.00	0.00
457	Teacher Comp for READ Act Training	-	147,665.70	146,127.09	1,538.61	1,538.61
467	LTFM (old def maint and H&S)	5,653,822.80	1,663,795.68	2,283,338.03	(619,542.35)	5,034,280.45
424	Operating Capital	4,300,980.39	1,160,720.69	1,053,896.51	106,824.18	4,407,804.57
424-287	Lease Levy Capital	(85,483.63)	0.00	-5,126.98	5,126.98	(80,356.65)
428	Learning & Development	0.00	855,828.10	855,828.10	0.00	0.00
434	Area Learning Center	0.00	358,823.40	358,823.40	0.00	0.00
438	Gifted & Talented	113,249.12	56,926.22	33,435.56	23,490.66	136,739.78
439	English Learners	0.00	511,025.26	511,025.26	0.00	0.00
441/459	Basic Skills	1,060,702.66	1,594,652.68	1,097,476.11	497,176.57	1,557,879.23
441-620	Basic Skills-ECSE	15,548.54	71,828.30	72,891.60	(1,063.30)	14,485.24
441-630	Basic Skills-Staars	10,539.24	8,696.70	1,059.24	7,637.46	18,176.70
443	School Library Aid	0.00	70,581.13	70,581.13	0.00	0.00
449	Safe Schools-Crime Levy	0.00	152,610.84	152,610.84	0.00	0.00
448	Achievement & Integration	0.00	342,455.86	342,455.86	0.00	0.00
420	American Indian Education	0.00	70,315.18	70,315.18	0.00	0.00
471	Student Support Personnel	0.00	74,975.33	74,975.33	0.00	0.00
472	MA/3rd Party	306,142.29	304,645.86	184,080.89	120,564.97	426,707.26
407	Tech Levy	0.00	2,000,000.00	2,000,000.00	0.00	0.00
401	Student Activities (Fund 10 - tied to fund 1)	194,729.82	273,578.99	280,353.59	(6,774.60)	187,955.22
464	Donations & Grants (Fund 11 - tied to fund 1)	593,297.35	(81,338.27)	0.00	(81,338.27)	511,959.08
402	Scholarships (Fund 12 - tied to fund 1)	273,588.93	153,163.81	127,140.00	26,023.81	299,612.74
	RESTRICTED	12,752,976.97	10,779,586.42	10,507,735.72	271,850.70	13,024,827.67
418	Pension and ASL (trnsf from 422)	109,009.83	92,444.00	82,870.49	9,573.51	118,583.34
461-392	Technology (trnsf from 422)	888,500.40	0.00	250,000.00	(250,000.00)	638,500.40
	COMMITTED	997,510.23	92,444.00	332,870.49	(240,426.49)	757,083.74
462-001	Subsequent Year's Expenditures	791,133.75	0.00	(117,455.00)	117,455.00	908,588.75
462-002	Middle School Project Timing	45,731.54	0.00	45,731.54	(45,731.54)	0.00
462-003	Site Improvements	400,000.00	0.00	0.00	0.00	400,000.00
462-004	Safety & Security	100,000.00	0.00	4,021.55	(4,021.55)	95,978.45
462-005	Curriculum	300,000.00	0.00	19,233.00	(19,233.00)	280,767.00
462-006	STEM	0.00	0.00	(249,985.17)	249,985.17	249,985.17
462-007	Future Funding Changes	0.00	0.00	(1,300,000.00)	1,300,000.00	1,300,000.00
	ASSIGNED	1,636,865.29	0.00	-1,598,454.08	1,598,454.08	3,235,319.37
397,891 CC	GASB 68 TRA/State contribution	0.00	163,064.00	163,064.00	0.00	0.00
	Fed. Title-Spec Ed, AI Aid, LCTS R=E	0.00	1,578,917.47	1,578,917.47	0.00	0.00
	Technology/Pension, ASL	0.00	(92,444.00)	0.00	(92,444.00)	(92,444.00)
	English Learners	0.00	0.00	405,191.88	(405,191.88)	(405,191.88)
	Achievement & integration	0.00	-	(25,804.89)	25,804.89	25,804.89
	Area Learning Center	0.00	0.00	156,876.40	(156,876.40)	(156,876.40)
	Safe Schools/Crime Levy	0.00	0.00	212,383.01	(212,383.01)	(212,383.01)
	Unassigned	15,906,814.09	59,815,948.29	56,321,931.79	3,494,016.50	19,400,830.59
	<small>Includes pmt to OPEB Trust (\$558,049) 24-25 & 25-26</small>					
422	UNASSIGNED	15,906,814.09	61,465,485.76	58,812,559.66	2,652,926.10	18,559,740.19
1/10/11/12	TOTAL GENERAL FUND	32,522,583.74	72,337,516.18	68,566,223.96	3,771,292.22	36,293,875.96
			72,337,516.18	68,566,223.96	894,651.17	
			0.00	0.00	(1,758,274.93)	(SpEd Aid-12,023,253)

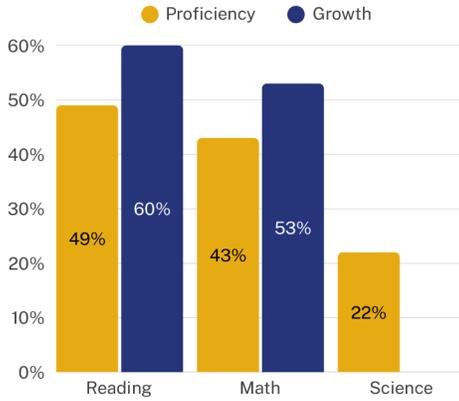
Hastings ISD # 200		2024-2025 Final				
Audited						
		Balance 6/30/24	Revenues	Expenditures	Net Budget	Balance 6/30/25
2	FOOD SERVICE FUND					
464-418	Pension and ASL (trnsf from 464)	34,428.36	4,622	2,137	2,485	36,913.33
464	Food Service Program	910,935.97	3,211,709	3,485,805	(274,096)	636,840.15
	<i>Includes pmt to OPEB Trust (\$11,720) 24-25 & 25-26</i>					
	RESTRICTED	945,364.33	3,216,331	3,487,942	(271,611)	673,753.48
	TOTAL FOOD SERVICE FUND	945,364.33	3,216,331	3,487,942	(271,611)	673,753.48
4	COMMUNITY SERVICE FUND					
431	Community Education General	276,032.52	1,781,547	1,765,010	16,538	292,570.02
432	ECFE	11,213.50	294,495	372,211	(77,716)	(66,502.91)
444	School Readiness	6,581.78	529,089	593,715	(64,627)	(58,045.08)
447	ABE	0.00	19,975	19,975	0	0.00
464-418	Pension and ASL (trnsf from trust 18 & above GL)	13,477.40	62,616	45,727	16,890	30,367.04
464-599	Screening	0.00	30,484	30,484	0	0.00
464	Non Public	24,629.29	114,285	117,447	(3,162)	21,467.20
	<i>Includes pmt to OPEB Trust (\$18,605) 24-25 & 25-26</i>					
	RESTRICTED	331,934.49	2,832,491	2,944,570	(112,078)	219,856.27
	TOTAL COMMUNITY SERVICE FUND	331,934.49	2,832,491	2,944,570	(112,078)	219,856.27
6	BUILDING CONSTRUCTION FUND					
464	Building Construction	2,649,440.37	58,384	2,159,223	(2,100,838)	548,602.12
	RESTRICTED	2,649,440.37	58,384	2,159,223	(2,100,838)	548,602.12
	TOTAL BLDG CONSTRUCTION FUND	2,649,440.37	58,384	2,159,223	(2,100,838)	548,602.12
7	DEBT SERVICE FUND					
451	QSCB Sinking Fund (GL JE)	15,641,874.90	680,845	16,322,720	(15,641,875)	0.00
464	Debt Service	938,434.17	4,834,311	4,297,730	536,581	1,475,015.32
	RESTRICTED	16,580,309.07	5,515,156	20,620,450	(15,105,294)	1,475,015.32
	TOTAL DEBT SERVICE FUND	16,580,309.07	5,515,156	20,620,450	(15,105,294)	1,475,015.32
	TRUST FUNDS					
18	CE Pension and ASL	62,549.40	67	62,616	(62,549)	0.00
20	Dental Self-Funded	1,328,272.21	784,121.07	683,297.49	100,824	1,429,095.79
21	Health Self-Funded	4,210,623.97	9,944,785.42	9,302,961.22	641,824	4,852,448.17
45---000	IRR-OPEB- PERA	6,358,034.75	598,574	0	598,574	6,956,609.09
	TOTAL TRUST FUNDS	11,959,480.33	11,327,548	10,048,875	1,278,673	13,238,153.05
	TOTAL ALL FUNDS	64,989,112	95,287,427	107,827,283	(12,539,856)	52,449,256
			95,287,427.02	107,827,283.15		
			0	0		



ACADEMIC EXCELLENCE

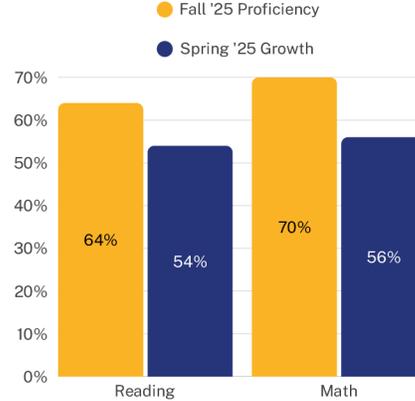
The measures below provide a comprehensive view of academic outcomes for students.

MCA Proficiency Results



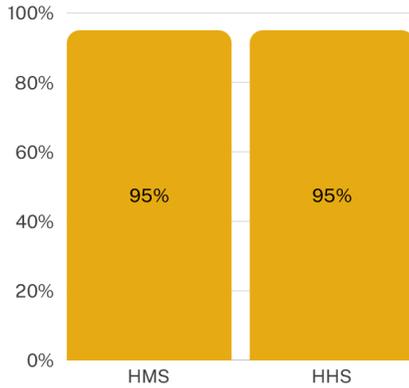
Data Source: MDE Report Card (Spring 2024)
Lagging Indicator

FastBridge Results



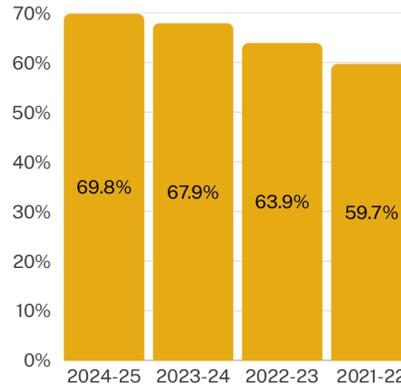
Data Source: FastBridge Report (Spring & Fall 2025)
Leading Indicator

Passing Rates
Spring 2025



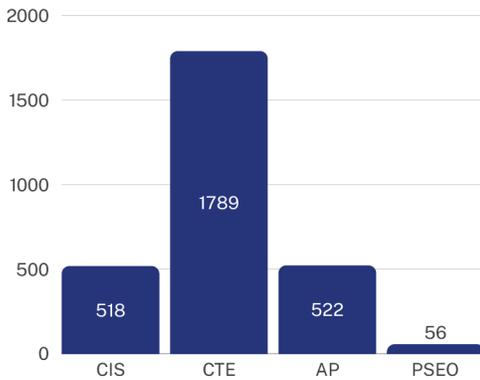
Data Source: Infinite Campus Grades Report (Spring 2025)
Leading Indicator

AP Test Results of 3+



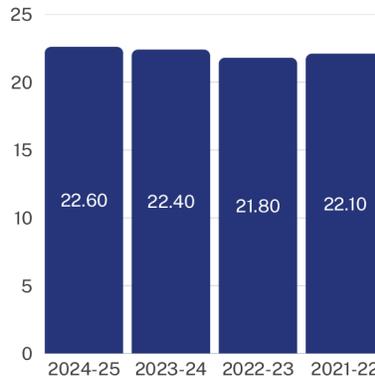
Data Source: Infinite Campus Grades Report (Spring 2025)
Lagging Indicator

College & Career Course Enrollment



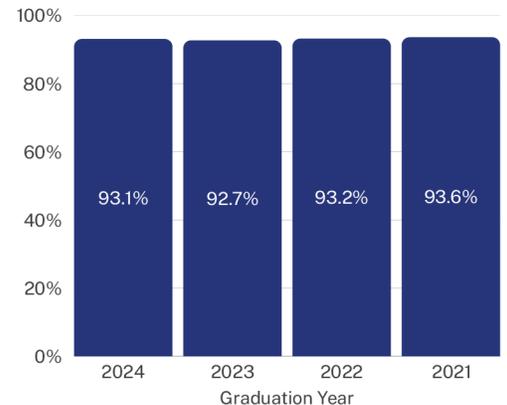
Data Source: Infinite Campus Enrollment Data (Spring 2025)
Lagging Indicator

ACT Trends
Spring 2024



Data Source: ACT Report (Junior Year Spring 2025)
Lagging Indicator

Graduation Rates
Spring 2024



Data Source: MDE Report Card (Spring 2024)
Lagging Indicator



EQUITY AND BELONGING

The data below reflect the experiences of our students and families.



Data Source: School Perceptions Survey (Fall 2025)

Activities/Athletics Participation		
	High School	Middle School
# Student Participating (non-duplicative)	XX	XX
% of Student Body	XX	XX

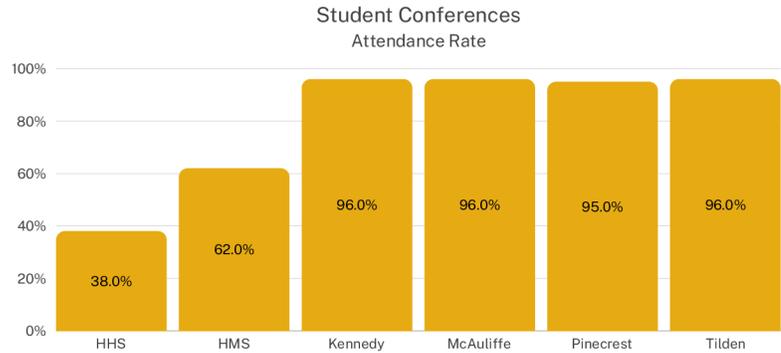
Data Source: Infinite Campus Enrollment Data (Spring 2025)

SAFE, SUPPORTIVE AND ENGAGING ENVIRONMENTS

The data below reflect the experiences of our students and families.



Data Source: School Perceptions Survey (Fall 2025)



Data Source: Internal Tracking / PTC Fast (Fall 2025)
Lagging Indicator

STAFF EMPOWERMENT AND RETENTION

The data below reflect the experiences of our staff.



Data Source: School Perceptions Survey (Fall 2025)

Staff Leadership	Master's Degree +	Staff Retention Rates Licensed	Staff Retention Rates Non-Licensed
122	79.5%	94.5%	90.3%

Data Source: Internal Tracking (Fall 2025)

Professional Development		
# of Courses Offered	# of Staff Attended	Average # of PD hours
70	351	XX

Data Source: Internal Tracking (December 2025)

EFFECTIVE AND RESPONSIVE OPERATIONS

The data below reflect strategic resource alignment, transparent and meaningful community and staff engagement.



Data Source: School Perceptions Survey (Fall 2025)

Community Engagement Opportunities	Advisory Committees	Raider Update Metrics
6	7	XX

Data Source: Internal Tracking (Fall 2025)

Substitute Fill Rates	
Teachers	Paraprofessionals
89.6%	50.5%

Data Source: Internal Tracking (Fall 2025)

Student to Admin Ratio	Student to Teacher Ratio
260.5 : 1	18 : 1

Data Source: MDE Report Card (Oct 1, 2023)



Definitions



AP	Advanced Placement Courses through the College Board
CACR	Comprehensive Achievement and Civic Readiness (CACR) <ul style="list-style-type: none">• All children are ready for school• All racial and economic achievement gaps between students are closed• All students are ready for career and college• All students graduate from high school• All students are prepared to be lifelong learners
CIS	College in the Schools and College NOW Courses
CTE	Career and Technical Education
Fastbridge	Research based assessment system to screen, monitor, and assess student progress
Infinite Campus Enrollment Data	Student information system that tracks enrollment, demographics, attendance, and behavior
Infinite Campus Grades Report	Student information system that tracks grades
Lagging	Reflects the results or outcomes of what has happened
Leading	Predicts future performance or trends
MCA	Minnesota Comprehensive Assessment (MCA) - a state mandated standardized tests administered once a year
MDE Report Card	Minnesota Department of Revenue (MDE) -online tool that provides parents and the public with data on the performance of Minnesota schools and districts
PSEO	Post-Secondary Education Options
School Perceptions Survey	Annual survey developed by School Perceptions LLC that collects feedback from staff, students, and parents on multiple factors related to their experiences within the school building and district
School Perceptions Survey %	
Staff Leadership	Staff who participate on one or more leadership or decision-making committees. (Ex: School Leadership, Staff Development)

School Board Committee & Liaison Positions								
		2025 Assignments (C = Chair)						
Committees	Frequency/Notes	Carrie	Elaine	Jessica	Mark	Matt	Melissa	Phil
Community Collaboration	4 events/year + planning meetings					X	C	X
Facilities	Quarterly							
Finance	Quarterly	X			C		X	
Joint Powers	Quarterly 3 Board Members Required per Contract							
Policy	Once or Twice Monthly	X		C	X			
Student Board Member	3-4 Times/Year Application Review & Interviews, Mentors			X		C	X	
<u>Liaison Positions</u>								
AMSD*	Monthly				Backup	X		
Brightworks*	As Needed			X				
ISD917 Board Member*	Monthly+				X			
Licensure Liaison	Monthly				Backup			X
MSHSL*	As Needed				X			
NAPAC	Monthly			Backup		X		
*Voting Positions								
<u>Other</u>								
MSBA Delegates	2 Years (2025 & 2026)	X		X	X			
<u>Additional Possibilities for 2025</u>								
Curriculum Advisory Committee Liaison	3 Times/Year in Evenings							
Special Ed Liaison	3 Times/Year in Evenings							
Gifted & Talented Liaison	3 Times/Year in Evenings							
Contract Negotiations (Committee or Liaison)	As Needed During the Workday & Evenings							
Meet & Confer Liaison	?							
Wellness Committee Liaison	?							

January 2026

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

February 2026

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

**2026
School Board
Calendar**



March 2026

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

April 2026

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

Key

	Board Organizational Meeting
	Work Session
	Regular School Board Meeting
	No Meetings Allowed
	Election Days - No meetings or activities 6:00-8:00 pm

May 2026

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

June 2026

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

July 2026

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

August 2026

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

September 2026

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

October 2026

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

November 2026

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

December 2026

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

Dates at a Glance

Jan 1	No Meetings Allowed
Jan 5	Organizational Meeting + Work Session
Jan 19	No Meetings Allowed
Jan 28	Board Work Session
Feb 11	Board Work Session
Feb 16	No Meetings Allowed
Feb 25	Regular School Board Meeting
Mar 10	No Meetings 6:00 - 8:00 pm
Mar 11	Board Work Session
Mar 25	Regular School Board Meeting
Apr 8	Board Work Session
Apr 22	Regular School Board Meeting
May 13	Board Work Session
May 25	No Meetings Allowed
May 27	Regular School Board Meeting
June 10	Board Work Session
June 19	No Meetings Allowed
June 24	Regular School Board Meeting
July 3	No Meetings Allowed
July 8	Board Work Session
July 22	Regular School Board Meeting
Aug 11	No Meetings 6:00 - 8:00 pm
Aug 12	Board Work Session
Aug 26	Regular School Board Meeting
Sept 7	No Meetings Allowed
Sept 9	Board Work Session
Sept 23	Regular School Board Meeting
Oct 7	Board Work Session
Oct 12	No Meetings Allowed if School District Holiday
Oct 21	Regular School Board Meeting
Nov 3	Election Day - No Meetings 6:00-8:00 pm
Nov 4	Board Work Session
Nov 11	No Meetings Allowed
Nov 18	Regular School Board Meeting
Nov 26 & 27	No Meetings Allowed
Dec 2	Board Work Session
Dec 16	Regular School Board Meeting
Dec 25	No Meetings Allowed



SCHOOL BOARD SELF-EVALUATION

INCREASE YOUR BOARD-SUPERINTENDENT TEAM'S PERFORMANCE

Gail Gilman, Director of Strategic Planning and Board Leadership

Thursday, January 11, 2024



Your MSBA Staff

Gail Gilman

Director of Strategic Planning and Board Leadership

Email: ggilman@mnmsba.org





What is the School Board Self-Evaluation?

- Online tool introduced in May 2017
- Based on five Minnesota School Board standards
- Report is thorough and thought-provoking
- Analyzing data as a team leads to rich and productive discussions among Board-Superintendent Team members





Role of the School Board

5 Standards

**CONDUCT &
ETHICS**

VISION

STRUCTURE

ACCOUNTABILITY

**ADVOCACY &
COMMUNICATION**



Efficacy Rooted in Research



**This evaluation tool was developed by
the Washington State School
Directors' Association**



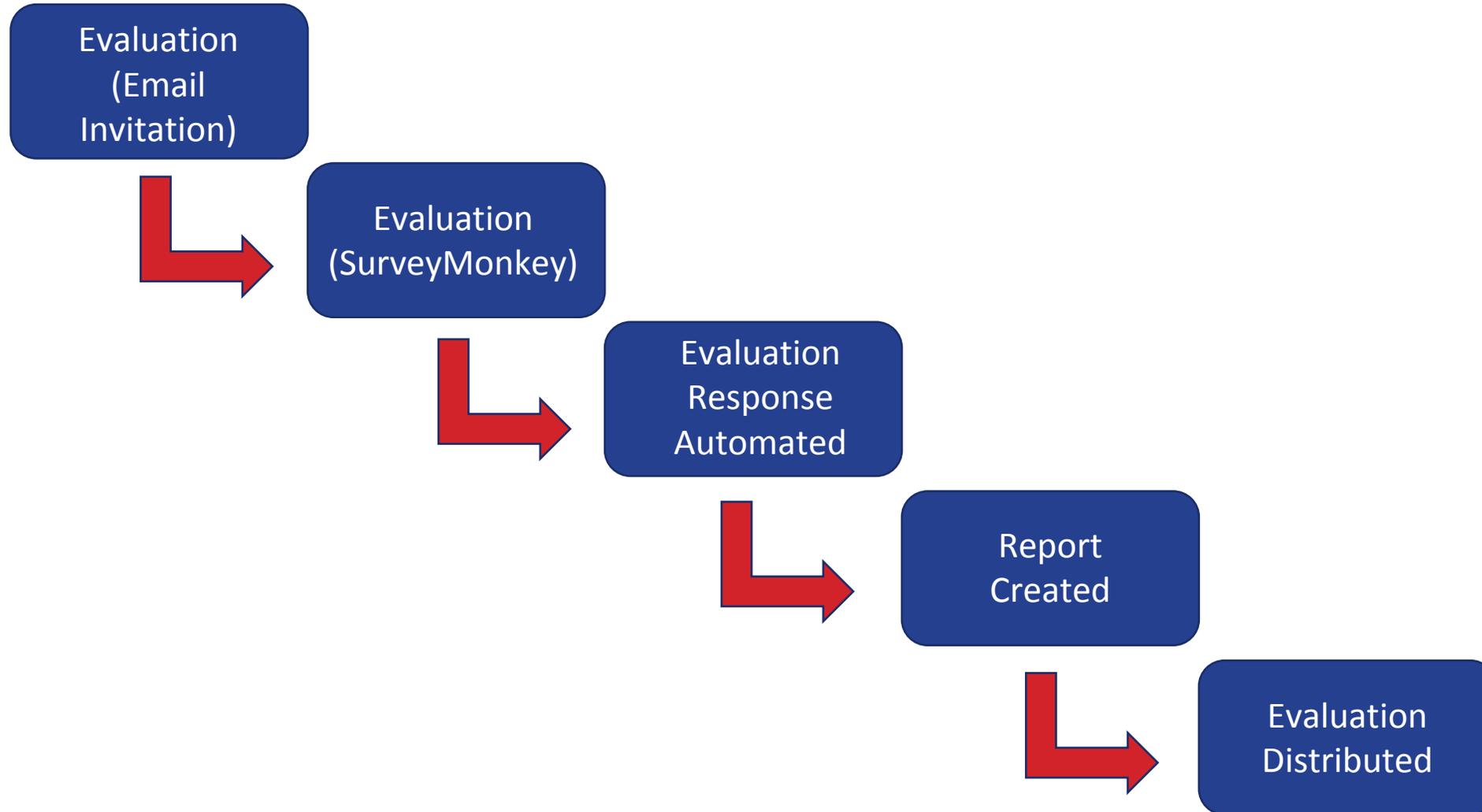
What is the School Board Self-Evaluation Tool?

- 72-question evaluation conducted online
- Complete on personal or school district computer or mobile device
- Takes approximately 15-20 minutes
- 100% confidential





How does the process work?





How do Board-Superintendent Teams use it?

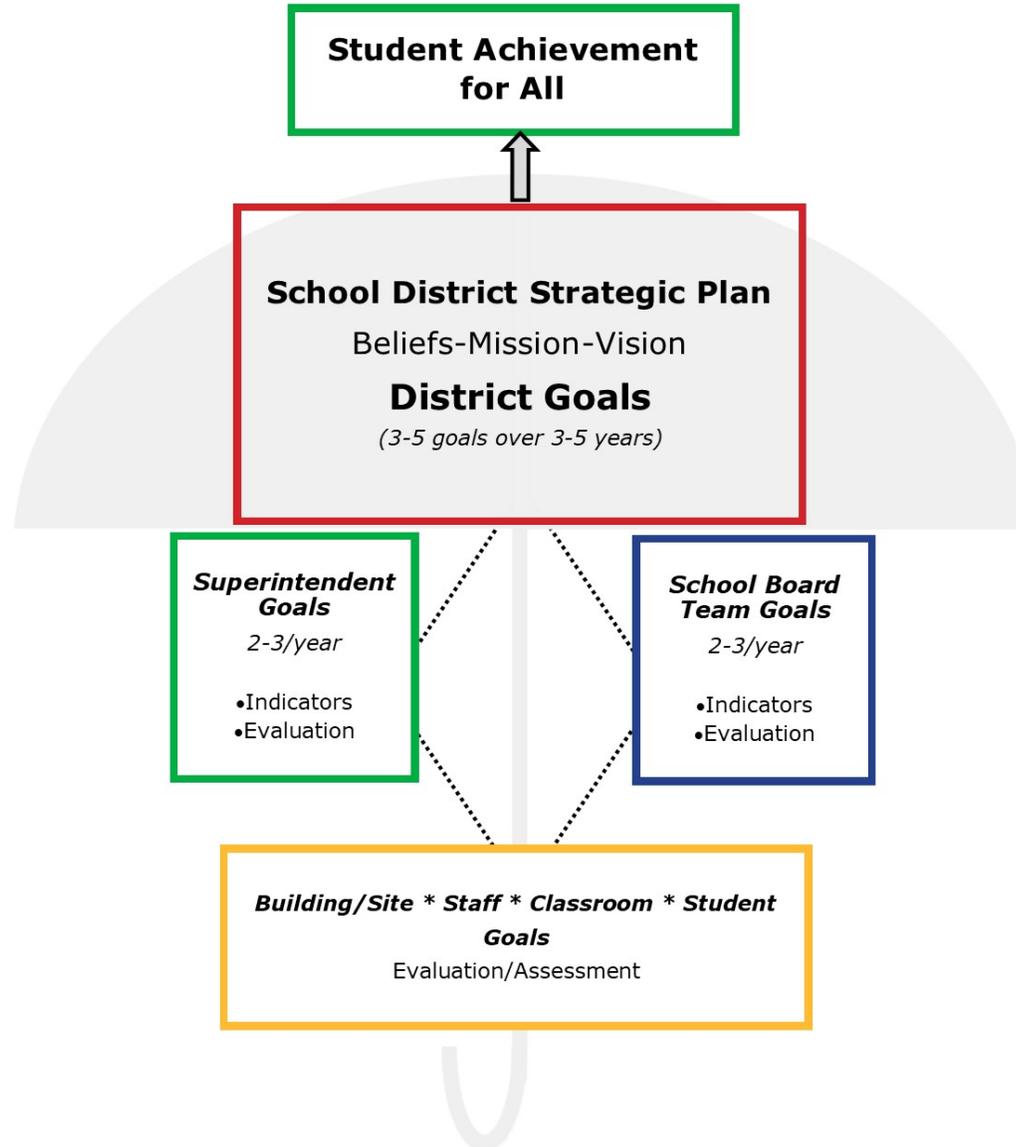
- Examine their own practice, as individuals and as a Board-Superintendent Team
- As a basis for conversations as a Board-Superintendent Team
- Learn how to use data to improve practice
- Longitudinal data allows benchmarking and tracking of progress over time
- Board-Superintendent Team goal setting





School District Goal Alignment

Strategic Governance Framework





What's next?

- MSBA recommends that the Board-Superintendent Team designate time in a study/learning session to review results together
- MSBA provides a suggested protocol for group discussion
- Some Board-Superintendent Teams have MSBA Staff facilitate the discussion





The Overview Report



The data on the following pages is organized in a color-coded, horizontal-stacked bar chart that shows your results at the level of the five standards. The explanation for the color code is just above the data chart. Subsequent pages show the data from each question, with the page header showing the standard and benchmark the question relates to.



Start with a look at your district's **Overview Report** (aggregated data) for each of the five standards.

In which standards do you see:

- Strengths
- Growth areas
- Divergent perspectives





Sample Protocol for Board-Superintendent Teams

Step 1:

What do you see?

- Describe what you see in the data, identify where it is located to the group. This is not about interpretation at this stage, only what you see.
- List the descriptions on chart paper.





Sample Protocol for Board-Superintendent Teams



Step 2:

What does the data suggest?

- Discuss what the data suggests and try to generate different interpretations. Ask clarifying questions of one another to increase clarity and understanding of one another's perspectives.
- List responses on the chart paper.



Sample Protocol for Board-Superintendent Teams

Step 3:

Identify goal areas from the lists generated.





Sample Protocol for Board-Superintendent Teams

Step 4:

Build two to three goals using the SMART goal framework.





Full Report

- Available only at a Board-Superintendent Team workshop
- Take a deeper dive into the Overview Report and Full Report
- Lasts 2 – 3 hours or longer, if needed
- MSBA fee for the facilitated workshop
- Receive the 27-page, color report of your district's results
- Review results with the Board-Superintendent Team
- Use to determine Board-Superintendent Team goals





Standard 1 Conduct and Ethics

Provide responsible school district governance by:

Look at your school district's **Full Report** (aggregated data) for each of the five standards.

In which standards do you see:

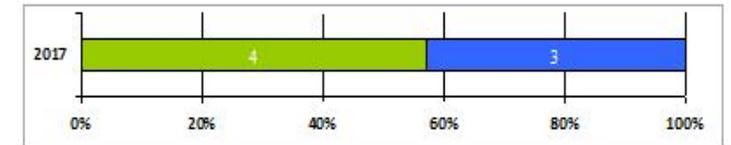
- Strengths
- Growth areas
- Divergent perspectives

Benchmark of Success F Working as an effective and collaborative team.

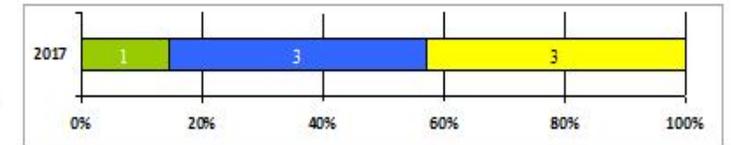
Always Most of the time Some of the time Never Don't know

To what extent does our board:

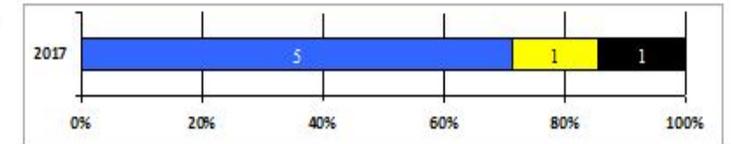
Q18 Work with the superintendent to achieve mutual trust and commitment?



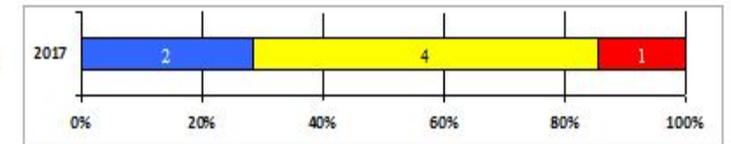
Q19 Pursue professional development to improve board members' knowledge and skills by attending conferences, holding study sessions, etc.?



Q20 Use collaborative processes that result in well-informed problem-solving and decision-making?



Q21 Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team?





Standard 1 Conduct and Ethics

Provide responsible school district governance by:

Step 1:

What do you see?

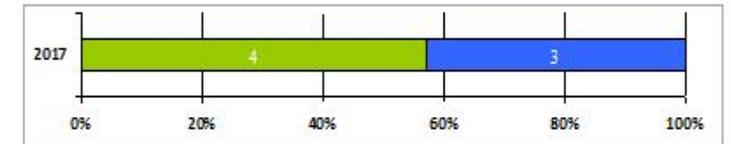
- Describe what you see in the data, identify where it is located to the group. This is not about interpretation at this stage, only what you see.
- List the descriptions on chart paper.

Benchmark of Success F Working as an effective and collaborative team.

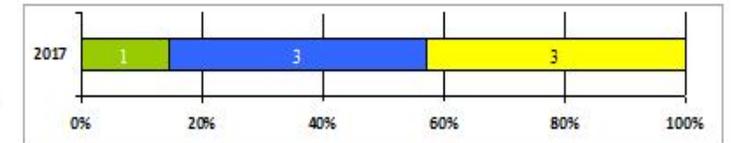


To what extent does our board:

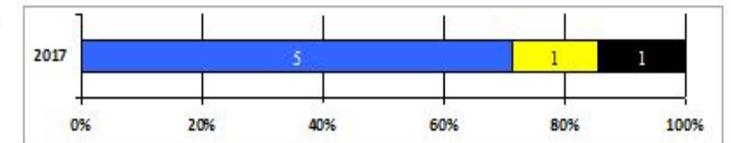
Q18 Work with the superintendent to achieve mutual trust and commitment?



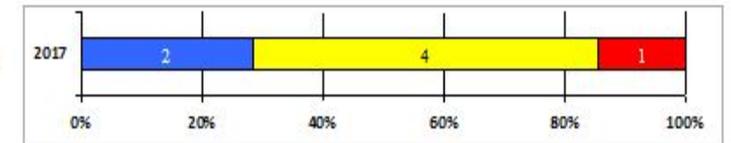
Q19 Pursue professional development to improve board members' knowledge and skills by attending conferences, holding study sessions, etc.?



Q20 Use collaborative processes that result in well-informed problem-solving and decision-making?



Q21 Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team?





Step 2:

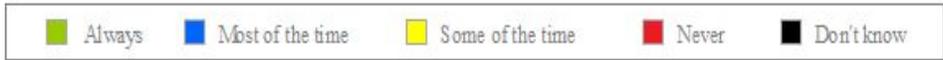
What does the data suggest?

- Discuss what the data suggests and try to generate different interpretations. Ask clarifying questions of one another to increase clarity and understanding of one another's perspectives.
- List responses on the chart paper.

Standard 1 Conduct and Ethics

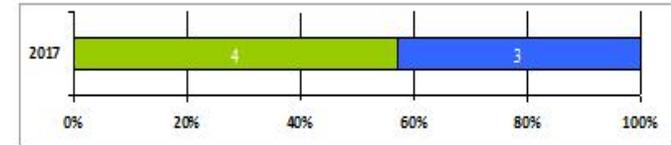
Provide responsible school district governance by:

Benchmark of Success F Working as an effective and collaborative team.

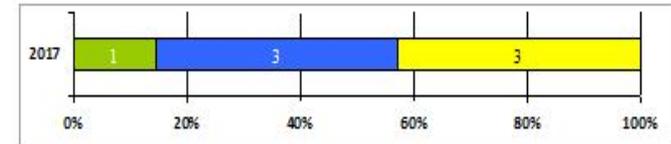


To what extent does our board:

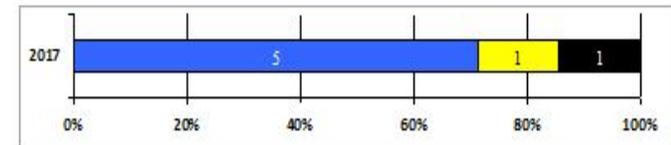
Q18 Work with the superintendent to achieve mutual trust and commitment?



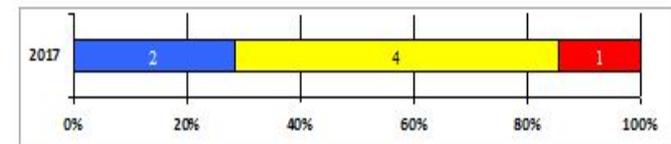
Q19 Pursue professional development to improve board members' knowledge and skills by attending conferences, holding study sessions, etc.?



Q20 Use collaborative processes that result in well-informed problem-solving and decision-making?



Q21 Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team?





Step 3:

Identify goal areas from the lists generated.

Step 4:

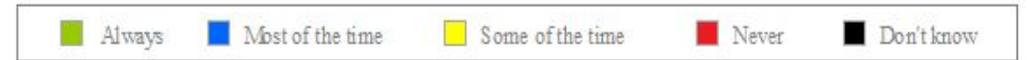
Build two to three goals using the SMART goal framework.

- Specific
- Measurable
- Attainable
- Relevant
- Time-bound

Standard 1 Conduct and Ethics

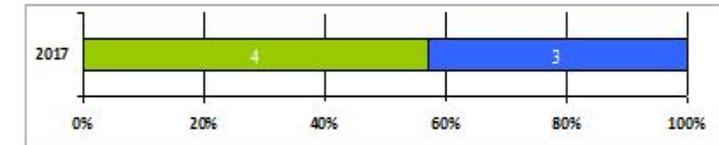
Provide responsible school district governance by:

Benchmark of Success F Working as an effective and collaborative team.

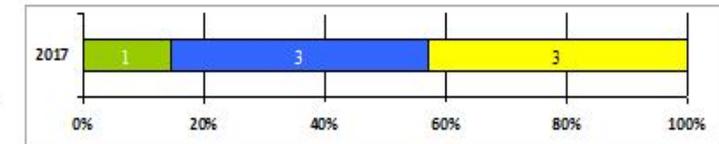


To what extent does our board:

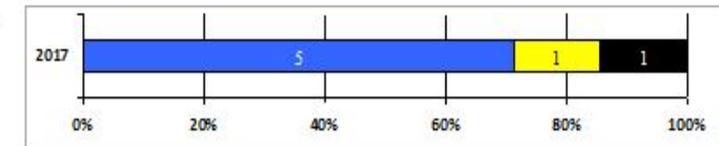
Q18 Work with the superintendent to achieve mutual trust and commitment?



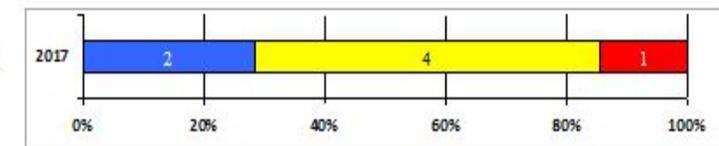
Q19 Pursue professional development to improve board members' knowledge and skills by attending conferences, holding study sessions, etc.?



Q20 Use collaborative processes that result in well-informed problem-solving and decision-making?



Q21 Together with the superintendent, share responsibility for the orientation of new board members and forming a new inclusive team?



Standard 2 Vision

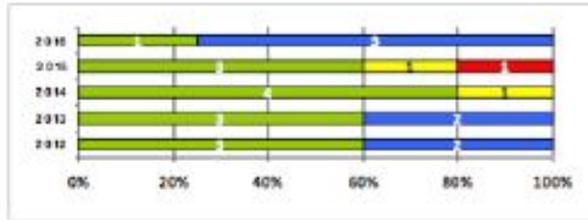
Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

Benchmark of Success A

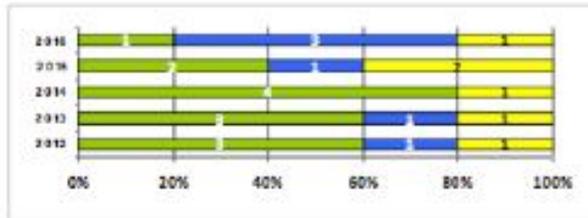
Articulating the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources



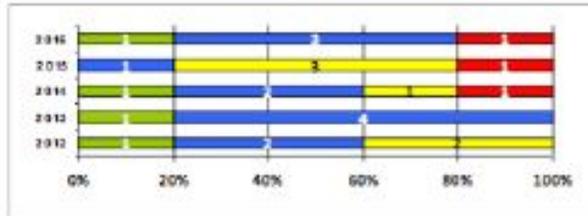
Q.23 Through policies and actions expresses our belief that all students can learn?



Q.24 Through policies and actions, communicate high expectations for all students?



Q.25 Foster a culture of collaboration around the shared purpose of improving student achievement?





Next Steps for Implementing the Evaluation

- Discussion at a Board meeting about taking the Evaluation
- Determine choice of receiving the Overview Report or the In-depth Review of the Full Report
- Take Board Action on participating in the Evaluation and Workshop cost for In-depth Review of Full Report; Contact MSBA to receive the link
- Set a date 6 to 8 weeks prior to reviewing the results to complete the Evaluation
- Select a 5-to-7-day window for the Board Team (Superintendent and Elected Board Members) to complete the Evaluation



Benefits of the School Board Self-Evaluation

- Board-Superintendent Teams learn to use data appropriately
- Data informs goal-setting
- Board-Superintendent Teams become more discerning about their own behavior and practices
- Board-Superintendent Teams engage in discussions of practice and decision
- Linked to MSBA awards that recognize effective Board-Superintendent Teams
- Board-Superintendent Teams lead using a Strategic Governance Framework





What questions do you have?
What steps will you take first?



Thank you!

For questions or more information, contact:

Gail Gilman

Director of Strategic Planning and Board Leadership

E-mail: ggilman@mnmsba.org



Minnesota School Boards Association

Phone: 800-324-4459



THANK YOU FOR ATTENDING

And remember, you can follow us on:



MNMSBA



@MNMSBA



@MSBASTAFF



Disclaimer

Your attendance and attention are appreciated. This presentation and corresponding materials are for informational use only. If legal advice is needed, the school district's legal counsel should be contacted. While current as of the date of presentation, the information contained in these materials may be superseded by legislative amendments, new rules and regulations, new cases, etc. If you have any questions or concerns about this presentation or the corresponding materials, please contact **MSBA** at **(800) 324-4459**.

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Standards for School Board Leadership

The Role of the School Board

As the entity legally charged with governing a school district, each school board is responsible to its community for governing efficiently and leading effectively to provide for equitable education, resulting in high student achievement.

The following five standards are essential to being an effective, high-performing school board team.

Standard 1: Conduct and Ethics

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

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

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

Standard 2: Vision

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

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

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

Standard 3: Structure

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

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

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

Standard 4: Accountability

The school board is accountable to the community for constantly monitoring the conditions affecting the school district as a whole.

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

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

Standard 5: Advocacy and Communication

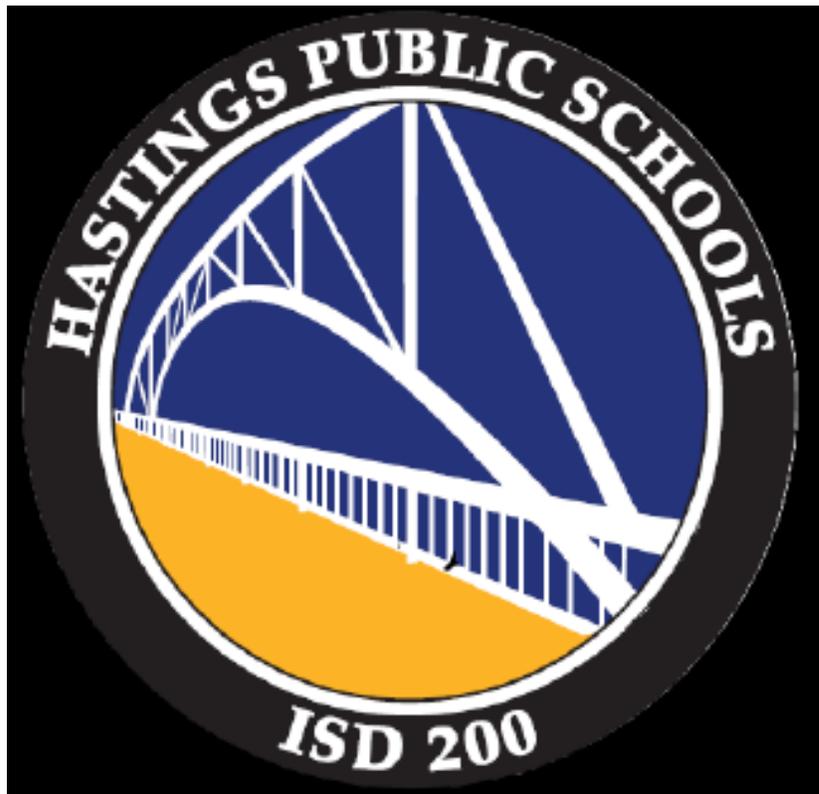
The school board advances its vision at the local, regional, state, and national levels.

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

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

BOARD MEMBER HANDBOOK

A Guide for
Hastings Public Schools
Board of Education Members



1000 West 11th Street
Hastings, MN, 55033

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

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HASTINGS PUBLIC SCHOOLS LEADERSHIP DIRECTORY

2025-2026

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mbruns@isd200.org

Director Jessica Dressely

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jdressely@isd200.org

Director Elaine Mikel-Mulder

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emikel-mulder@isd200.org

Director Melissa Millner

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mmillner@isd200.org

Director Carrie Tate

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ctate@isd200.org

Director Mark Zuzek

651-335-0786

markzuzek@isd200.org

Student Representative Jen Behnke

(Term Ends May 2026)

Student Representative Avery Durfee

(Term Ends May 2026)

Student Representative Shyla Henson

(Term Ends May 2026)

Student Representative Aidan Suarez Garcia

(Term Ends May 2026)

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tchampa@isd200.org

Administrative Assistant LynDee Humble 651-480-7013

lhumble@isd200.org

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Director of Community Education/Communications Kari Gorr

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Director of Finance & Operations Jen Seubert

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Director of Human Resource Cathy Moen

cmoen@isd200.org

Director of Student Support I Services Jill Petersen

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Director of Teaching & Learning Andrew Hodges

ahodges@isd200.org

Director of Technology Missy Williams

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High School Principal Scott Doran

sdoran@isd200.org

Kennedy Principal Kyle Latch

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Pinecrest Principal Paul Bakker

pbakker@isd200.org

McAuliffe Principal Matt Esterby

mesterby@isd200.org

Middle School Principal Ryan Wynn

rwynn@isd200.org

DISTRICT BUILDINGS



District Office

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



Hastings High School
Grades 9 -12 and
Area Learning Center

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



Hastings Middle School
Grades 5 - 8

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



Kennedy Elementary
Grades K - 4

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



McAuliffe Elementary
Grades K - 4

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



Pinecrest Elementary
Grades K -4

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



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

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

THE STORY OF HASTINGS PUBLIC SCHOOLS

OUR HISTORY

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



August 13, 1866, the board of education authorized school terms of nine months.

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

Our newest addition was the 100-acre Hastings High School, which was completed in August of 2001. The new Hastings High School offered our students the ability to connect to the community with up-to-date facilities that enhance the learning environment. Also, during this time, ISD #200 adopted a new school district logo depicting the bridge to learning. On April 3, 2003, the board of education approved a proposal to close Cooper school, which resulted in over a million in budget reductions. In addition, Tilden became a Kindergarten site and eventually changed to the Community Education Center in 2011.

HASTINGS PUBLIC SCHOOLS TODAY

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



INTRODUCTION: ONBOARDING

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

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

SCHOOL BOARD NORMS

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

NAVIGATING THE HANDBOOK

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

HANDBOOK MAINTENANCE & REVIEW PROCEDURE

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

SCHOOL BOARD MEMBERS

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

AS A MEMBER OF THE SCHOOL BOARD, I WILL:

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

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

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

LEGAL OBLIGATIONS OF A SCHOOL BOARD MEMBER

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

RESPONSIBILITY TO THE COMMUNITY THAT WE SERVE

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

DUTIES OF THE SCHOOL BOARD

ISD 200 Policy 201

THE SCHOOL BOARD SHALL PERFORM THE FOLLOWING:

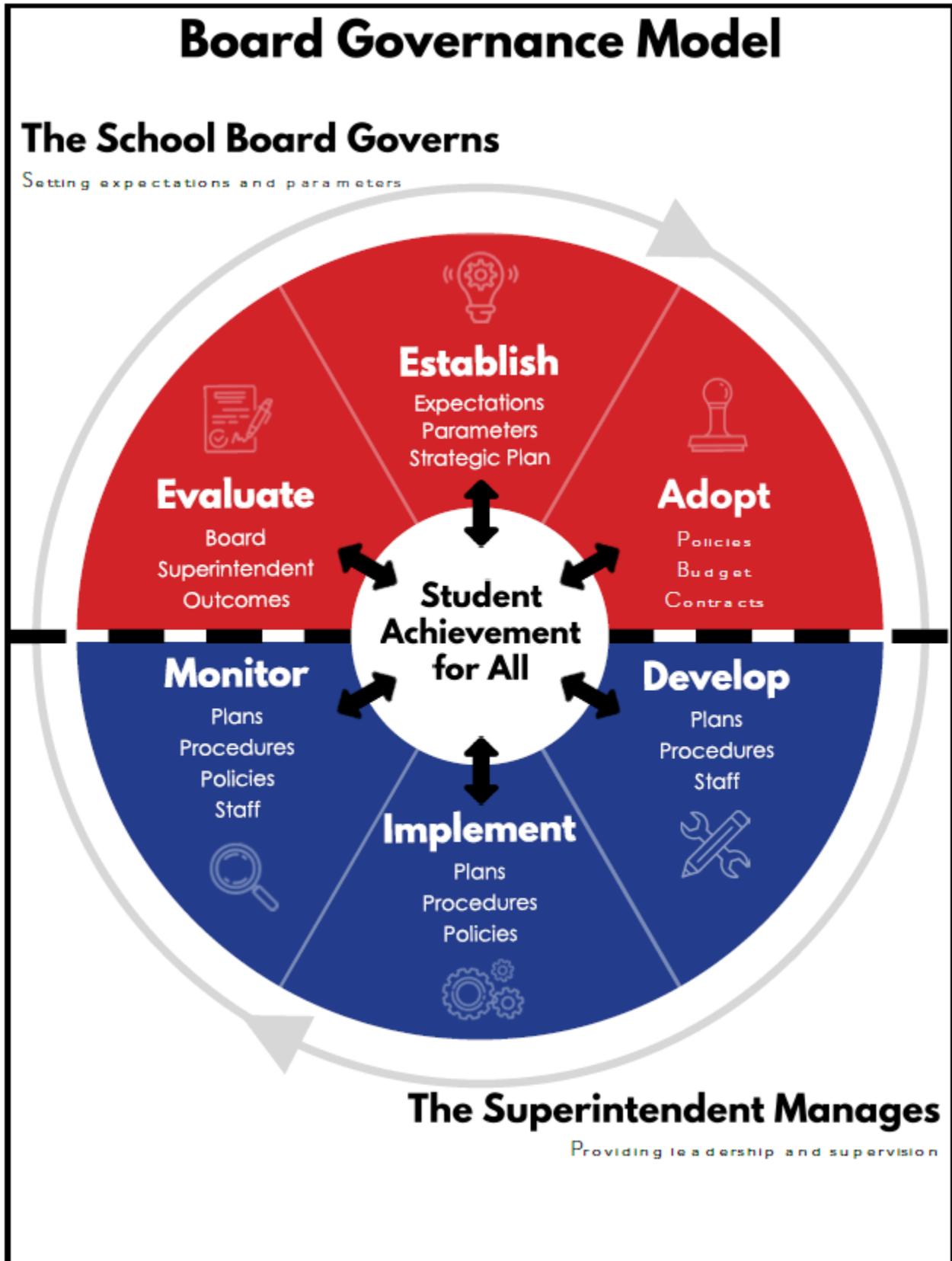
- provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;
- conduct the business of the schools and pay indebtedness and proper expenses;
- employ/contract with necessary qualified teachers and discharge the same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

THE SCHOOL BOARD MAY PERFORM THE FOLLOWING:

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

BOARD GOVERNANCE MODEL

MSBA Board Development





**INDEPENDENT
SCHOOL
DISTRICT 200**

STRATEGIC PLAN

ONE MISSION. SEVEN CORE VALUES. ALL LEARNERS.



MISSION

Our Core Purpose

We Care
We Empower
We Achieve

Students are the heart of all we do

OUR CORE VALUES

Drivers of Our Words and Actions

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

VISION

What We Intend to Create

Hastings Public Schools is The Choice of Families for:

A Caring and Inclusive Culture for All

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

That Empowers Students, Families, and Staff

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

Focused on Achievement and Engagement in All We Do

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

STRATEGIC ANCHORS

Drivers of Our Continuous Improvement

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

THE ELECTION IS OVER; WHAT'S NEXT?

CERTIFICATION OF FILING

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

CANVASS

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

CERTIFYING RESULTS

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

CAMPAIGN FINANCE REPORTING

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

CERTIFICATE OF ELECTION

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

DISTRICT HUMAN RESOURCES & Human Resources will contact you

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

ADMINISTRATIVE ASSISTANT & Administrative Assistant will contact you

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

OATH OF OFFICE

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

TERM OF OFFICE

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

WHAT'S NEXT CONTINUED . . .

APPOINTMENTS TO FILL VACANCIES

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

RESOURCES TO PREPARE

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

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

MINNESOTA SCHOOL BOARD ASSOCIATION

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

- Phase I: Learning to Lead – School Board Basics
- Phase II: Leadership Foundations – School Finance and Management
- Phase III: Building a High-Performance School Board Team
- Phase IV: Representing your Community through Policy and Engagement
 - Virtual workshops are held in late November, and early December.
 - In-person workshops are held during MSBA Leadership Conference in January

BOARD MEMBER COMPENSATION

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

- Board member annual compensation: \$4,250 (2024)
- Board chair annual compensation: \$4,750 (2024)
- Intermediate School District #917 liaison annual compensation: determined by 917's board

BOARD MEMBER EXPENSE REIMBURSEMENT

Expense reimbursement requests must be approved by the board chair prior to incurring the expense. (The board chair expense reimbursement requests must be approved by the vice chair.)

Board members may request reimbursement in accordance with Policy 412.1 PR. Note: The maximum meal reimbursement will be in accordance with local per diem and mileage reimbursement is based on the Internal Revenue Service (IRS) standard mileage rate.

AGENDAS AND MINUTES

AGENDA PREPARATION

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

POSTED AGENDAS FOR REGULAR MEETINGS

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

POSTED AGENDAS FOR WORK SESSIONS

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

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

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

MEETING MINUTES

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

MEETING OPERATION NORMS

OPEN MEETING LAW

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

LOCATION OF MEETINGS

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

QUORUM

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

PRESIDING OFFICER

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

PARLIAMENTARY AUTHORITY DURING MEETINGS

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

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

MEETINGS OF THE BOARD

ATTENDANCE TO MEETINGS

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

VOTING

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

ORGANIZATIONAL MEETING

The first meeting in January will be devoted to business required for the proper organization of the board. The board will take their annual group photo. The agenda may include;

- Administering the *Oath of Office* for new board members, new members seated;
- Electing officers to serve as chair, vice-chair, clerk, and treasurer (see election procedure on pg.22);
- Setting board member compensation and meeting dates & times for the calendar year;
- Establishing standing committees & in odd numbered years committee members;
- Designating District Depositories; and
- Selecting the official newspaper & the district’s legal counsel.

REGULAR BOARD MEETINGS

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

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

Administrative

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

WORK SESSIONS

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

THE PLEDGE OF ALLEGIANCE

The board will recite the Pledge of Allegiance after “call to order” at every regular board meetings and work sessions.

MEETINGS OF THE BOARD CONTINUED . . .

SPECIAL MEETING

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

EMERGENCY MEETING

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

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

All documents provided and notes taken will be collected at the end of the meeting.

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

BOARD RETREAT

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

MEETINGS CANCELLED DUE TO WEATHER

If a meeting is canceled due to inclement weather or other unforeseen circumstances, it will be rescheduled to the next business day, same location and time.

PUBLIC COMMENTS TO THE BOARD

This portion of the meeting is designated for citizens to address the board on topics related to the school district. Board members will not engage in discussion during this time. If a citizen's comments include inaccurate or incorrect information, the chair may provide accurate information following the conclusion of the public comment period. For additional details regarding the public comment process, please refer to Policy 206 and 206.1FRM. Before opening the public comment session and recognizing the first speaker, the chair will issue a verbal reminder outlining the expectations for public participation.

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

206.2PR - PUBLIC COMMENTS PROCEDURE

Procedures outlined include the time, place and manner for public comment:

- Meeting start time and day of the week
Practice: During each regular board meeting.
- Start time of the public comment session:
Practice: Following the Raider Spotlight.
- The location of the public comment session:
Practice: Hastings Middle School Media Center
- Are public comment sessions recorded/live streamed:
Practice: Recorded and live streamed by HCTV

VISITING SCHOOL BUILDINGS AND CLASSROOMS

The purpose of this **NORM** is to outline procedures for school board members to visit district schools, and classrooms in a manner that supports transparency, fosters positive relationships, and ensures minimal disruption to the educational process. Board members are always welcome and encouraged to attend after school activities, concerts, and sporting events that are open to the public.

SCHEDULING VISITS

Board members must email the building principal (copy the superintendent) to request and schedule a building or classroom visit, and when possible give notice at least one (1) business day in advance of their intended building visit and five (5) business days in advance of their intended classroom visit.

PURPOSE OF VISITS

Elementary classroom observation will not exceed 20 minutes. Secondary classroom observation will not exceed one class period.

- Board members will clarify the purpose of their visit when making arrangements and will identify subjects, programs, activities, and clubs rather than specific room numbers or teachers (e.g., "I would like to observe a fourth grade class", or "I would like to observe an English 10 classroom", or "I would like to observe a CIS class" or "I would like to observe the elective class that has highest number or lowest number of students enrolled")
- Visits are intended for observation and will not be used to evaluate staff or intervene.

PROTOCOL DURING VISITS

To ensure the safety of all in the school and to avoid disruption to the learning environment, visitors must:

- Arrive on time;
- Report directly to the welcome desk or the main office upon entering the building;
- Sign in and provide a valid driver's license;
- Wear district issued identification badge at all times while on school grounds; and
- Respect classroom routines, and instructional time, and should not interrupt or disrupt the learning environment.

Principal or designee may or may not accompany the board member during the visit.

COMMUNICATION

Please share the positives that you observe with respective personnel. Any concerns from the visit should be communicated to the superintendent or board chair, rather than directly to staff or students.. Board members must refrain from discussing confidential student or personnel matters observed during visits.

STUDENT AND STAFF PRIVACY

Board members must adhere to all district policies regarding student and staff privacy, including compliance with the Family Educational Rights and Privacy Act (FERPA). Photos, videos, or recordings are prohibited without prior approval from the superintendent and the express consent of those being recorded.

FOLLOW-UP

Following a visit, board members may be invited to share general observations or insights at a board meeting, provided the discussion respects confidentiality and focuses on policy-level considerations or specific board work.

COMMUNICATION PROTOCOLS

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

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

The school board chair will maintain a Topic Action Registrar. This registrar is accessible to the full board and is intended to be a one way communication to board members for situational awareness. To ensure Open Meeting Law compliance, the topics on this registrar should not be discussed between a quorum of board members. If a topic needs to be discussed by the full board, it should be added as an agenda item in an open meeting by following the Agenda Preparation procedure outlined on page 13 of the Handbook.

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

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

The Topic Action Registrar will not include:

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

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

No Open Meeting Law Violation occurs when mail (electronic or printed) is used to distribute materials to board members. A problem or violation may arise when the board members respond to the information and begin a discussion of the materials. Additional information about Open Meeting Law is found here: [Minnesota Open Meeting Law - Minnesota Counties Intergovernmental Trust \(mncit.org\)](http://mncit.org)

CONTACTING LEGAL COUNSEL

The board member authorized to contact legal counsel is the board chair.

COMMUNICATIONS CONTINUED . . .

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

COMMUNICATIONS CONTINUED . . .

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

ELECTION OF OFFICERS

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

ELECTION OF OFFICERS PROCEDURE

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

SCRIPT FOR NOMINATION PROCEDURE

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

SCRIPT FOR VOTING PROCEDURE

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

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

ROLES OF OFFICERS

ROLES OF BOARD OFFICERS

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

Chair

- Presides at all school board meetings, countersigns all orders upon the treasurer for claims allowed by the board, represents the school district in all actions, and performs all duties a chair usually performs. See pages 24 & 25 for board chair norms.

Vice-Chair

- Perform the duties of the chair in the event of the chair's temporary absence and attend agenda setting meetings.

Clerk

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

Treasurer

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

Student School Board Representatives

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

BOARD CHAIR NORMS

ANNUALLY

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

 School Board Governance Work Plan November 2024	
Strategic Anchors	Priorities for 2024-2025 School Year
Engaged and Successful Learners	<ul style="list-style-type: none"> • Monitor Vision Card Results • Discipline & Building Reports • Monitor and Adjust Comprehensive Achievement and Civic Readiness Goals • Monitor Pathways Progress • Curriculum Review and Approval
Effective Operations	<ul style="list-style-type: none"> • Budget Approval and Monitoring • Review 1/3 of District Policies + Annual Policies According to Review Cycle • Monitor Pathways Progress • District Sizing to Enrollment and Trends • District Long Range Model/Goals • Bond Expenditures Completed • Provide Competitive Salaries and Benefits are in Place to Retain and Attract High Quality Staff • Maintain Necessary Board Committees (Policy, Finance, Facilities, Community Collaboration, Student School Board, Ad Hoc) • Maintain Necessary Liaison Positions (ISD 917, NAPAC, MSHSL) • Board Development Retreats and Evaluations • Develop and Monitor Superintendent Goals and Perform Evaluations (Mid-Year and Annual) • Continued Education for Board Members • Add Student Board Representatives • Provide Mentorship to New Board Members and Student Board Representatives • Review/Revise Board 3-Year Work Plan • Review/Revise Board Handbook
Communication and Collaboration	<ul style="list-style-type: none"> • Legislative Action through MSBA Resolutions/Delegate Assembly • Regular Communications • Community Collaboration Committee • Review School Perceptions Survey Results • Review New Curriculum • Update Strategic Plan

BOARD CHAIR NORMS CONTINUED . . .

WEEKLY

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

AT REGULAR MEETINGS

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

AS NEEDED

Prepare responses to community/board member/media questions

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

SUPERINTENDENT

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

EXECUTIVE SEARCH SERVICES

The school board will utilize MSBA Executive Search Service or another company that provides executive search services to guide the school board through the process of hiring a superintendent. The school board must select a company that is a member of the "National Affiliation of Superintendent Searches (NASS).

SCHEDULING A SPECIAL MEETING

The school board shall schedule a special meeting after the board has identified finalists for round-two interviews, for the purpose of contract negotiation strategies, contract parameters, and appointing one school board member to enter into negotiations once the board has identified the final candidate for the superintendent position. A timeline will be established for the negotiation process.

SUPERINTENDENT CONTRACT NEGOTIATIONS

In order to begin the negotiation process the final candidate must accept the position, and pass an in-depth background check. Note: MSBA can provide this service for an additional fee. The appointed board member will work collaboratively with the director of human resources and will have the latitude to operate within the following parameters:

- The superintendent contract will use the MSBA model contract as the base to build from;
- The draft superintendent contract will align with the district's existing contract format; and
- The initial pay scale placement will be determined using the average identified in our comparable districts, or as determined by the school board.

The mutually agreed upon superintendent contract will be provided to all school board members at least 5 days prior to the board voting on said contract in a special meeting.

SCHEDULE A SPECIAL MEETING

The school board shall schedule a special meeting for the purpose of voting on the mutually agreed upon superintendent contract.

SUPERINTENDENT EVALUATION NORM

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SUBSEQUENT CONTRACT NEGOTIATIONS

In accordance with Minnesota Statute section 123B.143 subdivision 1, the school board may enter into negotiations regarding a possible subsequent contract with the superintendent during the 365 days prior to the expiration of the current contract. **NORM:** During the closed session to discuss the superintendent's second summative evaluation (second year of the current contract), the board will determine if subsequent contract negotiations will begin in July. During the next regular board meeting, the board will appoint one board member to enter into subsequent contract negotiations.

The appointed board member will work collaboratively with the director of human resources and the superintendent. They will have the latitude to operate within the following parameters:

- The current contract will be used as a base to build the subsequent contract;
- The subsequent contract will align with the district's existing contract;
- Year three salary of the current contract will be used as a starting point for pay scale placement. Pay scale placement will also be competitive in comparison to the averages identified in our comparable districts; and
- The subsequent contract shall be contingent upon the superintendent completing the terms of the current contract.

The mutually agreed upon proposed subsequent superintendent contract will be provided to all school board members in BoardBook at least five (5) days prior to the board voting on said contract.

NOTIFICATION REQUIREMENTS

The notification requirements set forth in this section do not prohibit the school board from entering into negotiations regarding a possible subsequent contract with the superintendent during the 365 days prior to the expiration of the current contract.

NOTICE BY THE SUPERINTENDENT

If the superintendent does not intend to negotiate a subsequent contract, the superintendent must notify the school board in writing by January 5, during the third year of the current contract.

NOTICE BY THE SCHOOL BOARD

If the school board does not intend to offer the superintendent a subsequent contract, it shall notify the superintendent in writing no later than January 5, during the third year of the current contract.

MODIFICATION OF TIMELINE

The timeline provided above may be modified by written agreement between the superintendent and the school board.

SPECIAL MEETINGS

The school board's chair will coordinate the scheduling of required special meetings to determine if a subsequent contract will be offered.

SCHOOL BOARD COMMITTEES

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

ESTABLISHING SCHOOL BOARD COMMITTEES

In odd-numbered years during the Organizational Meeting, the school board shall establish each standing committee, as well as the number of committee members. Ad hoc committees may be established by general consensus to address temporary needs or perform special functions, after the completion of which the ad hoc committee will automatically dissolve.

COMMITTEE MEMBERSHIP

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

COMMITTEE MEETINGS

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

COMMUNITY COLLABORATION COMMITTEE 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.

FACILITIES, FINANCE, & JOINT POWERS COMMITTEE: 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.

POLICY COMMITTEE- See page 31

STUDENT SCHOOL BOARD REPRESENTATIVE COMMITTEE: The Student School Board Committee will focus on identifying, interviewing, and recommending student representatives to serve on the school board. Established board members will serve as mentors to student representatives.

IN DISTRICT LIAISONS: One member of the school board is appointed to serve as liaison to the committees outlined below. Members are appointed to fulfill statutory requirements, at the request of the committee, and at the discretion of the board or superintendent. These are not board committees.

RELICENSURE COMMITTEE LIAISON Attends monthly relicensure committee meetings at the High School.

NATIVE AMERICAN PARENT ADVISORY COMMITTEE (NAPAC) LIAISON Attends monthly NAPAC meetings.

MEMBERSHIPS AND LIAISONS

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

ASSOCIATION OF METROPOLITAN SCHOOL DISTRICTS (AMSD)

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

INTERMEDIATE SCHOOL DISTRICT #917

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

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

MINNESOTA STATE HIGH SCHOOL LEAGUE (MSHSL)

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

BRIGHTWORKS (formally MetroECSU)

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

MINNESOTA SCHOOL BOARDS ASSOCIATION (MSBA)

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

POLICY NORMS

MSBA POLICY REFERENCE MANUAL

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

POLICY COMMITTEE

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

THREE YEAR POLICY REVIEW CYCLE

The three- year policy review cycle ensures that each policy undergoes a full review once every three years. The review cycle began in January 2023 and goes in order of series with the committee reviewing 12-15 policies each quarter.

MANDATORY POLICIES

A number of policies are mandatory as state or federal law requires a policy. ISD 200 has adopted all mandatory policies. In addition to mandatory policies, there are also a number of policies that contain Legal Requirements, the school district's legal counsel should be consulted prior to deviation from the language of legal requirements in an MSBA Model Policy to ensure that any variances are not inconsistent with legal requirements.

POLICY DEVELOPMENT

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

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

ANNUAL REVIEW POLICIES

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

POLICY NORMS CONTINUED . . .

POLICY REVIEW

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

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

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

POLICY READINGS

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

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

POLICY NORMS CONTINUED . . .

POLICY ADOPTION

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

- In compliance with the district's record retention schedule, the red-lined version of a policy is maintained digitally in the "Version History" of the policy's Google Doc in the policy committees shared Google Drive for at least three years.

USE OF THE CONSENT AGENDA FOR POLICY ADOPTION

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

POLICY MANUAL

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

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

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

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

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

SUNSETTING A POLICY

In order to sunset a policy, the policy committee must introduce the recommendation to remove the policy from the policy manual during a regular board meeting. At the next regular board meeting the policy will be included in the consent agenda for removal approval.

200 SERIES – SCHOOL BOARD POLICIES

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

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

200-	<u>BOARD MEMBER HANDBOOK 2025-2026</u>
201 -	<u>LEGAL STATUS OF THE SCHOOL BOARD</u>
202 -	<u>SCHOOL BOARD OFFICERS</u>
203 -	<u>OPERATION OF THE SCHOOL BOARD - GOVERNING RULES</u>
203.1PR	<u>SCHOOL BOARD PROCEDURES; RULES OF ORDER</u>
203.2PR -	<u>ORDER OF THE REGULAR SCHOOL BOARD MEETING PROCEDURE</u>
203.5PR -	<u>SCHOOL BOARD MEETING AGENDA PROCEDURE</u>
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[SCHOOL BOARD MEMBER HANDBOOK REVIEW NORM](#)

EDUCATIONAL DEFINITIONS & ACRONYMS

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

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

EDUCATIONAL DEFINITIONS & ACRONYMS CONTINUED

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

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

EDUCATIONAL DEFINITIONS & ACRONYMS CONTINUED

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

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

EDUCATIONAL DEFINITIONS & ACRONYMS CONTINUED

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

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

EDUCATIONAL DEFINITIONS & ACRONYMS CONTINUED

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

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

EDUCATIONAL DEFINITIONS & ACRONYMS CONTINUED

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

MINNESOTA STATUTES CITED

MN Statutes, Section 211A.02

MN Statutes, Section 123B.09 subd.2

MN Statutes, Section 123B.09 subd.5b

MN Statutes, 129B.09 Subd. 7

MN Statutes, Section 13D.05, subd. 2 & 3

MN Statutes, Section 13.09

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