

Hastings Area Public Schools - ISD 200
School Board Meeting Agenda

Wednesday, February 11, 2026
Work Session
Middle School Media Center

- I. Pledge of Allegiance
- II. **Items for Discussion**
 - a. SitelogIQ Presentation
 - b. Data Dashboard Update Presentation
 - c. Discuss how to get public input following Community Collaboration event
 - d. Adjustments/Exceptions to Rental Fees Discussion
 - e. Review School Board Handbook

Facility Planning
Hastings Public Schools
February 11, 2026



AGENDA FOR TODAY

- SitelogIQ as Program Managers
- The Complexities of Your Facilities
- Strategic Planning Process
- Next Steps





SiteLogIQ as Program Managers

TRADITIONAL CONSTRUCTION APPROACH



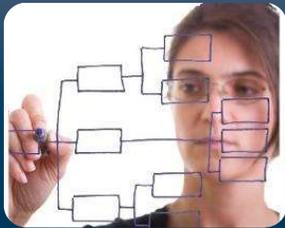
SPECIALIZED

site*logi*q



- Educational Planners
- Facility Analysts
- Certified Energy Managers
- Commissioning Agents
- Controls and Lighting Experts
- Financial Experts
- Renewables Experts
- Community Engagement Specialists
- Referendum Support Specialists
- Project/Construction Management

KEY DIFFERENTIATORS



Master Planning

- **Comprehensive facility assessment** with advanced prioritization and **Strategic Master Planning**
- **Facility Intelligence Platform** for long-term planning
- **Community engagement** and **referendum services**



Design & Implementation

- Integrated/synergistic approach creates **best value**
- **Partnerships** with leading industry experts
- **Scope, budget, and schedule assurances**



Beyond Construction – Sustaining Results

- Data Analytics, tools, and **operations support**
- Long-Term Facility Maintenance **planning/support**
- **Long-Term Planning/Partnership**

THE POWER OF LOCAL CONTROL

With all the changes/uncertainty at the Federal and State Level, districts focusing on **Local Control** are winning at making their schools better.

Do what is right for your zip code

Garage logic (Safe, Dry, Comfortable)

Have a plan that is objective, prioritized, and transparent

Spend resources strategically



The Complexities of Your Facilities

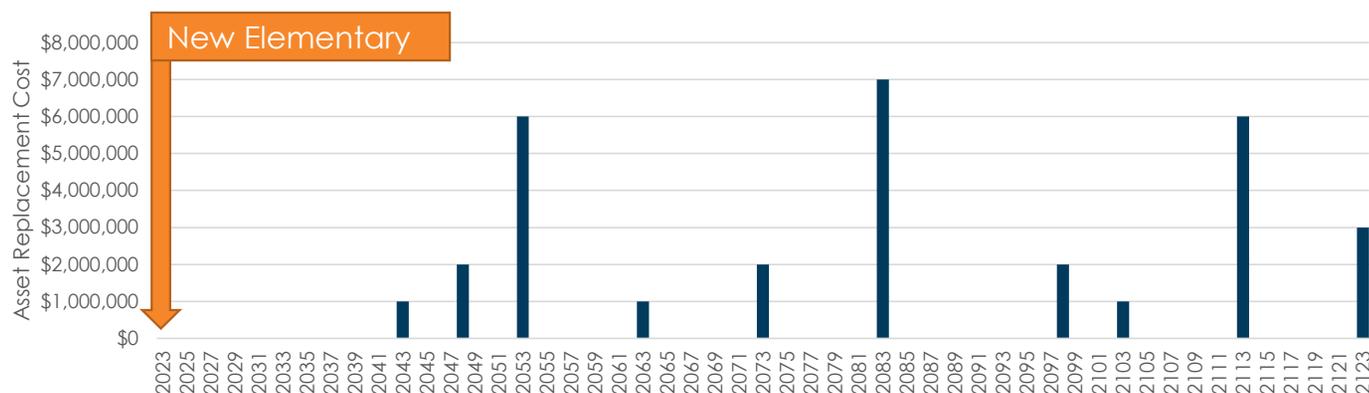
ASSET REPLACEMENT PLANNING – BIG ROCKS

- Construction of new 100,000 sq ft Elementary in **2023**

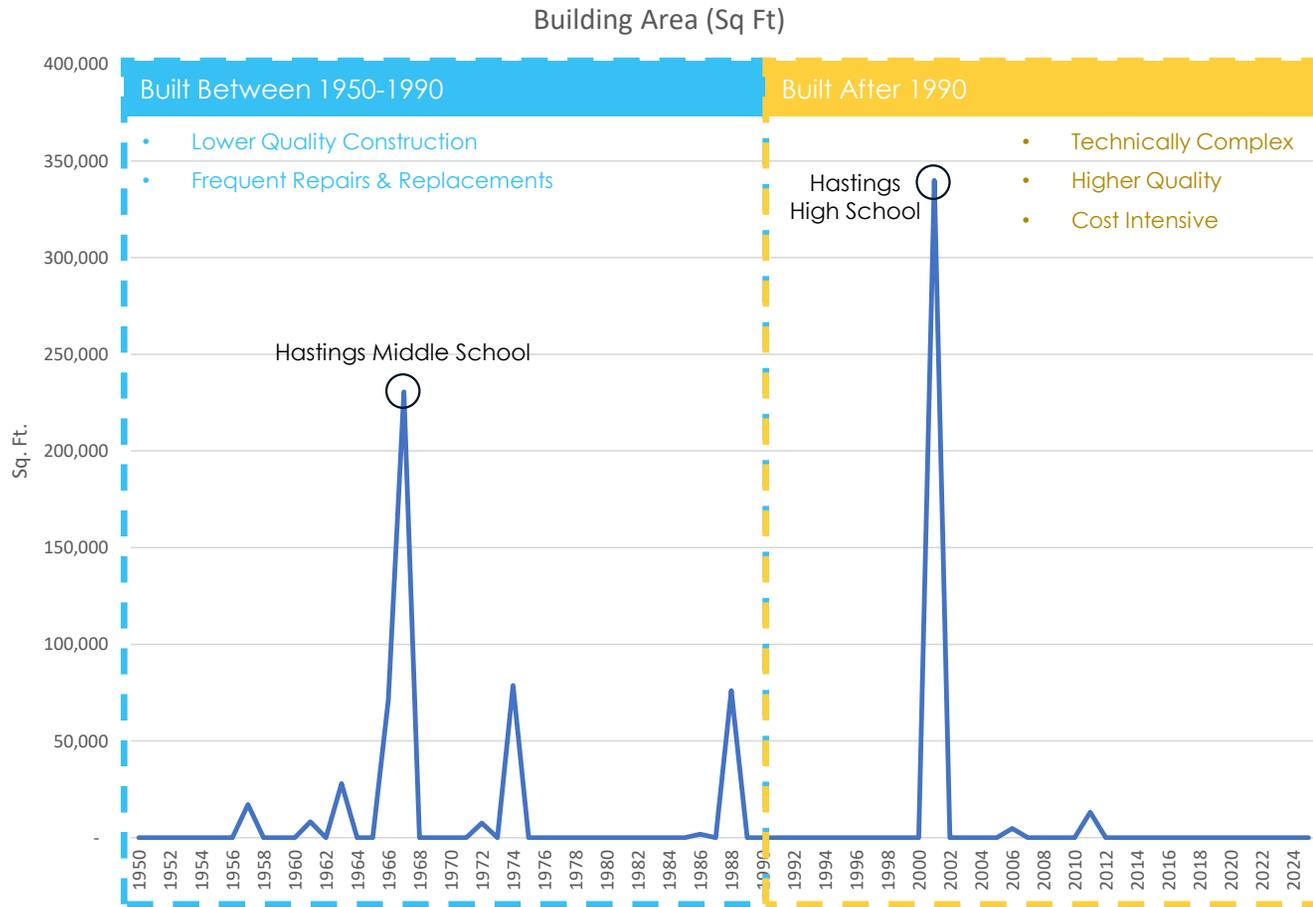
Asset Category	Example	Average Life *	Average Cost
Interior Finishes	Flooring, Doors	20 Years	\$10/sq ft
Exterior	Roofs, Windows	25 Years	\$20/sq ft
Mechanical	MEP, HVAC	30 Years	\$60/sq ft

* Expected life varies by asset.

Year	Interior	Exterior	Mechanical
20	✓		
25		✓	
30			✓
40	✓		
50		✓	
60	✓		✓
75		✓	
80	✓		
90			✓
100	✓	✓	



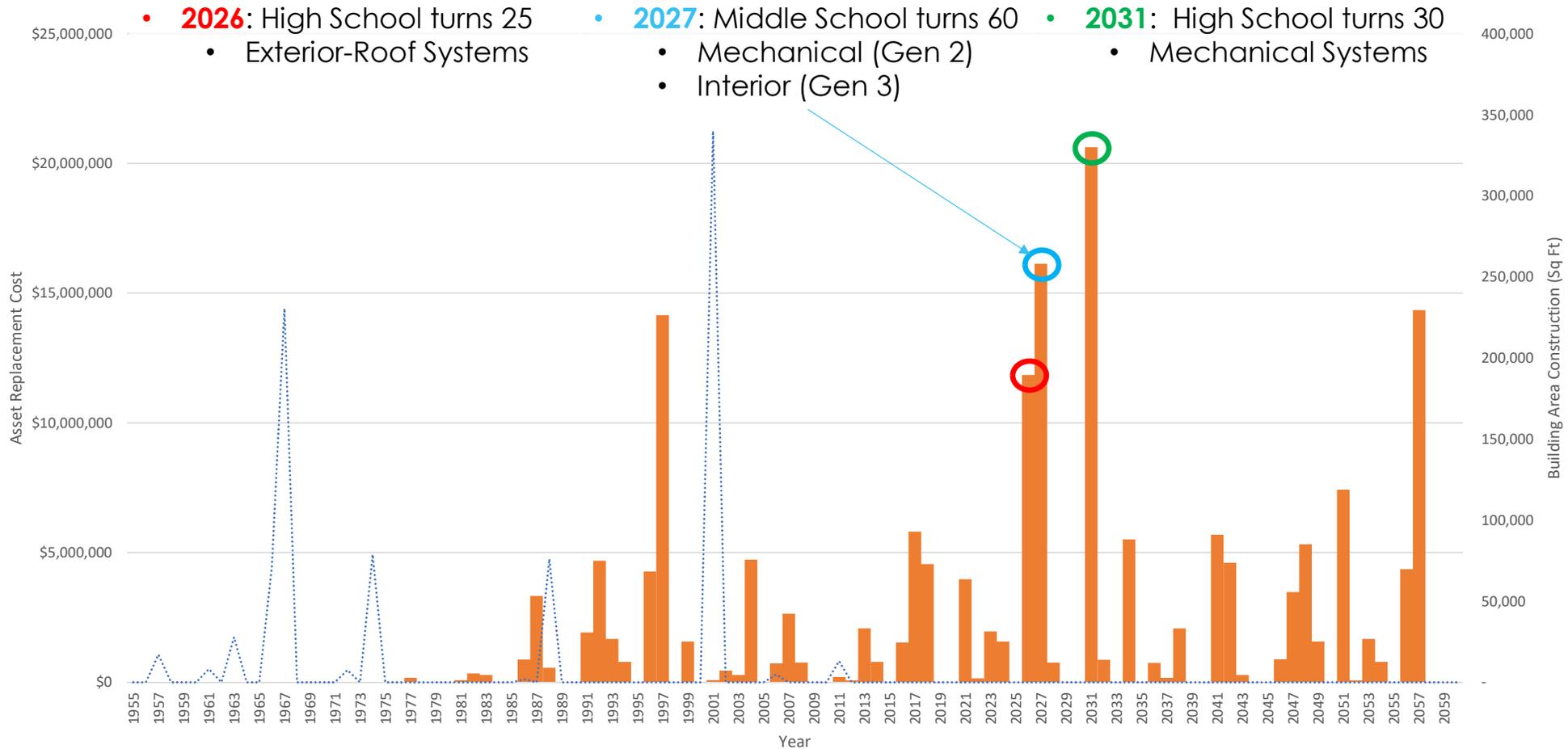
BUILDING ADDITIONS OVER TIME



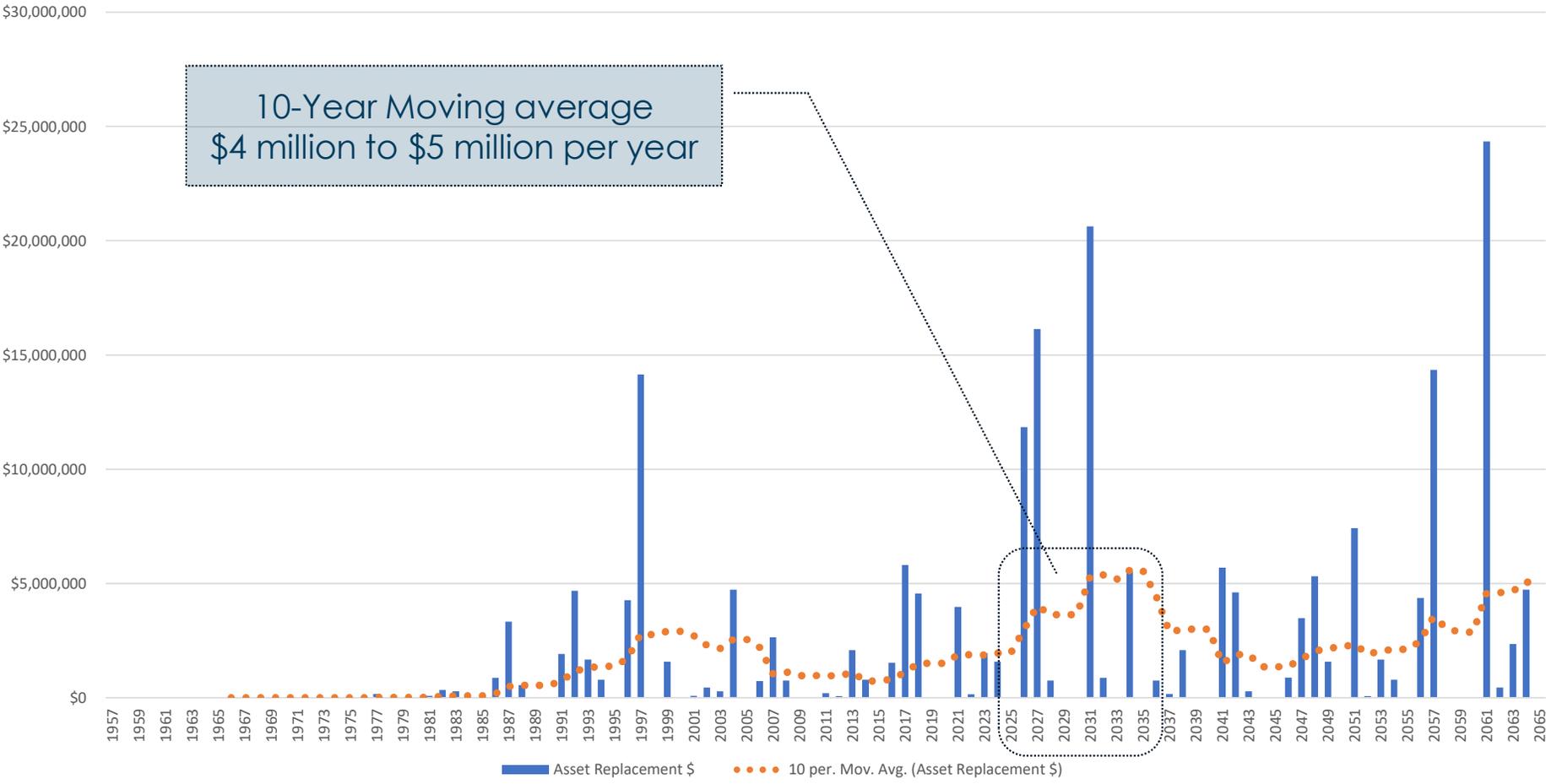
- Each Facility addition has a Ripple Effect on Future Asset Replacement Costs



BUILDING ADDITIONS OVER TIME & ASSET REPLACEMENT COSTS



ASSET REPLACEMENT COST (\$)



The background is a dark blue gradient with a complex, layered geometric pattern of white and light blue lines. These lines form a series of overlapping, semi-transparent wireframe boxes and planes that create a sense of depth and perspective, resembling a 3D architectural or data visualization. The overall effect is modern and technical.

Strategic Capital Planning Process

16 CATEGORIES OF A FACILITY ASSESSMENT

Accessibility

Pathogen
Mitigation

Life Safety
Systems

Security
Systems

Exterior
Envelope

Grounds

Hazardous
Materials

Interior
Finishes

Mechanical
Systems

Electrical
Systems

Plumbing
Systems

Controls and
Energy
Management

Capital
Equipment

Technology
Systems

Utility Service
Improvements

Programming
& Space
Utilization

INFRASTRUCTURE LIFE EXPECTANCY

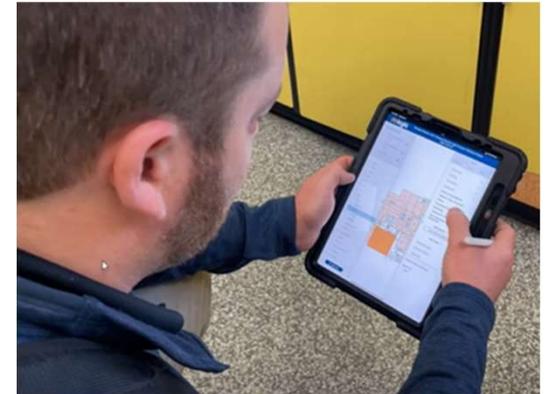
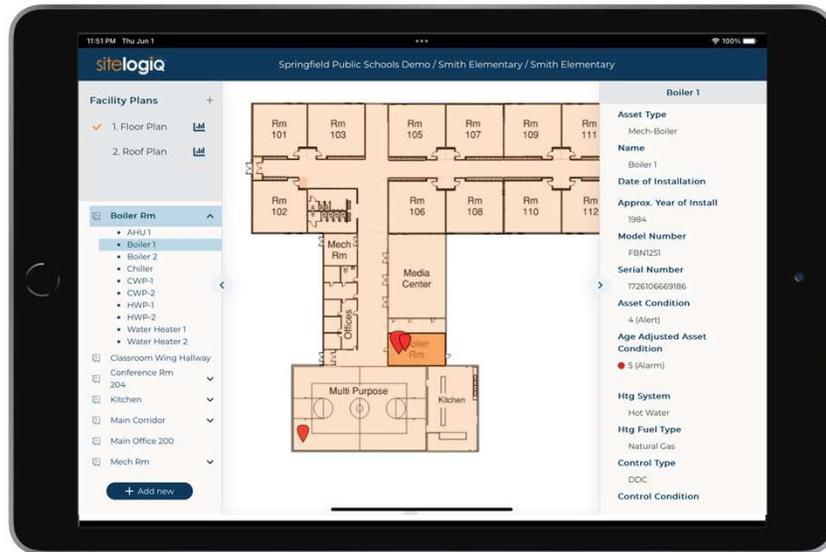
Equipment Item	Median Years	Equipment Item	Median Years
Air Conditioners		Coils	
Window Unit	10	DX, Water, or Steam	20
Residential single or split system	15	Electric	15
Commercial through-the-wall	15	Heat Exchangers	
Water cooled package	15	Shell-and-tube	24
Heat Pumps		Reciprocating Compressors	
Residential air-to-air	15	Package Chillers	
Commercial air-to-air	15	Reciprocating	20
Commercial water-to-air	19	Centrifugal	23
Roof Top Air Conditioners		Absorption	23
Single zone	15	Cooling Towers	
Multizone	15	Galvanized metal	20
Boilers, Hot Water (Steam)		Wood	20
Steel water-tube	24 (30)	Ceramic	34
Steel fire tube	25 (25)	Air Cooled Condensers	
Cast iron	35 (30)	Evaporative Condensers	
Electric	15	Insulation	
Burners		Molded	20
Furnaces		Blanket	24
Gas or oil fired	18	Pumps	
Unit Heaters		Base-mounted	20
Gas or electric	13	Pipe-mounted	10
Hot water or steam	20	Sump and Well	10
Air Terminals		Condensate	15
Diffusers, grilles and registers	27	Reciprocating Engines	
Induction and fan-coil units	20	Steam Turbines	
VAV and double-duct boxes	20	Electric Motors	
Air Washers		Motor Starters	
Ductwork		Electric Transformer	
Dampers		Controls	
Fans		Pneumatic	20
Centrifugal	25	Electric	16
Axial	20	Electronic	15
Propeller	15	Valve Actuators	
Ventilating roof-mounted	20	Hydraulic	15
		Pneumatic	20
		Self-contained	10

Sample Industry Standard

Boilers, Hot Water (Steam)	
Steel water-tube	24 (30)
Steel fire tube	25 (25)
Cast iron	35 (30)
Electric	15

ASHRAE 2011 (HVAC Application Handbook, Chapter 37.3)

OBSERVED ASSET CONDITION



After determining the age of the asset, our technical team will observe the actual condition of the asset

OBSERVED ASSET CONDITION ASSESSMENT

Asset Condition Assessment
AHU, Heat Pump, RTU, Unit Ventilator

	Excellent	Acceptable	Caution	Alert	Alarm	N/A	Totals
Air Movement							
Fan Blade	█						
Belt		█					
Pulley			█				
Bearings				█			
Shaft					█		
Electrical						█	
Starter							
Air Control							
OA Damper	█						
OA Actuators		█					
RA Damper			█				
RA Actuators				█			
MA Damper					█		
MA Actuators						█	
F&B Damper						█	
F&B Actuators							
Exhaust Damper							
Exhaust Actuators							
Exhaust Fan							
Temperature / Humidity							
Cooling Coil	█						
Cooling Valve		█					
Heating Coil			█				
Heating Valve				█			
Heating Pump					█		
Filters (pre)						█	
Filters (post)							
Humidifier							
Humidifier Valve							
Structural							
External Skin	█						
Internal Skin		█					
Pans			█				
Drainage				█			
Controls and Sensors							
DAF	█						
DAH		█					
NAT			█				
RAT				█			
RAH					█		
SP						█	
DP Filter							
Controls							

Equip ID	_____
Facility	_____
Location	_____
Size	_____
Make	_____
Model	_____
Serial	_____
Criticality	_____
Area	_____
Served	_____
Age	_____

█ Alarm Asset has failed or is excessively beyond life expectancy
█ Alert Asset is in need of repairs or is beyond life expectancy
█ Caution Asset is in degraded condition or nearing life expectancy
█ Acceptable Asset is in acceptable condition and within useful life
█ Excellent Asset is in excellent condition and at beginning of useful life

- Alarm**
 - Asset has failed or is excessively beyond life expectancy
- Alert**
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- Caution**
 - Asset is in degraded condition or nearing life expectancy
- Acceptable**
 - Asset is in acceptable condition and within useful life
- Excellent**
 - Asset is in excellent condition and at beginning of useful life

AGE-ADJUSTED ASSET CONDITION

Life Expectancy



Observed Condition
(Scorecard)



Combine both to create
'Age-Adjusted Asset
Condition'

Asset Description	Category	Area Served/Located	Avg Life Expectancy	Age of Asset	% of Life Expectancy	Projected Remaining Years	Asset Condition Assessment	Age-Adjusted Asset Condition
Alerton Energy Management System	Controls & Energy Management	Building HVAC Equipment	15	5.00	33%	12	Excellent	Excellent
JCI Energy Management System	Controls & Energy Management	Building HVAC Equipment	15	15.00	100%	2	Caution	Alert
Air Handling VFD's	Electrical Systems	AHU-14, RTU-2	12	7.00	58%	6	Acceptable	Acceptable
Air Handling VFD's	Electrical Systems	AHU-6, RTU-1	12	7.00	58%	6	Acceptable	Acceptable
LED Lighting Systems	Electrical Systems	Entire Building	20	9.00	45%	12	Acceptable	Acceptable
Main Electrical Service Switchgear	Electrical Systems	Entire Building	35	17.00	49%	20	Acceptable	Acceptable
Air Handling VFD's	Electrical Systems	AHU-1, 12, 13, DU-1 & 2	12	18.00	150%	0	Caution	Alert
Pool, Hot & Chilled Water Pumps	Electrical Systems	Entire Building	12	18.00	150%	0	Caution	Alert
Electrical Distribution	Electrical Systems	Entire Building	30	18.00	60%	12	Caution	Caution
Air Handling VFD's	Electrical Systems	AHU-1	12	21.00	175%	0	Alert	Alarm
Community Center Windows	Exterior Envelope	Community Center	30	15.00	50%	18	Acceptable	Acceptable
Community Center Roof	Exterior Envelope	Community Center	20	15.00	75%	6	Caution	Caution
Elementary Roof	Exterior Envelope	Elementary Building	20	19.00	95%	4	Caution	Caution
Elementary Windows	Exterior Envelope	Elementary Building	30	17.00	57%	13	Caution	Caution

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Life Expectancy



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MAKING THE UNKNOWN KNOWN

“Making Decisions with Objective Data, a Process and Dynamic Tool”

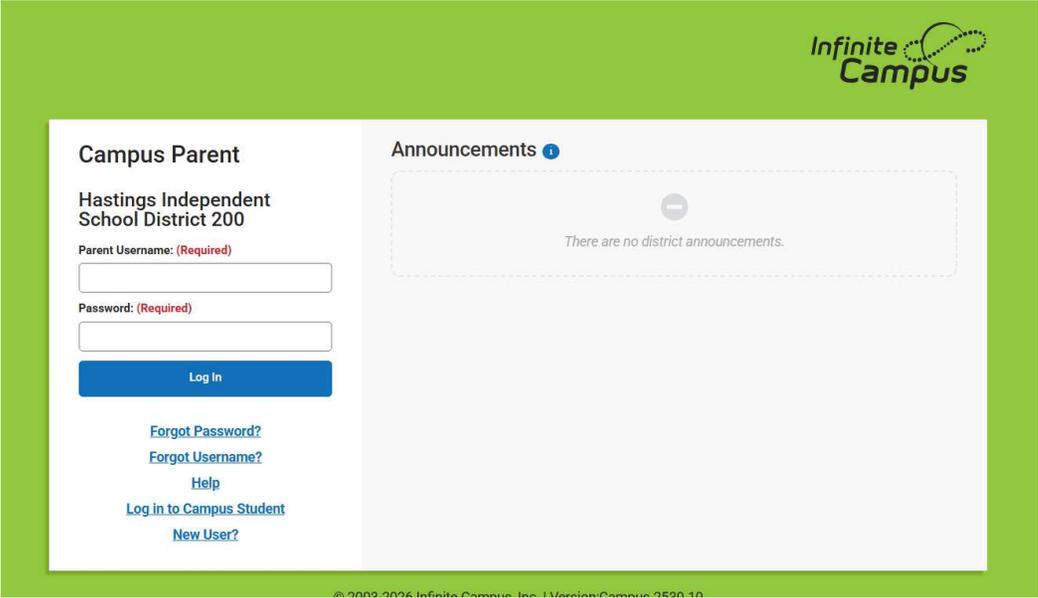
Static



Dynamic



USING TECHNOLOGY FOR EFFICIENCY



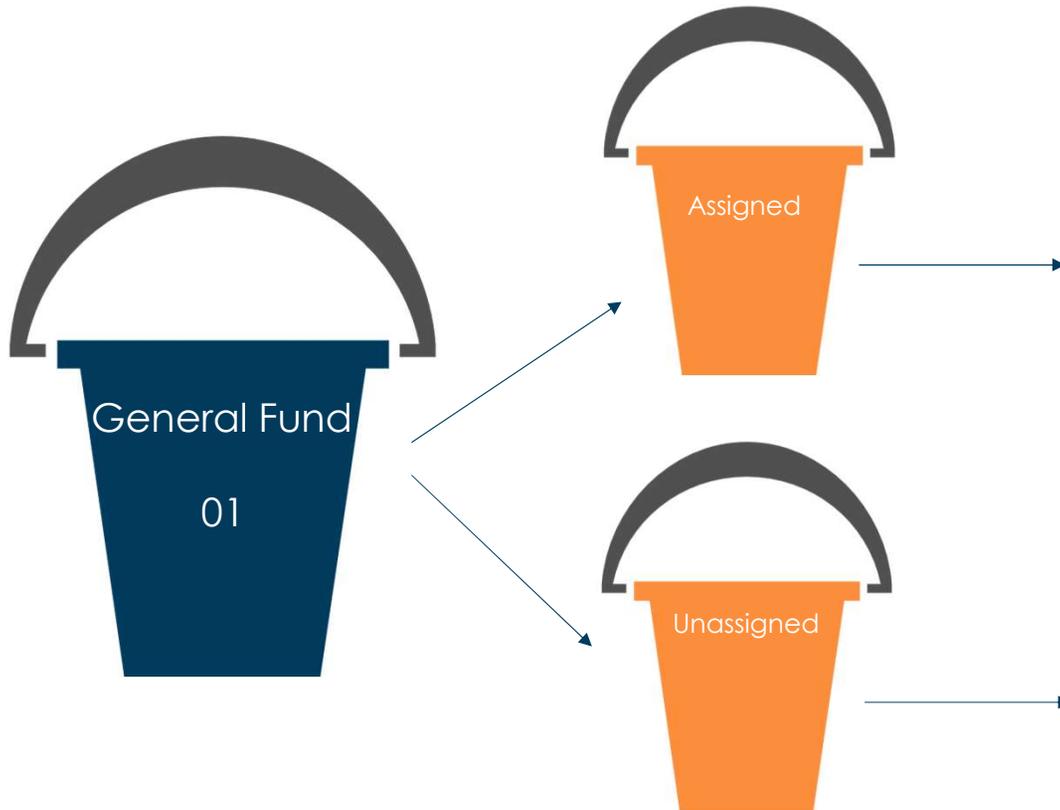
MYSITEIQ – YOUR FACILITY INTELLIGENCE PLATFORM



TURNING A FUNCTION INTO A PLAN

 Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413		Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only										ED - 02478-11			
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2024, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.															
District Info. (REQUIRED) Enter Information		District Info. (REQUIRED) Enter Information													
District Name:		Date:													
District Number:		Email:													
District Contact Name:															
Contact Phone #															
Expenditure Categories				Fiscal Year (FY) Ending June 30											
				2025 (base year)	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035	
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.															
Finance Code Category (1)															
347	Physical Hazards	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
349	Other Hazardous Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
352	Environmental Health and Safety Management	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Health and Safety Capital Projects - Category (1)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year - Additional Revenue															
Finance Code Category (2)															
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Health and Safety Capital Projects \$100,000 or More - Category (2)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151															
Finance Code Category 3 (a)															
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Remodeling for Approved Voluntary Pre-K Projects - Category 3(a)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Remodeling for Gender-Neutral Single-User Restrooms															
Finance/Course Codes Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025															
Finance Code 3B4 and Course Code 684 MUST USE BOTH															
	Remodeling for gender-neutral single user restroom per site.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Remodeling for Gender-Neutral Single User Projects - Category 3(b)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Finance Code Accessibility Category (4)															
347	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Accessibility Projects - Category (4)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Deferred Capital Expenditures and Maintenance Projects															
Finance Code Category (5)															
368	Building Envelope	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
369	Building Hardware and Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
370	Electrical	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
379	Interior Surfaces	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
380	Mechanical Systems	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
381	Plumbing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
382	Professional Services and Salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
383	Roof Systems (normally below \$100,000 unless the school chooses not to receive additional revenue for \$100K or more roofing project/site/year - pending 2025 Legislation)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
384	Site Projects	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total Deferred Capital Expenditures and Maintenance Projects - Category (5)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Deferred Capital Expenditures for Roofing Projects - Additional Revenue for \$100,000 or more project/site/year															
Finance Code Category (6)															
383	Roofing Systems - pending 2025 Legislation and if passed effective FY 2027														
Total Deferred Capital Expense and Maintenance - Category (6)				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Annual 10-Year Plan Expenditures				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fund Balance Section															

STRATEGIC ALLOCATION



Assigned/Restricted Revenue = used for specific purposes outlined in MDE-UFARS Manual

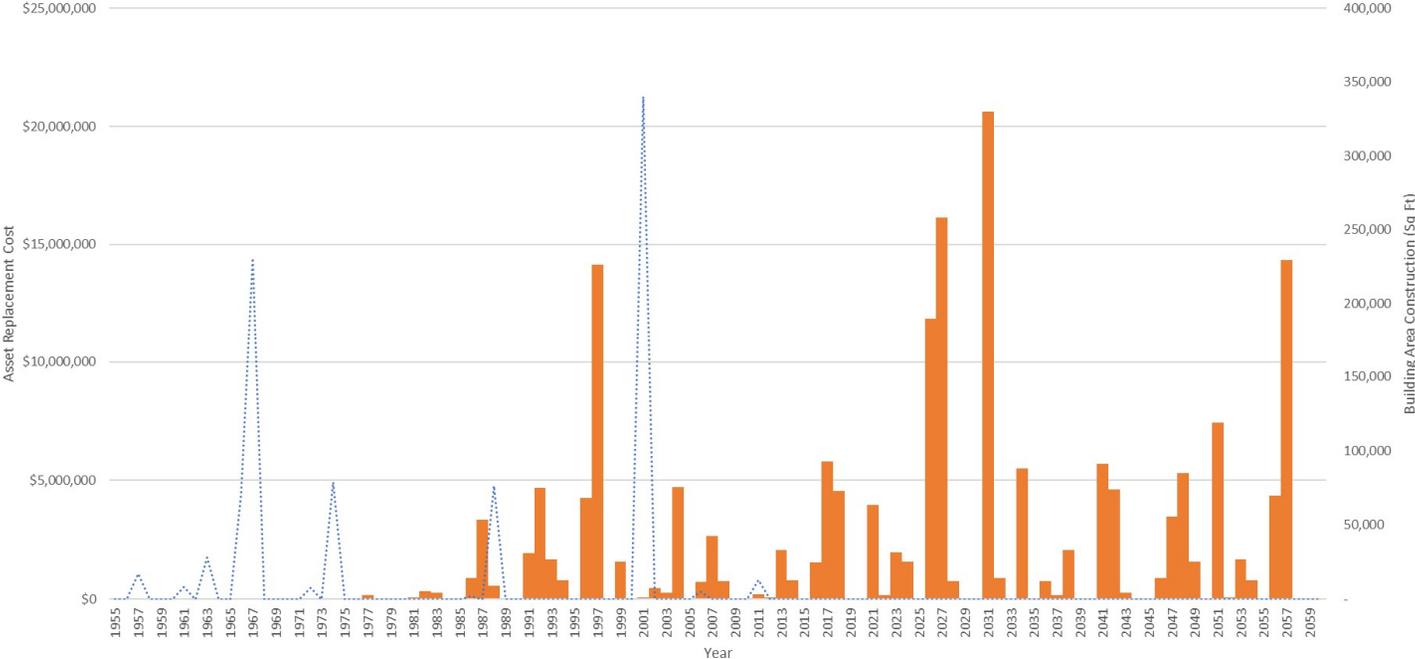
- **LTFM (Long Term Facilities Maintenance)** dollars must be used specifically for maintaining/replacing eligible infrastructure
- Career and Technical Ed Levy
- Safe Schools Levy
- Lease Levy
- Achievement and Integration Levy
- Capital dollars used for capital purchases

Unassigned/Unrestricted Revenue = day-to-day operations

- Salaries
- Benefits
- Purchased services
- Supplies
- Equipment

REGULAR LTFM IS NOT ENOUGH

4200 students X \$380



LEVERAGING DISTRICT RESOURCES

4100 students X \$380



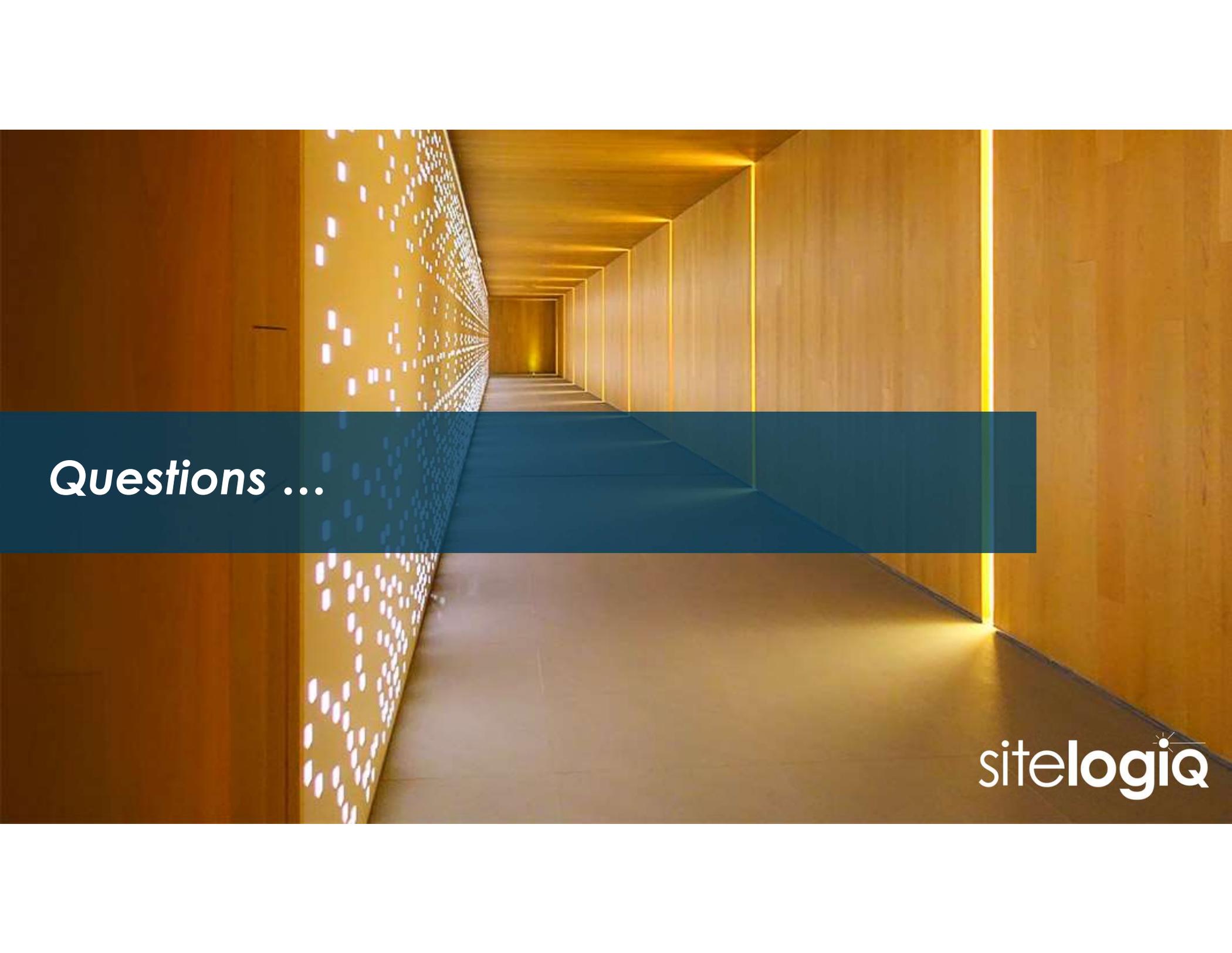
- Having a detailed plan “make the unknown known”
- Prioritize facility needs
- Examine all LTFM funding sources (Board Authority)
 - Abatement
 - Indoor Air Quality
 - Roofs
 - Health and Safety (asbestos, etc.)

The background is a dark blue, semi-transparent wireframe grid that creates a 3D perspective of a hallway or a series of nested rectangular frames. The lines are thin and light blue, set against a darker blue background. The perspective is from a low angle, looking down a long, narrow corridor that recedes into the distance.

Next Steps

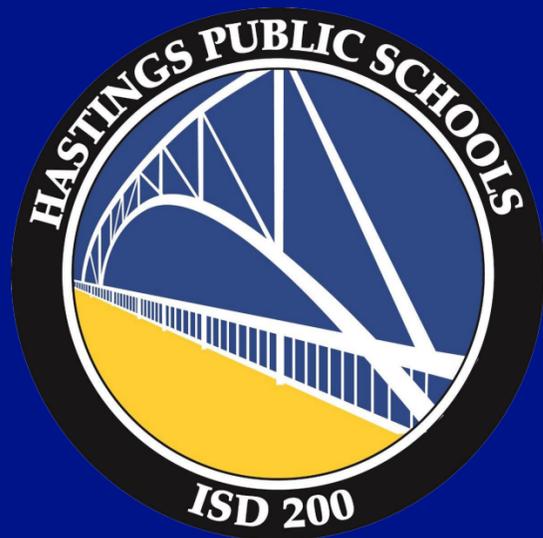
MASTER PLANNING AGREEMENT

- SitelogIQ will assess all facilities
- Facility assets and conditions will be archived in mySitelQ
- SitelogIQ will assist the district in creating a comprehensive 10-Year LTFM plan
 - Understanding the current facility conditions of every building
 - Prioritizing greatest needs
 - Determining potential funding solutions and sequencing
- Determine future project management opportunities SitelogIQ can support



Questions ...

site*logi*Q



**Hastings
Public Schools**

Data Dashboard

Measuring What Matters

Prepared by Andrew Hodges & Tim Buchin

Students are the heart



of all we do

Project Objectives

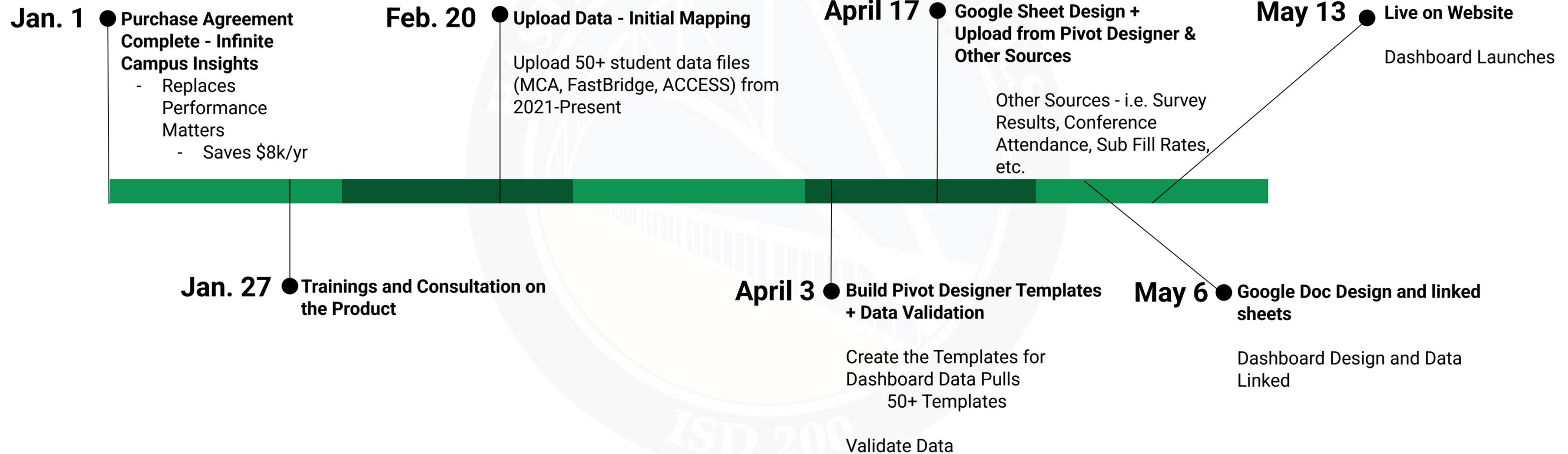
Obj. 1

Adopt and implement a data warehouse management system that allows for unique data pulls aligned to the Strategic Plan.

Obj. 2

Create a process for automatic updates at defined intervals, for the Dashboard to live on the District website.

Timeline



Additional Determinations

- Process for Manual Entries Into the Dashboard
 - HR Manual Data
 - Activities/Athletics
 - Conferences
 - Survey Data
 - PD Data
 - Enrollment Data (created)
 - Financial Data (created)
- Timeline for Updates Throughout the Year
 - Confirmed
 - Assigned

Live Dashboard

1

Pivot Designer

Template is 'run' in Infinite Campus.

2

Google Spreadsheet

The data from the Pivot Designer Template is updated in the corresponding cell in the Google Spreadsheet. This spreadsheet also creates the charts/graphs etc.

3

Dashboard

The Dashboard will be housed as a Google Doc. This allows for the charts/graphs from the Google Spreadsheet to be linked and automatically updated.

4

Website

The Dashboard (Google Doc) is housed on the website. When the Google Spreadsheet is updated this will also be automatically updated





THANK YOU



Pillar	CACR Alignment		Metric	Vision Card	Dashboard	
Academic Excellence	Increase student achievement and growth		MCA Reading Proficiency (3–8, 10)	Vision Card	Dashboard multi year 5 yr	
			Grade 3 MCA Reading Proficiency		Dashboard multi year 5 yr	
			Grade 4 MCA Reading Proficiency		Dashboard multi year 5 yr	
			Grade 5 MCA Reading Proficiency		Dashboard multi year 5 yr	
			Grade 6 MCA Reading Proficiency		Dashboard multi year 5 yr	
			Grade 7 MCA Reading Proficiency		Dashboard multi year 5 yr	
			Grade 8 MCA Reading Proficiency		Dashboard multi year 5 yr	
			Grade 10 MCA Reading Proficiency		Dashboard multi year 5 yr	
				MCA Reading Achievement Level Progress (Increased/Maintained) (3–8, 10)	Vision Card	Dashboard multi year 5 yr
				MCA Reading Participation (3–8, 10)	Vision Card	Dashboard multi year 5 yr
				Grade 3 MCA Reading Participation		Dashboard multi year 5 yr
				Grade 4 MCA Reading Participation		Dashboard multi year 5 yr
				Grade 5 MCA Reading Participation		Dashboard multi year 5 yr
				Grade 6 MCA Reading Participation		Dashboard multi year 5 yr
				Grade 7 MCA Reading Participation		Dashboard multi year 5 yr
				Grade 8 MCA Reading Participation		Dashboard multi year 5 yr
				Grade 10 MCA Reading Participation		Dashboard multi year 5 yr
				MCA Math Proficiency (3-8, 11)	Vision Card	Dashboard multi year 5 yr
				Grade 3 MCA Math Proficiency		Dashboard multi year 5 yr
				Grade 4 MCA Math Proficiency		Dashboard multi year 5 yr
				Grade 5 MCA Math Proficiency		Dashboard multi year 5 yr
				Grade 6 MCA Math Proficiency		Dashboard multi year 5 yr
				Grade 7 MCA Math Proficiency		Dashboard multi year 5 yr
				Grade 8 MCA Math Proficiency		Dashboard multi year 5 yr
				Grade 11 MCA Math Proficiency		Dashboard multi year 5 yr
				MCA Math Achievement Level Progress (Increased/Maintained) (3-8, 11)	Vision Card	Dashboard multi year 5 yr
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				Grade 4 MCA Math Participation		Dashboard multi year 5 yr
				Grade 5 MCA Math Participation		Dashboard multi year 5 yr
				Grade 6 MCA Math Participation		Dashboard multi year 5 yr
				Grade 7 MCA Math Participation		Dashboard multi year 5 yr
		Grade 8 MCA Math Participation		Dashboard multi year 5 yr		
		Grade 11 MCA Math Participation		Dashboard multi year 5 yr		
		MCA Science Proficiency (5, 8, HS)	Vision Card	Dashboard multi year 5 yr		

		Grade 5 MCA Science Proficiency		Dashboard multi year 5 yr
		Grade 8 MCA Science Proficiency		Dashboard multi year 5 yr
		Grade HS MCA Science Proficiency		Dashboard multi year 5 yr
		MCA Science Achievement Level Progress (Increased/Maintained) (5, 8, HS)	Vision Card	Dashboard multi year 5 yr
		MCA Science Participation (5, 8, HS)	Vision Card	Dashboard multi year 5 yr
		Grade 5 MCA Science Participation		Dashboard multi year 5 yr
		Grade 8 MCA Science Participation		Dashboard multi year 5 yr
		Grade HS MCA Science Participation		Dashboard multi year 5 yr
		MCA Number of Opt Outs	Dashboard	Dashboard multi year 5 yr
		MCA % of Students Opt Out	Dashboard	Dashboard multi year 5 yr
		MCA % of Students Participated	Dashboard	Dashboard multi year 5 yr
		FastBridge Reading (EE or Low Risk)	Vision Card	Dashboard multi year S to S
		FastBridge Reading Growth	Vision Card	Dashboard multi year S to S
		FastBridge Math (EE or Low Risk)	Vision Card	Dashboard multi year S to S
		FastBridge Math Growth	Vision Card	Dashboard multi year S to S
CACR 2. All racial and economic achievement gaps between students are closed		MCA Math Proficiency (3–8, 10) Special Education	Vision Card	Dashboard multi year
		MCA Math Proficiency EL (3-8, 11)	Vision Card	Dashboard multi year
		MCA Math Proficiency Black/African American (3-8, 11)	Vision Card	Dashboard multi year
		MCA Math Proficiency Native American (3-8, 11)	Vision Card	Dashboard multi year
		MCA Math Proficiency Asian (3-8, 11)	Vision Card	Dashboard multi year
		MCA Math Proficiency Hispanic/Latino (3-8, 11)	Vision Card	Dashboard multi year
		MCA Math Proficiency White (3-8, 11)	Vision Card	Dashboard multi year
		MCA Math Proficiency Two or more races (3-8, 11)	Vision Card	Dashboard multi year
		MCA Math Achievement Level Progress (Increased/Maintained) (3–8, 10) Special Education	Vision Card	Dashboard multi year
		MCA Math Achievement Level Progress EL (Increased/Maintained) (3-8, 11)	Vision Card	Dashboard multi year
		MCA Math Achievement Level Progress Black/African American (Increased/Maintained) (3-8, 11)	Vision Card	Dashboard multi year
		MCA Math Achievement Level Progress Native American (Increased/Maintained) (3-8, 11)	Vision Card	Dashboard multi year
		MCA Math Achievement Level Progress Asian (Increased/Maintained) (3-8, 11)	Vision Card	Dashboard multi year
		MCA Math Achievement Level Progress Hispanic/Latino (Increased/Maintained) (3-8, 11)	Vision Card	Dashboard multi year
		MCA Math Achievement Level Progress White (Increased/Maintained) (3-8, 11)	Vision Card	Dashboard multi year
		MCA Math Achievement Level Progress Two or more races (Increased/Maintained) (3-8, 11)	Vision Card	Dashboard multi year
		FastBridge Reading Proficiency Special Education	Vision Card	Dashboard multi year
		FastBridge Reading Proficiency EL	Vision Card	Dashboard multi year
		FastBridge Reading Proficiency Black/African American	Vision Card	Dashboard multi year
		FastBridge Reading Proficiency Native American	Vision Card	Dashboard multi year
	FastBridge Reading Proficiency Asian	Vision Card	Dashboard multi year	
	FastBridge Reading Proficiency Hispanic/Latino	Vision Card	Dashboard multi year	
	FastBridge Reading Proficiency White	Vision Card	Dashboard multi year	

	FastBridge Reading Proficiency Two or more Races	Vision Card	Dashboard multi year
	FastBridge Reading Growth Special Education	Vision Card	Dashboard multi year
	FastBridge Reading Growth EL	Vision Card	Dashboard multi year
	FastBridge Reading Growth Black/African American	Vision Card	Dashboard multi year
	FastBridge Reading Growth Native American	Vision Card	Dashboard multi year
	FastBridge Reading Growth Asian	Vision Card	Dashboard multi year
	FastBridge Reading Growth Hispanic/Latino	Vision Card	Dashboard multi year
	FastBridge Reading Growth White	Vision Card	Dashboard multi year
	FastBridge Reading Growth Two or more Races	Vision Card	Dashboard multi year
	CIS Enrollment Total	Vision Card	Dashboard multi year 5 yr
	CIS Enrollment Special Education	Vision Card	Dashboard multi year 4 yr
	CIS Enrollment EL	Vision Card	Dashboard multi year 4 yr
	CIS Enrollment Black/African American	Vision Card	Dashboard multi year 4 yr
	CIS Enrollment Asian	Vision Card	Dashboard multi year 4 yr
	CIS Enrollment Hispanic/Latino	Vision Card	Dashboard multi year 4 yr
	CIS Enrollment White	Vision Card	Dashboard multi year 4 yr
	CIS Enrollment Two or More Races	Vision Card	Dashboard multi year 4 yr
	CIS Enrollment Native American	Vision Card	Dashboard multi year 4 yr
	CIS Passing Rate	Vision Card	Dashboard multi year 5 yr
	CTE Enrollment Total	Vision Card	Dashboard multi year 5 yr
	CTE Enrollment Special Education	Vision Card	Dashboard multi year 4 yr
	CTE Enrollment EL	Vision Card	Dashboard multi year 4 yr
	CTE Enrollment Black/African American	Vision Card	Dashboard multi year 4 yr
	CTE Enrollment Asian	Vision Card	Dashboard multi year 4 yr
	CTE Enrollment Hispanic/Latino	Vision Card	Dashboard multi year 4 yr
	CTE Enrollment White	Vision Card	Dashboard multi year 4 yr
	CTE Enrollment Two or More Races	Vision Card	Dashboard multi year 4 yr
	CTE Enrollment Native American	Vision Card	Dashboard multi year 4 yr
	CTE Passing Rate	Vision Card	Dashboard multi year 5 yr
	AP Enrollment Total	Vision Card	Dashboard multi year 5 yr
	AP Enrollment Special Education	Vision Card	Dashboard multi year 4 yr
	AP Enrollment EL	Vision Card	Dashboard multi year 4 yr
	AP Enrollment Black/African American	Vision Card	Dashboard multi year 4 yr
	AP Enrollment Asian	Vision Card	Dashboard multi year 4 yr
	AP Enrollment Hispanic/Latino	Vision Card	Dashboard multi year 4 yr
	AP Enrollment White	Vision Card	Dashboard multi year 4 yr
	AP Enrollment Two or More Races	Vision Card	Dashboard multi year 4 yr
	AP Enrollment Native American	Vision Card	Dashboard multi year 4 yr

	Expand college and career readiness opportunities	AP Test Results of 3+	Vision Card	Dashboard multi year 5 yr
		PSEO Enrollment Total	Vision Card	Dashboard multi year 5 yr
		PSEO Enrollment Special Education	Vision Card	Dashboard multi year 4 yr
		PSEO Enrollment EL	Vision Card	Dashboard multi year 4 yr
		PSEO Enrollment Black/African American	Vision Card	Dashboard multi year 4 yr
		PSEO Enrollment Asian	Vision Card	Dashboard multi year 4 yr
		PSEO Enrollment Hispanic/Latino	Vision Card	Dashboard multi year 4 yr
		PSEO Enrollment White	Vision Card	Dashboard multi year 4 yr
		PSEO Enrollment Two or More Races	Vision Card	Dashboard multi year 4 yr
		PSEO Enrollment Native American	Vision Card	Dashboard multi year 4 yr
		PSEO Passing Rate	Vision Card	Dashboard multi year 5 yr
		ACT Average Score	Vision Card	Dashboard multi year 5 yr
		ACT Participation	Vision Card	Dashboard multi year 5 yr
		Deliver rigorous, engaging, and	Passing Rates HMS (Grades 5-8): % of courses passed	Vision Card
Passing Rates HHS (Grades 9-12): % of courses passed	Vision Card		Dashboard multi year 5 yr	
All students graduate from high school.(4-Year Graduation Rate (All Students)		Vision Card	Dashboard multi year 5 yr	
Equity & Belonging	Ensure belonging and equity for all students	I feel valued and supported'		
		I feel welcome in my child's school.	Vision Card	
		School staff treat my child with dignity and respect.	Vision Card	
		My child feels safe at school.	Vision Card	
		The school has high expectations for my child.	Vision Card	
		If my child breaks a rule at school, they are treated fairly.	Vision Card	
		HHS - Number of Students Participating in Activities Athletics (non-duplicative)	Vision Card	
		HHS - % of Student Body Participating in Athletics	Vision Card	
		HHS - Number of Students Participating in Activities (non-duplicative)	Vision Card	
		HHS - % of Student Body Participating in Activities	Vision Card	
		HMS - Number of Students Participating in Athletics (non-duplicative)	Vision Card	
		HMS - % of Student Body Participating in Athletics	Vision Card	
		HMS - Number of Students Participating in Activities (non-duplicative)	Vision Card	
		HMS - % of Student Body Participating in Activities	Vision Card	
Safe, Supportive & Engaging Environments	Improve attendance and engagement	Consistent Attendance (<10% absent)	Dashboard	
		Student Conferences Attendance	Vision Card	
		HHS - Fall Conferences	Vision Card	Dashboard multi year 4 year + new
		HHS - Spring Conferences	Vision Card	Dashboard multi year 4 year + new
		HMS - Fall Conferences	Vision Card	Dashboard multi year 4 year + new
		HMS - Spring Conferences	Vision Card	Dashboard multi year 4 year + new
		Kennedy - Fall Conferences	Vision Card	Dashboard multi year 4 year + new
		Kennedy - Spring Conferences	Vision Card	Dashboard multi year 4 year + new

		McAuliffe - Fall Conferences	Vision Card	Dashboard multi year 4 year + new
		McAuliffe - Spring Conferences	Vision Card	Dashboard multi year 4 year + new
		Pinecrest - Fall Conferences	Vision Card	Dashboard multi year 4 year + new
		Pinecrest - Spring Conferences	Vision Card	Dashboard multi year 4 year + new
		Tilden - Fall Conferences	Vision Card	Dashboard multi year 4 year + new
		Tilden - Spring Conferences	Vision Card	Dashboard multi year 4 year + new
		I feel safe at school (grades 4-12)	Vision Card	
		I know my teachers care about me (grades 4-12)	Vision Card	
		Teachers treat me with respect (grades 4-12)	Vision Card	
		My teachers make their classes fun and interesting (grades 4-12)	Vision Card	
		If I were bullied, I would feel comfortable talking to someone (grades 4-12)	Vision Card	
		ELEM students accessing recurrent support services	Dashboard	Dashboard multi year 5 year
		# of times MS students accessing recurrent support services	Dashboard	Dashboard multi year 5 year
		MS students participating in support groups	Dashboard	Dashboard multi year 5 year
		# of times HS students accessed recurrent support services	Dashboard	Dashboard multi year 5 year
		MS students identified and met with due to Depression Screener	Dashboard	Dashboard multi year 5 year
		HS students identified and met with due to Depression Screener	Dashboard	Dashboard multi year 5 year
		HS Peer Helper contacts	Dashboard	Dashboard multi year 5 year
		HS New Courses Added/Enrolled	Dashboard	Dashboard multi year up to 5 years
		Culinary	Dashboard	Dashboard multi year up to 5 years
		Healthcare Careers	Dashboard	Dashboard multi year up to 5 years
		College Algebra	Dashboard	Dashboard multi year up to 5 years
		College Pre-Calculus	Dashboard	Dashboard multi year up to 5 years
		College Chemistry 1	Dashboard	Dashboard multi year up to 5 years
		College Government	Dashboard	Dashboard multi year up to 5 years
Staff Empowerment and Retention		I feel safe at work.	Vision Card	
		I feel supported by my supervisor/administrator when I make a decision	Vision Card	
		I feel comfortable sharing my input and concerns with my supervisor/administrator	Vision Card	
		Most days, I look forward to going to work.	Vision Card	
		District administration is doing what it takes to make our district successful.	Vision Card	
		The District's pay practices are fair.	Vision Card	
		Our parents and community support the school district.	Vision Card	
		The school board is doing what it takes to make our district successful.	Vision Card	
		I feel safe at work.	Vision Card	
		I have opportunities for training/professional development to improve my work.	Vision Card	
		I am recognized when I do a good job.	Vision Card	
		I feel comfortable sharing input and concerns with my supervisor/administrator.	Vision Card	
		Professional Development	Vision Card	Dashboard multi year up to 5 years

Expand professional growth opportunities		Staff Attendance Rate - unique staff attended (dec 2025)	Vision Card	Dashboard multi year up to 5 years
		CEUs earned (hours)	Vision Card	Dashboard multi year up to 5 years
		Staff Leadership Roles	Vision Card	Dashboard multi year up to 5 years
		Staff with Master's Degree or higher	Vision Card	Dashboard multi year up to 5 years
		Staff Retention Rate - Licensed		
		Number of teachers that left the district	Vision Card	Dashboard multi year up to 5 years
		Number of teachers that were non-renewed	Vision Card	Dashboard multi year up to 5 years
		Number of teachers that retired	Vision Card	Dashboard multi year up to 5 years
		Number of teacher resignations	Vision Card	Dashboard multi year up to 5 years
		Number of teachers that left the district excluding retirements	Vision Card	Dashboard multi year up to 5 years
		Staff Retention Rate - Non-Licensed		
		Number of other staff that left the district	Vision Card	Dashboard multi year up to 5 years
		Number of other staff that were non-renewed	Vision Card	Dashboard multi year up to 5 years
		Number of other staff that retired	Vision Card	Dashboard multi year up to 5 years
		Number of other staff resignations	Vision Card	Dashboard multi year up to 5 years
		Number of other staff that left the district excluding retirements	Vision Card	Dashboard multi year up to 5 years
	Effective and Responsive Operations		Yearly Points of Contact/Engagement in School Activities	Vision Card
		School communication is timely and transparent.	Vision Card	Dashboard multi year up to 5 years
		School facilities are clean and well-kept	Vision Card	Dashboard multi year up to 5 years
		I have the technology I need to do my job well.	Vision Card	Dashboard multi year up to 5 years
		I have access to the technology support I need.	Vision Card	Dashboard multi year up to 5 years
		Administrator to Student Ratio	Dashboard	Dashboard multi year up to 5 years
		Teacher to Student Ratio	Dashboard	Dashboard multi year up to 5 years
		Substitute Fill Rates - Teacher	Dashboard	Dashboard multi year up to 5 years
		Substitute Fill Rates - Paraprofessional	Dashboard	Dashboard multi year up to 5 years
		Per Pupil Expenditure Trend	Dashboard	Dashboard multi year up to 5 years
		Enrollment In	Dashboard	Dashboard multi year up to 5 years
		Enrollment Out	Dashboard	Dashboard multi year up to 5 years
		Net Enrollment	Dashboard	Dashboard multi year up to 5 years
		Fund 01 Unassigned Fund Balance	Dashboard	Dashboard multi year up to 5 years
		Fund 01 Total Expenditures	Dashboard	Dashboard multi year up to 5 years
		Unassigned Fund Balance % of Expenditures	Dashboard	Dashboard multi year up to 5 years

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

BOARD MEMBERS

	PHONE NUMBER	EMAIL ADDRESS
Director Philip Biermaier	651-295-3064	pbiermaier@isd200.org
Director Matt Bruns	651-226-5697	mbruns@isd200.org
Director Jessica Dressely	651-366-7130	jdressely@isd200.org
Director Elaine Mikel-Mulder	651-675-7264	emikel-mulder@isd200.org
Director Melissa Millner	651-353-4325	mmillner@isd200.org
Director Carrie Tate	612-354-0732	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)

EXECUTIVE STAFF

Superintendent of Schools		
Dr. Kristine Wehrkamp Herman	651-480-7001	kwehrkamp@isd200.org
Administrative Assistant LynDee Humble	651-480-7013	lhumble@isd200.org

LEADERSHIP CABINET

Director of Building/Grounds & Safety Scott Stockdale		sstockdale@isd200.org
Director of Community Education/Communications Kari Gorr		kgorr@isd200.org
Director of Finance & Operations Jen Seubert		jseubert@isd200.org
Director of Human Resource Cathy Moen		cmoen@isd200.org
Director of Student Support Services Deanna Gronseth		dgronseth@isd200.org
Director of Teaching & Learning Andrew Hodges		ahodges@isd200.org
Director of Technology Tim Buchin		tbuchin@isd200.org
High School Principal Scott Doran		sdoran@isd200.org
Kennedy Principal Kyle Latch		klatch@isd200.org
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 Program

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



Hastings Middle School
Grades 5 - 8

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



Kennedy Elementary
Grades K - 4

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



McAuliffe Elementary
Grades K - 4

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



Pinecrest Elementary
Grades K -4

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



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

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

THE STORY OF HASTINGS PUBLIC SCHOOLS

OUR HISTORY

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



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

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

Our newest addition was the 100-acre Hastings High School, which was completed in August of 2001. The new Hastings High School offered our students the ability to connect to the community with up-to-date facilities that enhance the learning environment. Also, during this time, ISD #200 adopted a new school district logo depicting the bridge to learning. On April 3, 2003, the board of education approved a proposal to close Cooper School, which resulted in over a million in budget reductions. In addition, Tilden became a Kindergarten ~~Center~~ 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 ~~provides educational services for students birth through age 22 and additionally offers enrichment opportunities for the entire community with a 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.~~ *The board maintains its ability to be flexible and through a majority vote during a regular board meeting, the board may add, remove, and/or replace norms to improve the board’s operations.*

NAVIGATING THE HANDBOOK

- All active links are underlined
- 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, procedures, and expectations;
 - 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 or regular board meeting.
- The handbook may be updated to reflect adopted policy or board member/personnel, etc. 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:

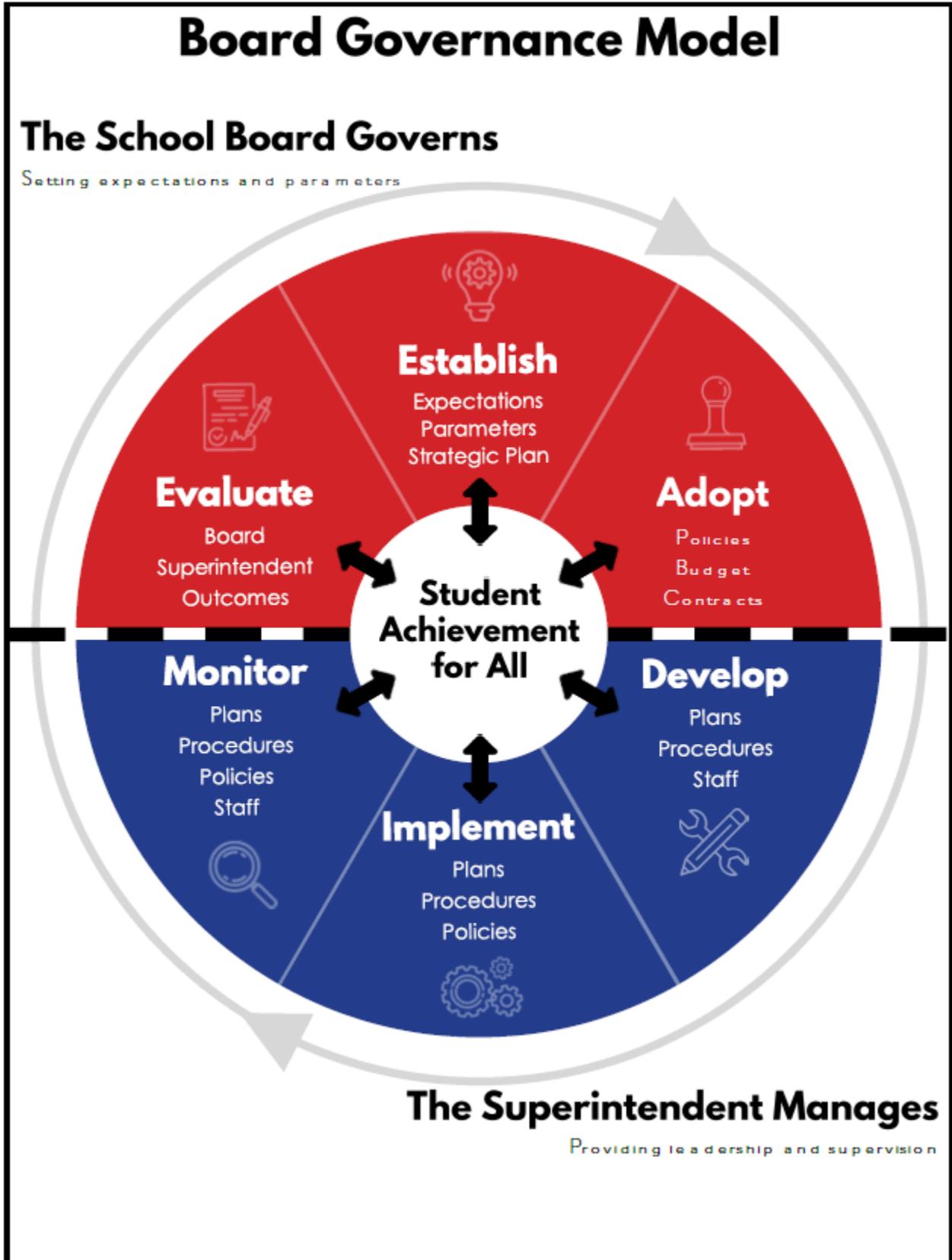
- provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;
- conduct the business of the schools and pay indebtedness and proper expenses;
- employ/contract with necessary qualified staff teachers and discharge the 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 staff 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





2025-2027

STRATEGIC PLAN

Revision: 07/07/25

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

<p>ACADEMIC EXCELLENCE</p> <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. 	<p>EQUITY AND BELONGING</p> <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. 	<p>SAFE, SUPPORTIVE AND ENGAGING ENVIRONMENTS</p> <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. 	<p>STAFF EMPOWERMENT AND RETENTION</p> <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. 	<p>EFFECTIVE AND RESPONSIVE OPERATIONS</p> <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.
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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 [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

&

ADMINISTRATIVE ASSISTANT

Human Resources will contact you to:

- Complete intake
- Provide Necessary Forms
- Collect contact information
- Conduct a background check
- Set up email, and payroll

Administrative Assistant will contact you to:

- 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.

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

WHAT'S NEXT CONTINUED . . .

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 (2026)
- Board chair annual compensation: \$4,750 (2026)
- 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 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.

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. ~~Board members have the option to amend the agenda by making a motion to amend during the approval of the agenda at each regular meeting. The motion requires a second and a vote. If there is a request to amend the consent agenda by pulling an item out for individual action or discussion, the request does not require a second or a vote. The board chair, vice chair, and superintendent are responsible for preparing the draft agenda for each board meeting and work session. Any board member may request additions or changes to the agenda before it is adopted at a regular meeting. During agenda approval, a board member may propose an amendment by making a motion, which requires a second and a vote of the board. If a board member asks to remove an item from the consent agenda for separate discussion or action, no second or vote is required.~~ **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, ensuring 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, ~~which includes any votes taken~~, shall be published in

the official newspaper of the district. [123b.09](#)

A summary of each meeting shall be published in the district's official newspaper. The summary shall adequately inform the public of the substance of the meeting and shall clearly state that it is only a summary and that the full text of the minutes is available for public inspection at the district office.

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 posted on the bulletin board 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 bulletin board in the district office**.

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. **On rare occasions, the chair may request discussion prior to a motion being made.** 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.

Discuss/Debate	Rarely: the chair requests discussion/debate prior to a motion
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. **Absent board members may provide their input on particular items to the board chair to read during the meeting, however, all voting must be done by meeting attendees and not by proxy.**

VOTING

Each elected member of the board will have one vote. A roll call vote will be taken when required by law **(which includes all resolutions and whenever any board member joins a meeting virtually)** 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 group photo, if needed. 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~~ Establishing meeting dates & times for the calendar year;
- Establishing standing committees/*liaisons* & in odd numbered years committee members;
- Establishing *Facsimile signatures from the Board chair, the Board treasurer, and the Board clerk on school district checks;*
- Designating ~~District Depositories,~~ official newspaper publication, district's legal counsel, district auditor, combined polling places resolution;~~;~~ ~~and~~
- Authorizing delegation of duties to perform the routine functions and responsibilities of the clerk and treasurer (see Policy 202);
- Authorizing who can perform electronic fund transfers, sign contracts and enter into agreements, and Joint Powers agreements per MN Statute 471.59;
- Designating the Identified Officials with Authority (IOwA) and IOwA by proxy;
- Designating employee recognition dollar amounts; and
- Approving capitalization asset thresholds & fixed asset inventory report (see Policy 704)
- ~~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. Example: 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 ONLY 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.

Meetings that MUST be closed:	Meetings that MAY be closed:
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, **chair, or MSBA** may provide various opportunities throughout each calendar year for board member development.

MEETINGS CANCELLED DUE TO WEATHER OR REMOTE PARTICIPATION NOTIFICATION

Each posting will contain information regarding meetings canceled. ~~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.~~ In case of inclement weather, the meeting will be held on the next business day at the same time and same place, unless a quorum of the board is not available. In accordance with MN Statute 13D.01, some members may be attending via interactive technology.

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.

TRUTH AND TAXATION PUBLIC HEARING

The Truth in Taxation public hearing is the meeting at which the district's proposed property tax levy and budget are presented and the board receives public input before adopting the final levy. **This public hearing does not require signup in advance and there is no limit on how long a person can speak. It is not a time for question & answer, but rather an opportunity for the public to speak. If a member of the public has questions, the chair can advise them to follow up after the meeting.**

~~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 ¶¶~~
- ~~• Practice for Are public comment sessions being 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.

The 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 is contacted by another board member regarding board business (excluding routine scheduling or administrative matters), the contacted member must first ask whether the topic has been discussed with any other board members. If the answer is yes, they must ensure a discussion with a quorum of members does not occur outside of a properly noticed meeting, in accordance with Open Meeting Law requirements; 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. If constituents come forward to a board member or members and insist on anonymity, information shared shall be sent to the superintendent for follow-up.

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/or begin a discussion of the materials. Additional information about Open Meeting Law is found here: [Minnesota Open Meeting Law - Minnesota Counties Intergovernmental Trust \(mcit.org\)](http://mcit.org)

CONTACTING LEGAL COUNSEL

The board member authorized to contact legal counsel is the board chair. (If legal counsel is required to address an issue involving the chair, the vice chair is then authorized, then the clerk, treasurer, etc.)

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"> ● Chair Notes - weekly email to all board members and the superintendent, student representatives, and administrative assistant 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 question arises, email the chair separately) ● Board Briefing - 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>2024-2026 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 during ~~at~~ the Organizational Meeting ~~in January~~, which must be held the first Monday in January, or as soon as is practicable.

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 AND NORMS OF BOARD OFFICERS

~~ROLES OF BOARD OFFICERS~~

Once elected, officers will immediately assume their duties. Officers do not possess greater authority than other board members. All members of the board retain equal power, equal voice, equal voting rights, and equal access to information. Officers differ only in the responsibilities assigned to them to facilitate board operations and implement actions formally approved by the board.

Officers serve at the direction of the board as a whole and act to support collective decision-making, legal compliance, continuity of governance, and transparent public accountability.

~~All board members maintain equal rights, equal power, equal voices, and equal access to information. Officers only have different responsibilities for the board.~~

Chair

- Annually
 - During the organizational meeting, facilitate discussion of committee assignments to ensure alignment with board member interests, experience, and time availability. Make sure 917 and policy committee members understand the level of work required;
 - Make Mentor Assignments for new board members (January following election years) - consider board member temperament, experience, previous relationships, and time availability;
 - Initiate conversations related to the 200 Series - School Board Policies, Procedures and Norms. Highlighting Policies 209 and 215 (as necessary);
 - Set up Board Work Calendar (chair maintains a draft and responsibility is transferred to the 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.
- 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
 - Chair Notes - weekly email to all board members, student representatives, 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 few meetings (committee, 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 the Topic Action Register in the board's shared Google Drive:
 - Input topic, sender, method and date;
 - Coordinate with superintendent on developing a response as-needed;
 - Reply, including all board members for situational awareness (aim for 24-72 hour response)

time; allowing for weekends/holidays/info gathering);

- Update Topic Action 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 student achievement; and
 - Delegate specified duties to vice chair, when necessary. Communicate any delegation of duties to the entire board.
- ~~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. **Chair may also delegate responsibilities to the vice chair as-needed, and inform other board members (i.e. populate the Topic Action Registrar).**

Clerk

- Reads resolutions and, when necessary, records attendance and roll call votes;
- Signs documents **as-needed** 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 perform the duties of the clerk in the clerk's 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. **See Policy 220 for additional information.** ¶

BOARD CHAIR NORMS

ANNUALLY

- ~~During the organizational meeting, facilitate discussion of committee assignments to ensure alignment with board member interests, experience, and time availability. 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 for new board members (January following election years) consider board member temperament, experience, previous relationships, and time availability.~~
- ~~Initiate conversations related to the 200 Series School Board Policies, Procedures and Norms. Highlighting Policies 209 and 215 (as necessary).~~
- ~~Set up Board Work Calendar (prior year chair maintains a draft starts a draft in Sept/Oct and responsibility is transferred to the 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.~~

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 Notes weekly email to all board members, student representatives, 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 few 3-4 meetings (committee, 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 the Topic Action 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 as needed.~~
 - ~~Reply, including all board members for situational awareness (aim for 24-72 hour response time, allowing for weekends/holidays/info gathering).~~
 - ~~Update Topic Action 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.~~

BOARD CHAIR NORMS CONTINUED . . .

- 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.

 School Board Governance Work Plan August 2025	
Core Pillars & Strategic Anchors	2025-2026 School Year
Academic Excellence	<ul style="list-style-type: none"> • Monitor Vision Card results quarterly • Monitor growth towards Comprehensive Achievement and Civic Readiness, Achievement and Integration, and Local Literacy Plan goals • Monitor secondary pathways progress and community partnerships • Review and approve curriculum that is rigorous, engaging, and evidence-based during curriculum adoption process
Effective and Responsive Operations	<ul style="list-style-type: none"> • Budget approval and monitoring • Review 1/3 of district policies + annual policies according to review cycle • District sizing to enrollment and trends • District long range model/goals • Bond expenditures completed • Maintain necessary board committees (Policy, Facilities, Finance & Joint Powers, Community Collaboration, Student School Board, Ad Hoc) • Maintain necessary liaison positions (ISD 917, NAPAC, MSHSL, AMSD) • Board development retreats and evaluations • Develop and monitor superintendent goals and performance evaluations (mid-year and year-end) • Continued education for board members • Provide mentorship and training to new board member and student board representatives • Review/Revise board 3-year work plan annually • Review/Revise board handbook annually
Equity and Belonging	<ul style="list-style-type: none"> • Create policies that encompass all students, families, and staff • Ensure curriculum respects and reflects diverse student experiences and backgrounds during curriculum adoption process • The Community Collaboration Committee will host 3 annual events to give the public opportunities to collaborate with the district • Monitor student and staff survey results for connectedness
Safe, Supportive and Engaging Environments	<ul style="list-style-type: none"> • Legislative action through MSBA resolutions/delegate assembly • Regular communications • Review School Perceptions survey results and monitor continuous improvement efforts • Review building reports including AVID, discipline data, attendance, Catalyst implementation progress, etc. • Promote responsibility and accountability through policy and leadership
Staff Empowerment and Retention	<ul style="list-style-type: none"> • Provide competitive compensation & benefits aligned to area standards • Ensure professional development is provided that cultivates excellence for all • Monitor staff survey results • Annual review of staff development outcomes

SUPERINTENDENT

The superintendent is a leader who directs the district while following the district's strategic plan and 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

When necessary, 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 TO ESTABLISH NEGOTIATION STRATEGIES

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 FOR SUPERINTENDENT CONTRACT APPROVAL

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: The Superintendent creates proposed goals, shares them with the school board, and comes to a mutual agreement and votes on the annual goals at a regular board meeting.~~

~~Fall Month After Board Approval of Superintendent Goals: The Superintendent provides the school board with a benchmark report of strategic/operational plan and applicable goal progress which is updated and shared with board members on at least a monthly basis.~~

~~November & May: The board chair sends out a mid-year superintendent evaluation form to board members and the superintendent in November, and a year-end form in May. The evaluation will use a rating system of 1-4 (1 - Did Not Meet Expectations, 2 - Partially Met Expectations, 3 - Met Expectations, 4 - Exceeded Expectations) as well as opportunities to add comments .~~

- ~~• Each board member and the superintendent completes and returns the evaluation to the board chair within the timeline specified by the chair 7 days.~~
- ~~• The school board chair compiles all comments and scores, and creates a mid-year formative evaluation summary document consisting of each school board member and the superintendent's ratings and comments.~~

~~December & June Closed Sessions: The school board chair brings the mid-year (November) and year-end (May) evaluation details and summary documents to the superintendent's evaluation meeting (closed session).~~

- ~~• The school board shares and discusses the formative evaluation of performance.~~
- ~~• The superintendent and board discuss year-to-date performance and possibly expectations for the remainder of the year (may or may not) complete and share goal progress self-evaluation with the school board.~~

~~Next Open Board Meeting: Per statute, 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.~~

- ~~● The 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 by **Thursday at noon prior to the regular board meeting**, 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, AND FINANCE, & JOINT POWERS COMMITTEE~~ provides strategic guidance on budgetary, financial, and substantial facilities investment activities. These efforts prioritize sustainability, transparency, and equity, serving the school board and the broader community. The committee is committed to fostering financial sustainability, ensuring transparency in decision-making, and supporting equity in resource allocation. It aims to enhance public confidence by effectively managing, maintaining, and improving district facilities, while educating stakeholders about facility usage, condition, and future outlook.

~~The mission of the ISD 200 Finance, and 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.~~

JOINT POWERS COMMITTEE: Working collaboratively with City of Hastings elected officials and staff collaborate on opportunities with the City under Joint Powers Programs. The Committee works to maximize shared resources through partnerships with the City to achieve meaningful outcomes for students and the community. ¶



POLICY COMMITTEE- See page 31

STUDENT SCHOOL BOARD REPRESENTATIVE COMMITTEE- ~~The Student School Board Committee will~~ focuses on identifying, interviewing, and recommending student representatives to serve on the school board. ~~Committee 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 & BACKUP LIAISON This person is appointed in August each year for the subsequent school year. Attends monthly relicensure committee meetings at the High School.

MEET AND CONFER LIAISON & BACKUP LIAISON Attends meetings when they are called.

NATIVE AMERICAN PARENT ADVISORY COMMITTEE (NAPAC) LIAISON & BACKUP LIAISON Attends monthly NAPAC meetings. ~~A backup liaison is also selected for this position.~~

WELLNESS COMMITTEE LIAISON Attends quarterly 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 or backup 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) DELEGATES

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 ~~two~~ ~~or three~~ ~~two~~ liaisons are elected to serve a ~~one~~ ~~two~~ ~~year~~ ~~terms~~ as delegates. Delegates attend ~~one~~ ~~zoom~~ ~~meetings~~ in ~~advance of the delegate assembly~~ ~~November~~, and the ~~delegate assembly~~ ~~one in-person meeting in~~ (typically held the first Friday & Saturday 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 (MSBA) Policy Manual subscription provides ~~the our district committee~~ with access to MSBA's Model Policy Manual. This ~~resource supports access~~ assists the policy committee ~~board~~ and district administrators ~~in~~ in the development, review, and maintenance of ~~proper~~ policies and procedures necessary for effective governance and management of the district. ~~in managing the district.~~ MSBA's model policies are intended to provide accurate and authoritative guidance on applicable subject matters. ~~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. The majority of ISD 200 policies are developed using the MSBA model policy as the foundational framework, with revisions made as necessary to reflect the district's specific needs and priorities.

POLICY COMMITTEE

The policy committee serves in an advisory capacity to the board. The committee researches, **gathers stakeholder input** as appropriate, reviews existing policies, and develops ~~policy~~ recommendations for board consideration. In carrying out its responsibilities, ~~maintaining the district's policies,~~ ~~this~~ the committee meets **once to two** ~~or twice~~ times per a month ~~7~~ and works ~~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 to ensure systematic and comprehensive review of all district policies. It is common for a policy to ~~be remain~~ under review for multiple months before the committee ~~forwards~~ ~~has a~~ recommendation to ~~bring forward~~ to the full board for review, discussion, and possibly adoption.

THREE YEAR POLICY REVIEW CYCLE

The policy committee follows a three-year policy review cycle to ensure that each policy is reviewed at least once every three years. ~~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

Certain ~~A number of~~ policies are required by ~~mandatory~~ as state or federal law, and ~~requires a policy.~~ ISD 200 has adopted all such mandatory policies. ~~all mandatory policies.~~ In addition to these, ~~mandatory policies,~~ ~~some~~ ~~there are also a number of~~ policies that contain specific ~~Legal~~ Requirements. ~~The~~ the school district's legal counsel may ~~should~~ be consulted to ensure that any changes remain consistent with applicable laws. ~~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 ~~submitted via email~~ ~~emailed~~ to the policy committee chair ~~and the district's administrative assistant,~~ and these requests will be placed on the policy committee's agenda for consideration. **NORM:** Policy topics addressed that are ~~covered~~ by an MSBA model policy shall use the model policy as a foundational reference. ~~be developed using the model policy as a starting point.~~ All policies shall support ~~Policies shall meet~~ the educational goals of ISD 200, ~~fall~~ be within the scope of the board's authority, and be consistent with applicable law and existing district policies.

- New policies shall be ~~presented~~ ~~proposed~~ to the board for consideration and action.
- Once ~~adopted~~, policies shall be ~~published~~ ~~are posted~~ in the district's policy manual and made available on the district's website.

ANNUAL REVIEW POLICIES

~~In accordance with Per state statute, certain number of~~ policies must be reviewed annually by the board. The policy committee ~~shall will~~ begin the review of these policies in April or May. **NORM:** Annual review policies ~~shall will~~ be presented to the board for a first reading, no later than June of each year, ~~This ensuring as they are finalized and in effect that annual review policies are ready~~ for the start of the new school year.

POLICY NORMS CONTINUED . . .

POLICY REVIEW

The policy committee shall review approximately 12-165 policies each quarter in accordance with the established review cycle. Minnesota School Boards Association (MSBA) Model Policies shall serve as the foundation for each review. Updates issued by MSBA and changes in law shall be incorporated as appropriate. The objective of policy review is to determine whether the policy is consistent with: The purpose of the policy review procedure is to ensure that district policies:

Are written in clear, concise language that avoids duplication and is easily understood	Maintain consistency with other ISD 200 policies, procedures, forms, and bargaining agreements
Comply with state and federal laws and regulations	Align with the district's strategic direction
Meet the needs of students, families, and staff	Reflect research-based best practices
Minimize legal and organizational risk	Include appropriate accountability measures
Are operationally feasible and fiscally responsible	Define the intent and expectations of the board

- ~~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 at the request of the board or the superintendent. **NORM:** Procedures and forms may will be reviewed with their respective policy or and revised as determined by the board and superintendent. The 200 series procedures and forms the school board member handbook will undergo a full review during the policy committee's review of the 200 series policies. The Board Member Handbook will be reviewed by the committee and voted on by the board annually.

Typically, all new and reviewed/revised policies are included in Work Session agendas in order to allow board members sufficient time (away from preparing for Regular Meetings with much lengthier agendas) for review and to provide input. Ideally, a Policy Committee Meeting falls between the Work Session and Regular Meeting to allow the committee time to consider any recommended changes prior to the 1st reading.

POLICY READINGS

Policy readings serve to as an introduction to a new policies and/or a notice of or proposed changes to existing a current policies, as recommended by the policy committee. A proposed policy shall be included as an attachment to the agenda for no fewer than at least three regular board meetings. This procedure provides multiple three opportunities for board members and members of the public to read the proposed policy and provide input prior to final action. Policies shall be presented 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. ~~The Members of the public may offer comments suggestions regarding the policy, in person during the public comments portion of the board meeting, or via email, phone call, in person meeting, or other means etc.~~ The policy committee chair provides a written and verbal summary detailing the proposal of new policies and recommended changes to existing ~~current~~ policies. The board may discuss suggestions and recommend additional changes, which are then sent back to the committee. ~~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 then implements revisions to the policy and researches any questions asked by the board).~~ **NORM:** Board members may ~~make suggest ions changes for a policy~~ during the first and second reading and should also email those suggestions to the policy committee chair.

NORM: Minor edits (grammar, spelling, formatting) should be sent via email to the policy committee chair and will be reflected in the final adopted policy. ~~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 reflecting all prior changes is included ~~as of the policy showing all proposed changes and any previously agreed upon revisions are included as~~ an attachment to the agenda. Public comments are accepted ~~Members of the public may offer suggestions regarding a policy~~ during the public comments portion of the board meeting, or via email, phone call, in person meeting, or other means etc. The policy committee chair summarizes the updates ~~provides a written and verbal summary of the policy revisions.~~ The board may discuss the policy and propose further modifications, which are then sent back to the committee. (The committee implements the agreed upon revisions).
- Meeting 3 = 3rd Reading/Consent Agenda: ~~A~~ a red-lined version of the policy showing all proposed updates ~~changes and revisions~~ is included as an attachment in the consent agenda. The board votes to approve or reject the recommended policy or policy modifications ~~changes~~.

POLICY NORMS CONTINUED . . .

POLICY ADOPTION

A policy is approved by a majority vote of the board. ~~Once~~ 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.

POLICY REMOVAL

To remove a policy, the policy committee must first present a recommendation for removal during a regular board meeting. At the following regular board meeting, the policy will be included in the consent agenda for board approval of its removal.

POLICY RECORD RETENTION

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 ~~within~~ the policy committee's shared Google Drive.

USE OF THE CONSENT AGENDA FOR POLICY ADOPTION

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

POLICY MANUAL STRUCTURE

The district's policy manual contains nine series, each ~~series~~ focusing on a specific content area. The manual includes three document formats: ~~There are three document formats contained within the manual.~~ Policies, Procedures, and Forms. Policies are identified by number, Procedures by a number followed by 'PR' and Forms by a number followed by 'FRM'. ~~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
200 Series - School Board
300 Series - Administration
400 Series - Employees/Personnel
500 Series - Students

600 Series - Educational Programs
700 Series - Non-Instructional Operations
800 Series - Health & Safety
900 Series - School District/Community Relations

Policies are the formal guidelines adopted by the school board ensuring that ISD 200 operates ~~in an~~ effectively and ~~efficiently~~ efficient manner in order to achieve its mission. Policies define the ~~desire and~~ intent and expectations of the board, while ~~policy~~ implementation is delegated to the superintendent, except the 200 series, which define board-specific operations and are implemented by the school board. ~~(with the exception of the 200 series — school board policies).~~

Procedures (PR) contain guidelines for the operational implementation of their respective policies. New procedures and changes to existing procedures may be adopted in a single regular board meeting. ~~containing 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 made available ~~shall be available~~ in the policy manual on the district's

website.

Forms (FRM) may accompany a policy when required by law or at the direction of the administration. Forms shall be titled in accordance with *Policy 208.2PR* and made available in the policy manual on the district's website. ~~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-	BOARD MEMBER HANDBOOK BOARD MEMBER HANDBOOK 2025-2026
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>
203.6PR -	<u>CONSENT AGENDAS PROCEDURE</u>
204 -	<u>SCHOOL BOARD MEETING MINUTES</u>
205 -	<u>OPEN MEETINGS AND CLOSED MEETINGS</u>
206 -	<u>PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS</u>
206.1FRM	<u>PUBLIC PARTICIPATION AT SCHOOL BOARD MEETING REQUEST FORM</u>
206.2PR -	<u>PUBLIC COMMENTS PROCEDURE</u>
207 -	<u>PUBLIC HEARINGS</u>
208 -	<u>DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES</u>
208.1PR -	<u>DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES PROCEDURE</u>
208.2PR	<u>200 SERIES POLICY PROCEDURE NORM</u>
209 -	<u>CODE OF ETHICS</u>
210 -	<u>CONFLICT OF INTEREST - SCHOOL BOARD MEMBERS</u>
211 -	<u>CRIMINAL OR CIVIL ACTION AGAINST SCHOOL DISTRICT, SCHOOL BOARD MEMBER</u>
212 -	<u>SCHOOL BOARD MEMBER DEVELOPMENT</u>
213 -	<u>SCHOOL BOARD COMMITTEES</u>
213.1PR -	<u>SCHOOL BOARD COMMITTEE PROCEDURE</u>
214 -	<u>OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS</u>
215 -	<u>ADDRESSING SCHOOL BOARD MEMBER VIOLATIONS</u>
220-	<u>STUDENT SCHOOL BOARD REPRESENTATIVE</u>

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

STATUTORY RESPONSIBILITIES

Minnesota Statutes Chapters 120 - 129C: Education Code Prekindergarten - Grade 12 Compliance Section

Statute	Title	Specific Board Action Required/ Language from statutes
120A.22	Compulsory Instruction	Adopt and maintain attendance policies to ensure that compulsory attendance laws are implemented, enforced, and accommodated lawfully.
120A.37	Attendance Provisions Coded Elsewhere	must provide transportation for enrolled students residing within the district and must provide transportation for a student with a disability in accordance with the Individuals with Disabilities Education Act.
120A.41	Length of School Year; Hours of Instruction	Must approve an annual school calendar that includes at least 425 hours of instruction for a kindergarten student, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12 and at least 165 days of instruction for students in grade 1-11. The annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather.
120A.414	E-Learning Days	May adopt an e-learning day plan after meeting and negotiating with the exclusive representative of the teachers.
120B.02	Graduation Requirements	Adopt local graduation requirements aligned with state standards.
120B.021	Required Academic Standards	The school board of the school district in which the area learning center is located, formally determines other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation.
120B.10	Findings; Improving Instruction and Curriculum	Decide in collaboration with the community a process for matters related to planning, providing, and improving education instruction and curriculum in the context of the state's high school graduation standards.
120B.11	School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for Comprehensive Achievement and Civic Readiness	Adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that aligns with creating CACR, including a process to assess and evaluate student's progress toward meeting state and local academic standards, a system to periodically review and evaluate the effectiveness of all instruction and curriculum, and strategies for improving instruction, curriculum, and student achievement; Establish an advisory committee; Hold an annual public meeting to review, and revise the CACR plan; and shall publish a report for school performance in the local newspaper.
120B.20	Parental Curriculum Review	Have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials.
120B.307	College and Career Readiness	The school board granting students their diplomas may formally decide to include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high

		school.
121A.03	Model Policy	A school board must adopt a written sexual, religious, and racial harassment and sexual, religious, and racial violence policy.
121A.031 2	Malicious and Sadistic Conduct	Must adopt a written policy to address malicious and sadistic conduct and sexual exploitation by a district or school staff member, independent contractor, or student enrolled in a public school against a staff member, independent contractor, or student.
121A.035	Crisis Management Policy	Must adopt a crisis management policy to address potential violent crisis situations in the district or charter school.
121A.038	Student Safety Drills at School	If the district conducts an active shooter drill, the school board at a regularly scheduled school board meeting, must consider the effect of active shooter drills on the safety of students and staff; and the effect of active shooter drills on the mental health and wellness of students and staff.
121A.04	Athletic Programs; Sex Discrimination	Ensure nondiscrimination in admission and programming.
121A.05	Policy to Refer Firearms Possessor	Must have a policy requiring the appropriate school official to, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a pupil who brings a firearm to school unlawfully.
121A.11	United States Flag	Must provide the flag for each of the school buildings in their districts, together with a suitable staff to display the flag outside of the school building and proper arrangement to display the flag in the building and ensure through policy that students are instructed in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises.
121A.21	School Health Services	Approve employment of at least one full-time equivalent licensed school nurse
121A.224	Opiate Antagonists	May adopt a model plan for use, storage, and administration of opiate antagonists.
121A.241	Cardiac Emergency Response Plan	Annually review and evaluate the effectiveness of the Cardiac Emergency Response Plan.
121A.335	Lead in School Drinking Water	Must approve a revised plan to include its policies and procedures for ensuring consistent water quality throughout the district's facilities
121A.44	Expulsion for Possession of Firearm	A school board must expel for a period of at least one year a pupil who is determined to have brought a firearm to school.
121A.47	Exclusion and Expulsion Procedures	The school board will base its decision for expulsion upon the recommendation of the superintendent.
121A.55	Policy to be Established	Must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of sections 121A.40 to 121A.56.

121A.61	Discipline and Removal of Student From Class	The school board must adopt a written districtwide school discipline policy which includes written rules of conduct for students, minimum consequences for violations of the rules, and grounds and procedures for removal of a student from class. Within the policy the grounds for removal from class must include the following provisions: willful conduct that disrupts the rights of other students to learn, interferes with a teacher's ability to teach, endangers surrounding students, staff, or school property, and willful violation of any rule of conduct specified in the discipline policy adopted by the board.
121A.65	Review of Policy	The school board must conduct an annual review of the districtwide discipline policy.
121A.69	Hazing Policy	The school board shall adopt a written policy governing student or staff hazing.
122A.33	License and Degree Exemption for Head Coach	The school district may employ as a head varsity coach of an interscholastic sport at its secondary school a person who does not have a license as head varsity coach of interscholastic sports and who does not have a bachelor's degree if, in the judgment of the school board, the person has the knowledge and experience necessary to coach the sport. A school board must provide written notice to a coach whose contract the school board declines to renew for the following school year no more than 60 days after the end of the regular season for the activity.
122A.40	Employment; Contract; Termination	School boards must hire or dismiss teachers at duly called meetings. A teacher related by blood or marriage, within the fourth degree, computed by the civil law, to a board member shall not be employed except by a unanimous vote of the full board. The school board must adopt a plan for written evaluation of teachers during the probationary period and may develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement. If a joint agreement can not be reached the board must implement the state teacher evaluation plan.
122A.43	Short-Term, Limited Contracts	A school board may enter into short-term, limited contracts with classroom teachers employed by the district. The board must determine the needs of its classroom teachers and the need for changes in its curriculum.
122A.44	Contracting with Teachers; Substitute Teachers	The board must employ and contract with necessary qualified teachers and discharge the same for cause.
122A.46	Extended Leave of Absence	The board of any district may grant an extended leave of absence without salary to any full- or part-time elementary or secondary teacher who has been employed by the district for at least five years. If the school board denies a teacher's request, it must provide reasonable justification for the denial.

122A.58	Coaches, Termination of Duties	If a hearing is requested, the board must hold a hearing within 25 days according to the hearing procedures specified in section 122A.40, subdivision 14, and the termination is final upon the order of the board after the hearing.
122A.60	Staff Development Program	Establish an advisory committee, adopt a staff development plan, and monitor staff development outcomes. The plan must be consistent with education outcomes that the school board determines. The plan must include ongoing staff development activities that contribute toward continuous improvement.
123B.02	General Powers of Independent School Districts	Have the general charge of the business of the district, the school houses, and of the interests of the schools. The board's authority to govern, manage, and control the district; to carry out its duties and responsibilities; and to conduct the business of the district includes implied powers in addition to any specific powers granted by the legislature.
123B.02 5	School Sponsorship and Advertising Revenue	A school board may enter into a contract with advertisers, sponsors, or others regarding advertising and naming rights to school facilities under the general charge of the district. A contract authorized under this section must be approved by the school board. The powers granted to a school board under this section are in addition to any other authority the school district may have. Revenue generated under this section must be used according to a plan specified by the school board.
123B.03	Background Check	Require background checks from the BCA be completed on all individuals who are offered employment in a school and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to a school, regardless of whether any compensation is paid.
123B.09	Boards of Independent School Districts	The care, management, and control of independent districts is vested in a board of directors, to be known as the school board.
123B.10	Publication of Financial Information	A school board annually must notify the public of its revenue, expenditures, fund balances, and other relevant budget information.
123B.14	Officers of Independent School Districts	Must meet and organize by selecting a chair, clerk, and a treasurer, who shall hold their offices for one year.
123B.143	Superintendent	Authority for selection and employment of a superintendent must be vested in the board in all cases.
123B.147	Principals	Upon recommendation of the superintendent, assign principals to supervise school buildings.
123B.195	Board Members right to Employment	At a meeting with all members present, vote on an officer's right to initial employment or continued employment while serving on the school board .

123B.21	Duty of Officers to Report Violations of Law	Every officer to whom reports are required by law to be made and for the failure to make which a penalty or fine or forfeiture is provided, shall give immediate written notice of such failure to the delinquent and to the proper county attorney.
123B.23	Liability Insurance; Officers & Employees	Procure insurance against liability of the district or of its officers and employees for damages resulting from wrongful acts and omissions of the district and its officers and employees.
123B.24	Legal Action by the District	Any board may prosecute actions in the name of the district. (1) On a contract made with the district, or with the board in its official capacity; (2) To enforce a liability, or a duty enjoined by law, in its favor or in favor of the district; (3) To recover a penalty or forfeiture given by law to it or to the district; or (4) To recover damages for an injury to the rights or property of the district.
123B.28	Records of Evidence	Ensure all records, books, and papers of the district or board are available for inspection by any voter of the district.
123B.29	Sale at Auction	Publish notice of a sale at least two weeks before the sale in the official newspaper of the district.
123B.32	Language Access Plan	Must adopt a language access plan that specifies the district's process and procedures to render effective language assistance to students and adults who communicate in a language other than English. The board must review the plan every two years and update the plan as appropriate.
123B.35	General Policy	Establish fees in areas considered extra curricular, noncurricular or supplementary.
123B.36	Authorized Fees	Require payment of fees in accordance with this statute.
123B.37	Prohibited Fees	Must annually notify parents or guardians and students about its policy to charge a fee for textbooks, workbooks, and library books that are lost or destroyed by students.
123B.38	Hearing	Before the initiation of any fee not authorized or prohibited under 123B.36 or 123B.37, the board must hold a public hearing within the district upon three weeks published notice in the district's official newspaper.
123B.49	Extracurricular Activities; Insurance	Authorize cocurricular & extracurricular activities of the district. Adopt policies ensuring the revenues and expenditures for these activities are recorded in the same manner as other revenues and expenditures of the district. The board must adopt rules and regulations for the conduct of cocurricular activities in which pupils may participate.
123B.51	Schoolhouses and Sites; Uses for School & Nonschool Purposes; Closings	Locate and acquire necessary sites for expansion, sell or exchange sites and execute deeds. The board may authorize the use of any district site and may require payment for use/ rent. Close a school site only after holding a public hearing on the question of the necessity and practicability of the proposed closing and allowing public comments.

123B.52	Contracts	May authorize its superintendent or business manager to lease, purchase, and contract for goods and services within the budget as approved by the board.
123B.59 5	Long Term Facilities Maintenance Revenue	Must adopt a ten-year LTFM plan.
123B.61	Purchase of Certain Equipment	Issue general obligation certificates of indebtedness or capital notes subject to the district debt limits.
123B.62	Bonds for Certain Capital Facilities	Adoption of a resolution stating the board's intention to issue general obligation bonds for certain capital projects.
123B.63	Capital Projects Referendum	Propose a capital project levy by ballot question.
123B.70	School District Construction	Authority to determine the minimum acreage needed to accommodate a new school and related facilities and to determine whether to renovate an existing school
123B.74	Eminent Domain	School boards shall have the right, power, and authority to condemn lands under the power of eminent domain for sites and grounds for public school buildings. The board shall exercise such power and authority pursuant to the terms and provisions of chapter 117.
123B.77	Accounting, Budgeting, and Reporting Requirements	Approve and adopt the district's revenue and expenditure budgets for the next school year.
123B.83	Audit	Provide for annual independent audit and review findings.
123B.86	Equal Treatment	Provide equal transportation within the district for all school children and enter into a contractual arrangement with a school bus contractor.
123B.88	Independent School Districts; Transportation	May provide for the transportation of pupils to and from school and for any other purpose. The board may contract for the transportation of school children to and from school.
123B.91	School District Safety Responsibilities	designate a school transportation safety director to oversee and implement pupil transportation safety policies.
124D.02	School Board Powers; Enrollment	May establish and maintain one or more kindergartens for the instruction of children and may permit a person who is over the age of 21 or who has graduated from high school to enroll in a class or program at a secondary school if there is space available and may charge a reasonable fee for a class or program.
124D.03	Enrollment Options Program	A board may, by resolution, limit the enrollment of nonresident pupils in its schools or programs. A board must adopt, by resolution, specific standards for acceptance and rejection of applications for nonresident pupils.
124D.09	Postsecondary Enrollment Options Act	Must adopt a policy regarding weighted grade point averages for any high school, dual enrollment course and for credits earned via postsecondary coursework. The policy must state whether the school district offers weighted grades.

124D.19	Community Education Program; Advisory Council	May initiate a community education program in its district and provide for the general supervision of the program and employ community education staff to further the purposes of the community education program.
124D.20	Community Education Revenue	May approve the implementation of a youth development plan.
124D.78	Parent and Community Participation	In the case of nonconcurrence, the school board has 60 days to respond to the committee's recommendations in writing. The board response must be signed by the entire school board.
124D.861	Achievement and Integration for Minnesota	Must approve a long-term plan under this section every three years, must hold at least one formal annual hearing to publicly report its progress in realizing the goals identified in its plan, and must post the plan on the district website.
124D.8955	Parent and Family Involvement Policy	A local school board is encouraged to formally adopt and implement a parent and family involvement policy.
125A.027	Local Agency Coordination Responsibilities	The school boards and county boards are responsible for developing and implementing interagency policies and procedures to coordinate services at the local level for children with disabilities ages three to 21, and must provide those services contained in a child's individualized education program and those services for which a legal obligation exists.
125A.17	Legal Residence of a Child with a Disability placed in a Foster Facility	The school board of the district of residence must provide the same educational program for the child as it provides for all resident children with a disability in the district.
125A.29	Responsibilities of County & School Boards	School boards must provide, pay for, and facilitate payment for special education and related services required under sections 125A.03 and 125A.06
125A.39	Local Interagency Agreements	School boards and the county board may enter into agreements to cooperatively serve and provide funding for children with disabilities, under age five, and their families within a specified geographic area.
125A.03	Special Education (FAPE)	Provide special education services to eligible students
125A.29	Special Education Coordination	Coordinate with county boards to provide special education services
126C.10	General Education Revenue	Discuss & decide whether a planned school closure would reduce sparsity revenue and for a district to take advantage of this special sparsity revenue protection, the school board must adopt a written resolution that clearly states the intent to close the school and that is tied to the sparsity revenue adjustment.

126C.12	Learning and Development Revenue Amount and Use	Revenue must be used to reduce and maintain the district's average class size in kindergarten through grade 3 to a level of 17 to 1 on average in each of the respective grades. If the board of a district determines that the district has achieved and is maintaining these class sizes, the revenue may be used to reduce class sizes in grades 4-6.
126C.126	Use of General Education Revenue for All-Day Kindergarten & Prekindergarten	At the school board's discretion, the district may use revenue generated by all day kindergarten to meet the needs of three and four-year olds in the district.
126C.17	Referendum Revenue	May renew an expiring referendum by placing a referendum questions on the ballot for additional operating levy authority or may renew a referendum including an expiring referendum that was approved or adopted under section 123A.73, subdivision 4 or 5, by board action if the per pupil amount of the referendum is the same as the amount expiring, and the term of the referendum is no longer than the initial term approved by the voters.
126C.53	Enabling Resolution; Form of Certification of Indebtedness	Must fix the date and place for receipt of bids for the purchase of the certificates when bids are required and direct the clerk to give notice of the date and place for bidding.
126C.56	Sale of Certificates	The clerk of the board shall give notice of the proposed sale as required by chapter 475.
142D.091	School Board Responsibility	Must provide for a mandatory program of early childhood developmental screening for children at least once before school entrance.
142D.10	Early Childhood Family Education Programs	Direct the community education council, to perform the functions of the Advisory Council for Early Childhood Family Education

Open Meeting and Data Practices Compliance Section

13.025	Government Entity Obligation	Prepare and maintain a written data access policy consistent with the requirements of Minnesota Statutes, Data Practices Chapter 13.
13D.01	Meetings Must be Open to the Public	All meetings must be open to the public. Before closing a meeting, a public body shall state on the record the specific grounds permitting the meeting to be closed and describe the subject to be discussed. The votes of the members of the board, on an action taken in a meeting, must be recorded in meeting minutes. At least one copy of any printed materials relating to the agenda items must be open to the public.
13D.04	Notice of Meetings	A schedule of the regular meetings of the school board shall be kept on file at the district office. Notice for a special meeting shall be posted at least three days before the date of the meeting.
13D.05	Meetings Having Data Classified as not Public	The school board may close a meeting to evaluate the performance of the superintendent. At the next open meeting, the board shall summarize its conclusions regarding the evaluation.

Federal Statutory Obligations Section

Section 601 20 U.S.C. 1400 (IDEA)	Special Education /FAPE	Adopt policies ensuring all children have access to an appropriate public education, IEP implementation, procedural safeguards; and ensure staff and resources meet federal requirements.
Section 504 29 U.S.C. 794	Nondiscrimination under Federal grants and programs	Adopt policy prohibiting discrimination on the basis of disability, and establish evaluation procedures, accommodations, and monitoring systems.
Title VI 42 U.S.C. 2000d	Race, Color, National Origin Nondiscrimination	Adopt and enforce nondiscrimination policies; create complaint procedures; ensure equitable access.
Title IX 20 U.S.C. 1681	Sex Nondiscrimination	Adopt Title IX compliance and grievance procedures; designate coordinator; investigate/resolving complaints.
ESSA 20 U.S.C. 6301	Academic Standards & Accountability	Adopt policies supporting state ESSA plan; implement academic standards, assessment, and improvement plans.
EEOA 20 U.S.C. 1701	Equal Educational Opportunity	Adopt policies and programs removing barriers to equal participation.

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

Date of Full Review:	01.26.2024
Adopted:	01.22.2025
Revision Date:	09.24.2025

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

BOARD MEMBERS

	PHONE NUMBER	EMAIL ADDRESS
Director Philip Biermaier	651-295-3064	pbiermaier@isd200.org
Director Matt Bruns	651-226-5697	mbruns@isd200.org
Director Jessica Dressely	651-366-7130	jdressely@isd200.org
Director Elaine Mikel-Mulder	651-675-7264	emikel-mulder@isd200.org
Director Melissa Millner	651-353-4325	mmillner@isd200.org
Director Carrie Tate	612-354-0732	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)

EXECUTIVE STAFF

Superintendent of Schools		
Dr. Kristine Wehrkamp Herman	651-480-7001	kwehrkamp@isd200.org
Administrative Assistant LynDee Humble	651-480-7013	lhumble@isd200.org

LEADERSHIP CABINET

Director of Building/Grounds & Safety Scott Stockdale		sstockdale@isd200.org
Director of Community Education/Communications Kari Gorr		kgorr@isd200.org
Director of Finance & Operations Jen Seubert		jseubert@isd200.org
Director of Human Resource Cathy Moen		cmoen@isd200.org
Director of Student Support Services Deanna Gronseth		dgronseth@isd200.org
Director of Teaching & Learning Andrew Hodges		ahodges@isd200.org
Director of Technology Tim Buchin		tbuchin@isd200.org
High School Principal Scott Doran		sdoran@isd200.org
Kennedy Principal Kyle Latch		klatch@isd200.org
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 Program

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



Hastings Middle School
Grades 5 - 8

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



Kennedy Elementary
Grades K - 4

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



McAuliffe Elementary
Grades K - 4

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



Pinecrest Elementary
Grades K -4

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



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

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

THE STORY OF HASTINGS PUBLIC SCHOOLS

OUR HISTORY

In February 1866, the Minnesota legislature passed an act that allowed Hastings to establish an independent school district, provided that all children between the ages of five and twenty-one be admitted to schools for free. In April 1866, the board of education for the school district of Hastings was organized. The newly formed board sought bids to construct two schoolhouses, Everett Grade School in the First Ward and Cooper Grade School in the Third Ward. August 13, 1866, the board of education authorized school terms of nine months.



The 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 Center 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 provides educational services for students birth through age 22 and additionally offers enrichment opportunities for the entire community with a 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 a majority vote during a regular board meeting, the board may add, remove, and/or replace norms to improve the board's operations.

NAVIGATING THE HANDBOOK

- All active links are underlined
- 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, procedures, and expectations;
 - 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 or regular board meeting.
- The handbook may be updated to reflect adopted policy or board member/personnel, etc. 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:

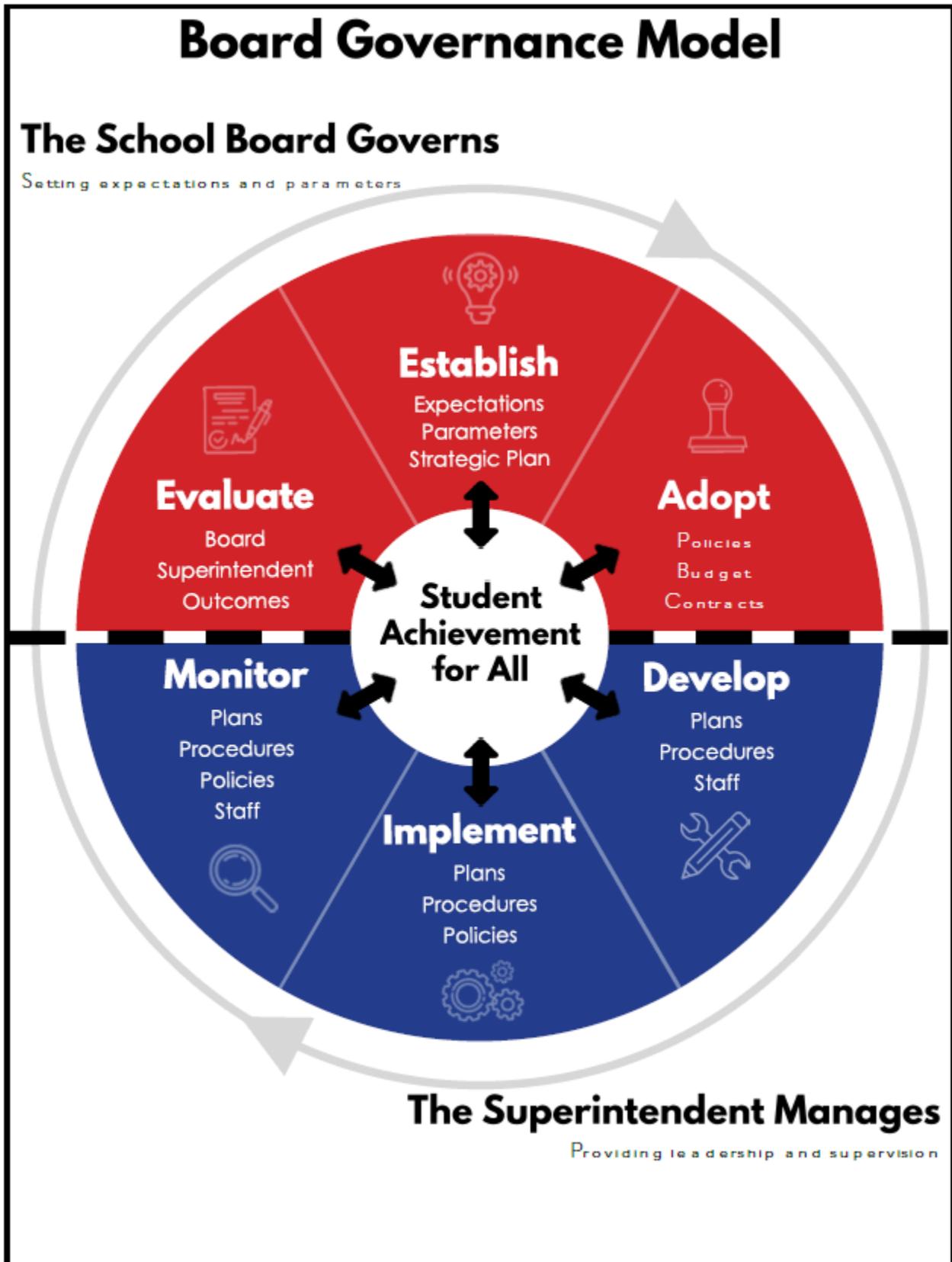
- provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;
- conduct the business of the schools and pay indebtedness and proper expenses;
- employ/contract with necessary qualified staff and discharge the same for 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 staff 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



STRATEGIC PLAN



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.



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 [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.

DISTRICT HUMAN RESOURCES

&

ADMINISTRATIVE ASSISTANT

Human Resources will contact you to:

Administrative Assistant will contact you to:

Complete intake

Request your photo & telephone number for website

Provide Necessary Forms

Set up district email

Collect contact information

Schedule one on one with the superintendent

Conduct a background check

Provide & explain access to electronic resources

Set up payroll

Provide MSBA & BoardBook 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 may participate in a Ceremonial Oath of Office prior to being seated during the Organizational Meeting. (Group board photo may 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.

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.

WHAT'S NEXT CONTINUED . . .

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 (2026)
- Board chair annual compensation: \$4,750 (2026)
- 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.

STUDENT SCHOOL BOARD REPRESENTATIVES

Four student representatives serve on the school board as non-voting members for a 1-year term. See Policy 220 for additional information.

AGENDAS AND MINUTES

AGENDA PREPARATION

The board will conduct its business during regular meetings through an adopted agenda that advances board work and district goals. During work sessions, the board will follow the agenda to address Items for Discussion. The board chair, vice chair, and superintendent are responsible for developing, preparing, and arranging the tentative agenda items for each 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 submit requests by email to the board chair and superintendent at least seven (7) days prior to the scheduled meeting. If a request is not included on the next meeting agenda, the board chair will follow up with the board member regarding the status of the request.

POSTED AGENDAS FOR WORK SESSIONS

Each work session agenda will include Items for Discussion. The agenda and available supporting documents will be posted by the district's administrative assistant in BoardBook at least five (5) days prior to the scheduled work session. When supporting documents are unavailable at the time of posting, the board will receive a printed packet that contains these documents at the work session.

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. When this occurs, the superintendent or designee will notify board members by email of any additions or changes. **NORM:** During agenda approval, any board member may propose an amendment to the agenda by making a motion, which requires a second and a majority vote of the board. A board member may request that an item be removed from the consent agenda for separate discussion or action; no second or vote is required. The removed item will be placed under Items for Individual Action. **NORM:** Board members are encouraged to email questions related to agenda items that require staff time and preparation to the superintendent as soon as possible, and ideally at least three (3) days (72 hours) prior to the meeting. The superintendent will review the question to determine whether the information is readily available. If the information is readily available, it will be shared by email with 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 correction requests to the district's administrative assistant as soon as possible to allow the correction to be made prior to the meeting. Clerical errors should not be addressed during the meeting.

MEETING MINUTES

Minutes shall record all formal motions and resolutions, including the names of members making and seconding motions and the specific vote on each action taken. Minutes shall also include the date, time, and location of the meeting, as well as those in attendance. The minutes are reviewed, corrected if necessary, and adopted by the board at a subsequent meeting. Once adopted, the minutes are available for public inspection at the district office and may also be posted in BoardBook.

A summary of each meeting shall be published in the district's official newspaper. The summary shall adequately inform the public of the substance of the meeting and shall clearly state that it is only a summary and that the full text of the minutes is available for public inspection at the district office.

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 posted on the bulletin board 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 bulletin board in the district office.

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".

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. On rare occasions, the chair may request discussion prior to a motion being made. 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.

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

VOTING

Each elected member of the board will have one vote. A roll call vote will be taken when required by law (which includes all resolutions and whenever any board member joins a meeting virtually) or when requested by any board member.

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. Absent board members may provide their input on particular items to the board chair to read during the meeting, however, all voting must be done by meeting attendees and not by proxy.

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 group photo, if needed. 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 & committee members;
- Establishing Facsimile Signatures from the board chair, the board treasurer, and the board clerk on school district checks;
- Designating District Depositories, official newspaper publication, district's legal counsel, district auditor, and designating combined polling places by resolution;
- Authorizing delegation of duties to perform the routine functions and responsibilities of the clerk and treasurer (see ISD 200 Policy 202- School Board Officers);
- Authorizing who can perform electronic fund transfers, sign contracts and enter into agreements, and joint powers agreements per MN Statute 471.59;
- Designating the Identified Officials with Authority (IOwA) and IOwA by proxy;
- Designating employee recognition dollar amounts; and
- Approving capitalization asset thresholds & fixed asset inventory report (see Policy 704)

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. Example: 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 ONLY 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.

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

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, chair, or MSBA may provide various opportunities throughout each calendar year for board member development.

MEETINGS CANCELED DUE TO WEATHER OR REMOTE PARTICIPATION NOTIFICATION

Each posting will contain information regarding meetings canceled due to inclement weather, the meeting will be held on the next business day at the same time and same place, unless a quorum of the board is not available. Remote participation will be in accordance with MN Statute 13D.01, some members may be attending via interactive technology.

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.

TRUTH AND TAXATION PUBLIC HEARING

The Truth in Taxation public hearing is the meeting at which the district's proposed property tax levy and budget are presented and the board receives public input before adopting the final levy. This public hearing does not require signup in advance and there is no limit on how long a person can speak. It is not a time for question & answer, but rather an opportunity for the public to speak. If a member of the public has questions, the chair can advise them to follow up after the meeting.

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.

The 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;
- If a board member is contacted by another board member regarding board business (excluding routine scheduling or administrative matters), the contacted member must first ask whether the topic has been discussed with any other board members. If the answer is yes, they must ensure a discussion with a quorum of members does not occur outside of a properly noticed meeting, in accordance with Open Meeting Law requirements; and
- If a board member receives information they feel the entire board needs; email the information to the board chair and superintendent.

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/or begin a discussion of the materials. Additional information about Open Meeting Law is found here: [Minnesota Open Meeting Law - Minnesota Counties Intergovernmental Trust \(mcit.org\)](http://mcit.org)

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. If constituents come forward to a board member or members and insist on anonymity, information shared shall be sent to the superintendent for follow-up.

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.

CONTACTING LEGAL COUNSEL

The board member authorized to contact legal counsel is the board chair. (If legal counsel is required to address an issue involving the chair, the vice chair is then authorized, then the clerk, treasurer, etc.)

COMMUNICATIONS CONTINUED . . .

Situation	Communication Protocol
As a board member, what should I do if I have a concern or complaint?	<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.
What if I disagree with a report or presentation to the board?	<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
Regular One Way Communications: <ul style="list-style-type: none"> ● Board chair to board members ● Superintendent to board members 	<ul style="list-style-type: none"> ● Chair Notes - weekly email to all board members superintendent, student representatives, and administrative assistant 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 question arises, email the chair separately) ● Board Briefing - weekly email from the superintendent each week.
Accessing the school board's shared Google Drive folder	<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>2024-2026 School Board Shared Docs</i> 
Communication Among Board Members	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.

ELECTION OF OFFICERS

The chair, vice chair, treasurer, and clerk of the board are elected annually during the Organizational Meeting, which must be held the first Monday in January, or as soon as is practicable.

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.

Once elected, officers will immediately assume their duties. Officers do not possess greater authority than other board members. All members of the board retain equal power, equal voice, equal voting rights, and equal access to information. Officers differ only in the responsibilities assigned to them to facilitate board operations and implement actions formally approved by the board.

Officers serve at the direction of the board as a whole and act to support collective decision-making, legal compliance, continuity of governance, and transparent public accountability.

ROLES AND NORMS OF BOARD OFFICERS

CHAIR

Annually

- During the organizational meeting, facilitate discussion of committee assignments to ensure alignment with board member interests, experience, and time availability. Make sure 917 and policy committee members understand the level of work required;
- Make Mentor Assignments for new board members (January following election years) - consider board member temperament, experience, previous relationships, and time availability;
- Initiate conversations related to the 200 Series - School Board Policies, Procedures and Norms. Highlighting Policies 209 and 215 (as necessary);
- Set up Board Work Calendar (chair maintains a draft and responsibility is transferred to the 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.

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
- Chair Notes - weekly email to all board members, student representatives, 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 few meetings (committee, 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 the Topic Action Register in the board's shared Google Drive:
 - Input topic, sender, method and date;
 - Coordinate with superintendent on developing a response as-needed;
 - Reply, including all board members for situational awareness (aim for 24-72 hour response time; allowing for weekends/holidays/info gathering);and
 - Update Topic Action 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 student achievement; and
- Delegate specified duties to vice chair, when necessary. Communicate any delegation of duties to the entire board.

ROLES AND NORMS OF BOARD OFFICERS CONTINUED. . .

VICE CHAIR

- Perform the duties of the chair in the event of the chair's temporary absence and attend agenda setting meetings. Chair may also delegate responsibilities to the vice chair as-needed, and inform other board members (i.e. populate the Topic Action Registrar).

CLERK

- Reads resolutions and, when necessary, records attendance and roll call votes;
- Signs documents as-needed;
- Perform such duties of the chair in the event of the chair's and vice chair's temporary absence; and
- Certain tasks of the clerk require regular availability in the district office. Pursuant to Minnesota Statutes section 123B.14, the board may, by resolution, appoint the superintendent to perform certain duties otherwise assigned by law to the clerk. The superintendent remains responsible for the proper performance of all such duties and may delegate related tasks to other district staff (e.g., the superintendent's administrative assistant) as appropriate. Including but not limited to the following:
 - Keep a printed copy of the board's calendar (including all meeting dates) posted on the bulletin board in the district office;
 - Provide at least one printed copy of all meeting materials for public inspection at each school board meeting, work session and committee meeting;
 - Record in the official minutes all motions, resolutions, and actions taken by the school board, including the names of members making and seconding motions and results of each vote;
 - Ensure that the official meeting minutes of the school board are available for public inspection during the district's regular business hours at the district office;
 - Maintain a copy of each school board meeting agenda, including all attachments. Agendas and attachments shall be maintained in accordance with the district's record retention policy;
 - Perform election duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of school board elections; and notify all persons elected within three days after an election.

TREASURER

- Signs documents as-needed;
- Perform such duties of the chair in the event of the chair's, vice chair's, and clerk's temporary absence, perform the duties of the clerk in the clerk's absence; and
- Certain tasks of the treasurer require regular availability in the district office. Pursuant to Minnesota Statutes section 123B.14, the board may, by resolution, appoint the superintendent to perform certain duties otherwise assigned by law to the treasurer. The superintendent remains responsible for the proper performance of all such duties and may delegate related tasks to other district staff (i.e. director of finance and operations) as appropriate. Including but not limited to the following:
 - Deposit district funds in the official depositories;
 - Make all financial reports requested by the board;
 - Process board approved financial orders;
 - In the event that a district has insufficient funds to pay its usual lawful current obligations, the treasurer shall receive, endorse and process them in accordance with Minnesota Statutes section 123B.12.

SCHOOL BOARD GOVERNANCE WORK PLAN



School Board Governance Work Plan

Core Pillars & Strategic Anchors	2025-2026 School Year
Academic Excellence	<ul style="list-style-type: none"> • Monitor Vision Card results quarterly • Monitor growth towards Comprehensive Achievement and Civic Readiness, Achievement and Integration, and Local Literacy Plan goals • Monitor secondary pathways progress and community partnerships • Review and approve curriculum that is rigorous, engaging, and evidence-based during curriculum adoption process
Effective and Responsive Operations	<ul style="list-style-type: none"> • Budget approval and monitoring • Review 1/3 of district policies + annual policies according to review cycle • District sizing to enrollment and trends • District long range model/goals • Bond expenditures completed • Maintain necessary board committees (Policy, Facilities, Finance & Joint Powers, Community Collaboration, Student School Board, Ad Hoc) • Maintain necessary liaison positions (ISD 917, NAPAC, MSHSL, AMSD) • Board development retreats and evaluations • Develop and monitor superintendent goals and performance evaluations (mid-year and year-end) • Continued education for board members • Provide mentorship and training to new board member and student board representatives • Review/Revise board 3-year work plan annually • Review/Revise board handbook annually
Equity and Belonging	<ul style="list-style-type: none"> • Create policies that encompass all students, families, and staff • Ensure curriculum respects and reflects diverse student experiences and backgrounds during curriculum adoption process • The Community Collaboration Committee will host 3 annual events to give the public opportunities to collaborate with the district • Monitor student and staff survey results for connectedness
Safe, Supportive and Engaging Environments	<ul style="list-style-type: none"> • Legislative action through MSBA resolutions/delegate assembly • Regular communications • Review School Perceptions survey results and monitor continuous improvement efforts • Review building reports including AVID, discipline data, attendance, Catalyst implementation progress, etc. • Promote responsibility and accountability through policy and leadership
Staff Empowerment and Retention	<ul style="list-style-type: none"> • Provide competitive compensation & benefits aligned to area standards • Ensure professional development is provided that cultivates excellence for all • Monitor staff survey results • Annual review of staff development outcomes

SUPERINTENDENT

The superintendent directs the district while following the district's strategic plan. 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: When necessary, 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 TO ESTABLISH NEGOTIATION STRATEGIES: 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.

SPECIAL MEETING FOR SUPERINTENDENT CONTRACT APPROVAL: 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: The superintendent creates proposed goals, shares them with the school board, comes to a mutual agreement and votes on the annual goals at a regular board meeting.

Month After Board Approval of Superintendent Goals: The superintendent creates a benchmark report of strategic/operational plan and applicable goal progress which is updated and shared with board members on at least a monthly basis.

November & May: The board chair sends out a mid-year superintendent evaluation form to board members and the superintendent in November, and a year-end form in May. The evaluation will use a rating system of 1-4 (1 - Did Not Meet Expectations, 2 - Partially Met Expectations, 3 - Met Expectations, 4 - Exceeded Expectations) as well as opportunities to add comments .

- Each board member and the superintendent complete the evaluation within the timeline specified by the chair.
- The school board chair compiles all comments and scores, and creates a formative evaluation summary document consisting of each school board member and the superintendent's ratings and comments.

December & June Closed Sessions: The school board chair brings the mid-year (November) and year-end (May) evaluation details and summary documents to the superintendent's evaluation meeting (closed session).

- The school board shares and discusses the formative evaluation of performance.
- The superintendent and board discuss year-to-date performance and possibly expectations for the remainder of the year.

Next Open Board Meeting: Per statute, 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.

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.

COMMITTEES

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

ESTABLISHING SCHOOL BOARD COMMITTEES: During the Organizational Meeting, the school board shall establish each standing committee, as well as the number of committee members. Ad hoc committees may be established by general consensus to address temporary needs or perform special functions, after the completion of which the ad hoc committee will automatically dissolve.

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.

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 by Thursday at noon prior to the regular board meeting, and shall provide a verbal summary of the committee recommendations for board consideration during regular board meetings.

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, AND FINANCE COMMITTEE provides strategic guidance on budgetary, financial, and substantial facilities investment activities. These efforts prioritize sustainability, transparency, and equity, serving the school board and the broader community. The committee is committed to fostering financial sustainability, ensuring transparency in decision-making, and supporting equity in resource allocation. It aims to enhance public confidence by effectively managing, maintaining, and improving district facilities, while educating stakeholders about facility usage, condition, and future outlook.

JOINT POWERS COMMITTEE working collaboratively with City of Hastings elected officials and staff collaborate on opportunities with the City under Joint Powers Programs. The Committee works to maximize shared resources through partnerships with the City to achieve meaningful outcomes for students and the community.

POLICY COMMITTEE work is guided by the three-year policy review cycle to ensure systematic and comprehensive review of all district policies. In collaboration with the superintendent, the district's administrative assistant, department directors and building administrators, policy recommendations are developed.

STUDENT SCHOOL BOARD REPRESENTATIVE COMMITTEE focuses on identifying, interviewing, and recommending student representatives to serve on the school board. Committee members will serve as mentors to student representatives.

MEMBERSHIPS AND LIAISONS

Partnerships with various organizations that are affiliated with the school district, require that a board member be appointed as a liaison. **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): It is the mission of AMSD to advocate for member school districts so they can lead the transformation of public education. The appointed liaison or backup 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, is 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: BrightWorks delivers quality resources and services into the hands of education partners. A liaison and backup liaison are appointed but no additional meetings are required.

MINNESOTA SCHOOL BOARDS ASSOCIATION (MSBA) DELEGATES: 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 MSBA resources. The Delegate Assembly is held annually to vote on resolutions proposed by school boards across Minnesota. One to three delegates are elected to serve for two-year terms. Delegates participate in zoom meetings in advance of the delegate assembly, and attend the delegate assembly (typically held the first Friday & Saturday in December).

IN DISTRICT LIAISONS

Two board members are appointed to serve as either the liaison or the backup 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 is appointed in August and attends monthly meetings for the subsequent year at the high school to support educators in the re-licensure process.
- **Meet & Confer:** Liaison attends meetings when they are called to discuss policies and matters relating to employment not included under MN Statute 179A.03.
- **Native American Parent Advisory Committee (NAPAC):** Liaison attends monthly NAPAC meetings serving as an important link between the committee and the school board.
- **Smart Choices Wellness Committee:** Liaison attends quarterly meetings serving as an important link between the committee and the school board.

POLICY NORMS

MSBA POLICY REFERENCE MANUAL

Minnesota School Board Association (MSBA) Policy Manual subscription provides the committee with access to MSBA's Model Policies. This resource supports the committee and district administration in the development, review, and maintenance of the policies and procedures necessary for effective governance and management of the district. MSBA's model policies are intended to provide accurate and authoritative guidance on applicable subject matters. The majority of ISD 200 policies are developed using the MSBA model policy as the foundational framework, with revisions made as necessary to reflect the district's specific needs and priorities.

THREE YEAR POLICY REVIEW CYCLE

The school board maintains an approved policy review spreadsheet to ensure that every ISD 200 policy is fully reviewed by the policy committee and brought forward for board consideration at least once within a three-year cycle. This review system provides a structured and systematic procedure for:

- Reviewing and evaluating existing policies;
- Incorporating legal and regulatory updates;
- Documenting revisions; and
- Maintaining accurate and organized policy records.

The policy committee reviews approximately sixteen (16) policies per quarter in accordance with the established three-year cycle.

MANDATORY POLICIES

Certain policies are required by state or federal law, and ISD 200 has adopted all such mandatory policies. In addition to these policies, some policies contain specific legal requirements. When appropriate, district legal counsel may be consulted to ensure that any changes remain consistent with applicable laws.

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 submitted via email to the policy committee chair, and will be placed on the policy committee's agenda for consideration. **NORM:** Policy topics addressed by an MSBA model policy shall use the model policy as a foundational reference. All policies shall support the educational goals of ISD 200, fall within the scope of the board's authority, and be consistent with applicable law and existing district policies.

- New policies shall be presented to the board for consideration and action.

ANNUAL REVIEW POLICIES

In accordance with state statute, certain policies must be reviewed annually. The committee begins the review of these policies in April or May. **NORM:** Annual review policies are presented to the board for a first reading, no later than June each year ensuring they are finalized and in effect for the start of the new school year.

POLICY REMOVAL

To remove a policy, the policy committee must first present a recommendation for removal during a regular board meeting. At the following regular board meeting, the policy will be included in the consent agenda for board approval of its removal.

POLICY NORMS CONTINUED . . .

POLICY REVIEW

During policy committee meetings, the committee works collaboratively with district and building administrators and reviews approximately 16 policies each quarter. Updates issued by MSBA and changes in law are incorporated as appropriate. The purpose of the policy review is to ensure that district policies:

Are written in clear, concise language that avoids duplication and is easily understood	Maintain consistency with other ISD 200 policies, procedures, forms, and bargaining agreements
Comply with state and federal laws and regulations	Align with the district's strategic direction
Meet the needs of students, families, and staff	Reflect research-based best practices
Minimize legal and organizational risk	Include appropriate accountability measures
Are operationally feasible and fiscally responsible	Define the intent and expectations of the board

A policy may remain under review for multiple months to ensure thorough analysis and stakeholder input.

NORM: Procedures and forms are reviewed with their respective policy. The Board Member Handbook will be reviewed by the committee and voted on by the board annually.

Upon completion of the committee's review, a red-lined version of the proposed policy is presented to the full board at a work session, and the board provides feedback and direction. If substantive revisions are required, the policy is returned to the committee. Ideally, a committee meeting falls between the work session and regular meeting to allow the committee time to consider any recommended changes prior to the 1st reading.

POLICY READINGS

When no future changes are required, a red-lined version of the policy is included as an attachment for readings on no fewer than three regular meeting agendas (three months). This process provides board members and community members multiple opportunities to review the proposed policy and provide input prior to final action.

- Meeting 1 = 1st Reading: The policy committee chair provides a written and verbal summary detailing the committee's recommendations. The board may discuss the policy and propose further modifications (which are then sent back to the committee), and community members may provide input regarding the policy, in person during the public comments portion of the meeting, or via email, phone call, in person meeting, or other means. **NORM:** Minor edits (grammar, spelling, formatting) should be sent via email to the policy committee chair and will be reflected in the policy once adopted.
- Meeting 2 = 2nd Reading: The policy committee chair provides a written and verbal summary detailing additional revisions. The board may discuss the policy and propose further modifications (which are then sent back to the committee), and community members may provide input during the public comments portion of the meeting.
- Meeting 3 = 3rd Reading/Consent Agenda: The policy is included as an attachment on the regular meeting consent agenda. The board votes to approve or reject the recommended policy or policy modifications.

POLICY NORMS CONTINUED . . .

POLICY ADOPTION

Final authority for policy adoption, revision, or repeal rests with the school board. Once adopted, the policy is added to the district's policy manual on the district website. **NORM:** Minor editorial changes that do not affect the substance of the policy may be made without board action.

POLICY RECORD RETENTION

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 within the policy committee's shared Google Drive.

USE OF THE CONSENT AGENDA FOR POLICY ADOPTION

Revisions to policies required by changes in statute, or other governmental mandates may be made by the policy committee and adopted through the consent agenda in a single meeting. Policies on the agenda for 3rd reading or later may also be included in the consent agenda.

POLICY MANUAL STRUCTURE

The district's policy manual contains nine series, each focusing on a specific content area. The manual includes three document formats: Policies, Procedures, and Forms. Policies are identified by number, Procedures by a number followed by 'PR' and Forms by a number followed by 'FRM'.

100 Series - School District

200 Series - School Board

300 Series - Administration

400 Series - Employees/Personnel

500 Series - Students

600 Series - Educational Programs

700 Series - Non-Instructional Operations

800 Series - Health & Safety

900 Series - School District/Community Relations

Policies are the formal guidelines adopted by the school board ensuring that ISD 200 operates effectively and efficiently to achieve its mission. Policies define the intent and expectations of the board. Policy implementation is delegated to the superintendent, except for the 200 series, the board is responsible for the implementation of policies defining board-specific operations.

Procedures (PR) contain guidelines for the operational implementation of their respective policies. New procedures and changes to existing procedures may be adopted in a single regular board meeting. Procedures shall be titled in accordance with *Policy 208.2PR* and made available in the policy manual on the district's website.

Forms (FRM) may accompany a policy when required by law or at the direction of the administration. Forms shall be titled in accordance with *Policy 208.2PR* and made available in the policy manual on the district's website.

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 school district 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</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>
203.6PR -	<u>CONSENT AGENDAS PROCEDURE</u>
204 -	<u>SCHOOL BOARD MEETING MINUTES</u>
205 -	<u>OPEN MEETINGS AND CLOSED MEETINGS</u>
206 -	<u>PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS</u>
206.1FRM	<u>PUBLIC PARTICIPATION AT SCHOOL BOARD MEETING REQUEST FORM</u>
206.2PR -	<u>PUBLIC COMMENTS PROCEDURE</u>
207 -	<u>PUBLIC HEARINGS</u>
208 -	<u>DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES</u>
208.1PR -	<u>DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES PROCEDURE</u>
208.2PR	<u>200 SERIES POLICY PROCEDURE NORM</u>
209 -	<u>CODE OF ETHICS</u>
210 -	<u>CONFLICT OF INTEREST - SCHOOL BOARD MEMBERS</u>
211 -	<u>CRIMINAL OR CIVIL ACTION AGAINST SCHOOL DISTRICT, SCHOOL BOARD MEMBER</u>
212 -	<u>SCHOOL BOARD MEMBER DEVELOPMENT</u>
213 -	<u>SCHOOL BOARD COMMITTEES</u>
213.1PR -	<u>SCHOOL BOARD COMMITTEE PROCEDURE</u>
214 -	<u>OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS</u>
215 -	<u>ADDRESSING SCHOOL BOARD MEMBER VIOLATIONS</u>
220-	<u>STUDENT SCHOOL BOARD REPRESENTATIVE</u>

[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 CONTINUE

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

STATUTORY RESPONSIBILITIES

MN Statutes Ch.120-129C:Education Code Prekindergarten - Grade 12 Compliance Section

Statute	Title	Specific Board Action Required/ Language from statutes
120A.22	Compulsory Instruction	Adopt and maintain attendance policies to ensure that compulsory attendance laws are implemented, enforced, and accommodated lawfully.
120A.37	Attendance Provisions Coded Elsewhere	Must provide transportation for enrolled students residing within the district and must provide transportation for a student with a disability in accordance with the Individuals with Disabilities Education Act.
120A.41	Length of School Year; Hours of Instruction	Must approve an annual school calendar that includes at least 425 hours of instruction for a kindergarten student, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12 and at least 165 days of instruction for students in grade 1-11. The annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather.
120A.414	E-Learning Days	May adopt an e-learning day plan after meeting and negotiating with the exclusive representative of the teachers.
120B.02	Graduation Requirements	Adopt local graduation requirements aligned with state standards.
120B.021	Required Academic Standards	The school board of the school district in which the area learning center is located, formally determines other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation.
120B.10	Findings; Improving Instruction and Curriculum	Decide in collaboration with the community a process for matters related to planning, providing, and improving education instruction and curriculum in the context of the state's high school graduation standards.
120B.11	School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for Comprehensive Achievement and Civic Readiness	Adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that aligns with creating CACR, including a process to assess and evaluate student's progress toward meeting state and local academic standards, a system to periodically review and evaluate the effectiveness of all instruction and curriculum, and strategies for improving instruction, curriculum, and student achievement; Establish an advisory committee; Hold an annual public meeting to review, and revise the CACR plan; and shall publish a report for school performance in the local newspaper.
120B.20	Parental Curriculum Review	Have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials.
120B.307	College and Career Readiness	The school board granting students their diplomas may formally decide to include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
121A.03	Model Policy	A school board must adopt a written sexual, religious, and racial harassment and sexual, religious, and racial violence policy.

121A.0312	Malicious and Sadistic Conduct	Must adopt a written policy to address malicious and sadistic conduct and sexual exploitation by a district or school staff member, independent contractor, or student enrolled in a public school against a staff member, independent contractor, or student.
121A.035	Crisis Management Policy	Must adopt a crisis management policy to address potential violent crisis situations in the district or charter school.
121A.038	Student Safety Drills at School	If the district conducts an active shooter drill, the school board at a regularly scheduled school board meeting, must consider the effect of active shooter drills on the safety of students and staff; and the effect of active shooter drills on the mental health and wellness of students and staff.
121A.04	Athletic Programs; Sex Discrimination	Ensure nondiscrimination in admission and programming.
121A.05	Policy to Refer Firearms Possessor	Must have a policy requiring the appropriate school official to, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a pupil who brings a firearm to school unlawfully.
121A.11	United States Flag	Must provide the flag for each of the school buildings in their districts, together with a suitable staff to display the flag outside of the school building and proper arrangement to display the flag in the building and ensure through policy that students are instructed in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises.
121A.21	School Health Services	Approve employment of at least one full-time equivalent licensed school nurse
121A.224	Opiate Antagonists	May adopt a model plan for use, storage, and administration of opiate antagonists.
121A.241	Cardiac Emergency Response Plan	Annually review and evaluate the effectiveness of the Cardiac Emergency Response Plan.
121A.335	Lead in School Drinking Water	Must approve a revised plan to include its policies and procedures for ensuring consistent water quality throughout the district's facilities
121A.44	Expulsion for Possession of Firearm	A school board must expel for a period of at least one year a pupil who is determined to have brought a firearm to school.
121A.47	Exclusion and Expulsion Procedures	The school board will base its decision for expulsion upon the recommendation of the superintendent.
121A.55	Policy to be Established	Must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of sections 121A.40 to 121A.56.
121A.61	Discipline and Removal of Student From Class	The school board must adopt a written districtwide school discipline policy which includes written rules of conduct for students, minimum consequences for violations of the rules, and grounds and procedures for removal of a student from class. Within the policy the grounds for removal from class must include the following provisions: willful conduct that disrupts the rights of other students to learn, interferes with a teacher's ability to teach, endangers surrounding students, staff, or school property, and willful violation of any rule of conduct specified in the discipline policy adopted by the board.
121A.65	Review of Policy	The school board must conduct an annual review of the district wide discipline policy.

121A.69	Hazing Policy	The school board shall adopt a written policy governing student or staff hazing.
122A.33	License and Degree Exemption for Head Coach	The school district may employ as a head varsity coach of an interscholastic sport at its secondary school a person who does not have a license as head varsity coach of interscholastic sports and who does not have a bachelor's degree if, in the judgment of the school board, the person has the knowledge and experience necessary to coach the sport. A school board must provide written notice to a coach whose contract the school board declines to renew for the following school year no more than 60 days after the end of the regular season for the activity.
122A.40	Employment; Contract; Termination	School boards must hire or dismiss teachers at duly called meetings. A teacher related by blood or marriage, within the fourth degree, computed by the civil law, to a board member shall not be employed except by a unanimous vote of the full board. The school board must adopt a plan for written evaluation of teachers during the probationary period and may develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement. If a joint agreement can not be reached the board must implement the state teacher evaluation plan.
122A.43	Short-Term, Limited Contracts	A school board may enter into short-term, limited contracts with classroom teachers employed by the district. The board must determine the needs of its classroom teachers and the need for changes in its curriculum.
122A.44	Contracting with Teachers; Substitute Teachers	The board must employ and contract with necessary qualified teachers and discharge the same for cause.
122A.46	Extended Leave of Absence	The board of any district may grant an extended leave of absence without salary to any full- or part-time elementary or secondary teacher who has been employed by the district for at least five years. If the school board denies a teacher's request, it must provide reasonable justification for the denial.
122A.58	Coaches, Termination of Duties	If a hearing is requested, the board must hold a hearing within 25 days according to the hearing procedures specified in section 122A.40, subdivision 14, and the termination is final upon the order of the board after the hearing.
122A.60	Staff Development Program	Establish an advisory committee, adopt a staff development plan, and monitor staff development outcomes. The plan must be consistent with education outcomes that the school board determines. The plan must include ongoing staff development activities that contribute toward continuous improvement.
123B.02	General Powers of Independent School Districts	Have the general charge of the business of the district, the school houses, and of the interests of the schools. The board's authority to govern, manage, and control the district; to carry out its duties and responsibilities; and to conduct the business of the district includes implied powers in addition to any specific powers granted by the legislature.

123B.025	School Sponsorship and Advertising Revenue	A school board may enter into a contract with advertisers, sponsors, or others regarding advertising and naming rights to school facilities under the general charge of the district. A contract authorized under this section must be approved by the school board. The powers granted to a school board under this section are in addition to any other authority the school district may have. Revenue generated under this section must be used according to a plan specified by the school board.
123B.03	Background Check	Require background checks from the BCA be completed on all individuals who are offered employment in a school and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to a school, regardless of whether any compensation is paid.
123B.09	Boards of Independent School Districts	The care, management, and control of independent districts is vested in a board of directors, to be known as the school board.
123B.10	Publication of Financial Information	A school board annually must notify the public of its revenue, expenditures, fund balances, and other relevant budget information.
123B.14	Officers of Independent School Districts	Must meet and organize by selecting a chair, clerk, and a treasurer, who shall hold their offices for one year.
123B.143	Superintendent	Authority for selection and employment of a superintendent must be vested in the board in all cases.
123B.147	Principals	Upon recommendation of the superintendent, assign principals to supervise school buildings.
123B.195	Board Members right to Employment	At a meeting with all members present, vote on an officer's right to initial employment or continued employment while serving on the school board .
123B.21	Duty of Officers to Report Violations of Law	Every officer to whom reports are required by law to be made and for the failure to make which a penalty or fine or forfeiture is provided, shall give immediate written notice of such failure to the delinquent and to the proper county attorney.
123B.23	Liability Insurance; Officers & Employees	Procure insurance against liability of the district or of its officers and employees for damages resulting from wrongful acts and omissions of the district and its officers and employees.
123B.24	Legal Action by the District	Any board may prosecute actions in the name of the district. (1) On a contract made with the district, or with the board in its official capacity; (2) To enforce a liability, or a duty enjoined by law, in its favor or in favor of the district; (3) To recover a penalty or forfeiture given by law to it or to the district; or (4) To recover damages for an injury to the rights or property of the district.
123B.28	Records of Evidence	Ensure all records, books, and papers of the district or board are available for inspection by any voter of the district.
123B.29	Sale at Auction	Publish notice of a sale at least two weeks before the sale in the official newspaper of the district.

123B.32	Language Access Plan	Must adopt a language access plan that specifies the district's process and procedures to render effective language assistance to students and adults who communicate in a language other than English. The board must review the plan every two years and update the plan as appropriate.
123B.35	General Policy	Establish fees in areas considered extra curricular, non curricular or supplementary.
123B.36	Authorized Fees	Require payment of fees in accordance with this statute.
123B.37	Prohibited Fees	Must annually notify parents or guardians and students about its policy to charge a fee for textbooks, workbooks, and library books that are lost or destroyed by students.
123B.38	Hearing	Before the initiation of any fee not authorized or prohibited under 123B.36 or 123B.37, the board must hold a public hearing within the district upon three weeks published notice in the district's official newspaper.
123B.49	Extracurricular Activities; Insurance	Authorize co-curricular & extracurricular activities of the district. Adopt policies ensuring the revenues and expenditures for these activities are recorded in the same manner as other revenues and expenditures of the district. The board must adopt rules and regulations for the conduct of cocurricular activities in which pupils may participate.
123B.51	Schoolhouses and Sites; Uses for School & Non School Purposes; Closings	Locate and acquire necessary sites for expansion, sell or exchange sites and execute deeds. The board may authorize the use of any district site and may require payment for use/ rent. Close a school site only after holding a public hearing on the question of the necessity and practicability of the proposed closing and allowing public comments.
123B.52	Contracts	May authorize its superintendent or business manager to lease, purchase, and contract for goods and services within the budget as approved by the board.
123B.595	Long Term Facilities Maintenance Revenue	Must adopt a ten-year LTFM plan.
123B.61	Purchase of Certain Equipment	Issue general obligation certificates of indebtedness or capital notes subject to the district debt limits.
123B.62	Bonds for Certain Capital Facilities	Adoption of a resolution stating the board's intention to issue general obligation bonds for certain capital projects.
123B.63	Capital Projects Referendum	Propose a capital project levy by ballot question.
123B.70	School District Construction	Authority to determine the minimum acreage needed to accommodate a new school and related facilities and to determine whether to renovate an existing school
123B.74	Eminent Domain	School boards shall have the right, power, and authority to condemn lands under the power of eminent domain for sites and grounds for public school buildings. The board shall exercise such power and authority pursuant to the terms and provisions of chapter 117.
123B.77	Accounting, Budgeting, and Reporting	Approve and adopt the district's revenue and expenditure budgets for the next school year.

	Requirements	
123B.83	Audit	Provide for annual independent audit and review findings.
123B.86	Equal Treatment	Provide equal transportation within the district for all school children and enter into a contractual arrangement with a school bus contractor.
123B.88	Independent School Districts; Transportation	May provide for the transportation of pupils to and from school and for any other purpose. The board may contract for the transportation of school children to and from school.
123B.91	School District Safety Responsibilities	Designate a school transportation safety director to oversee and implement pupil transportation safety policies.
124D.02	School Board Powers; Enrollment	May establish and maintain one or more kindergartens for the instruction of children and may permit a person who is over the age of 21 or who has graduated from high school to enroll in a class or program at a secondary school if there is space available and may charge a reasonable fee for a class or program.
124D.03	Enrollment Options Program	A board may, by resolution, limit the enrollment of nonresident pupils in its schools or programs. A board must adopt, by resolution, specific standards for acceptance and rejection of applications for nonresident pupils.
124D.09	Postsecondary Enrollment Options Act	Must adopt a policy regarding weighted grade point averages for any high school, dual enrollment course and for credits earned via postsecondary coursework. The policy must state whether the school district offers weighted grades.
124D.19	Community Education Program; Advisory Council	May initiate a community education program in its district and provide for the general supervision of the program and employ community education staff to further the purposes of the community education program.
124D.20	Community Education Revenue	May approve the implementation of a youth development plan.
124D.78	Parent and Community Participation	In the case of nonconcurrence, the school board has 60 days to respond to the committee's recommendations in writing. The board response must be signed by the entire school board.
124D.861	Achievement and Integration for Minnesota	Must approve a long-term plan under this section every three years, must hold at least one formal annual hearing to publicly report its progress in realizing the goals identified in its plan, and must post the plan on the district website.
124D.895 5	Parent and Family Involvement Policy	A local school board is encouraged to formally adopt and implement a parent and family involvement policy.
125A.027	Local Agency Coordination Responsibilities	The school boards and county boards are responsible for developing and implementing interagency policies and procedures to coordinate services at the local level for children with disabilities ages three to 21, and must provide those services contained in a child's individualized education program and those services for which a legal obligation exists.

125A.17	Legal Residence of a Child with a Disability placed in a Foster Facility	The school board of the district of residence must provide the same educational program for the child as it provides for all resident children with a disability in the district.
125A.29	Responsibilities of County & School Boards	School boards must provide, pay for, and facilitate payment for special education and related services required under sections 125A.03 and 125A.06
125A.39	Local Interagency Agreements	School boards and the county board may enter into agreements to cooperatively serve and provide funding for children with disabilities, under age five, and their families within a specified geographic area.
125A.03	Special Education (FAPE)	Provide special education services to eligible students
125A.29	Special Education Coordination	Coordinate with county boards to provide special education services
126C.10	General Education Revenue	Discuss & decide whether a planned school closure would reduce sparsity revenue and for a district to take advantage of this special sparsity revenue protection, the school board must adopt a written resolution that clearly states the intent to close the school and that is tied to the sparsity revenue adjustment.
126C.12	Learning and Development Revenue Amount and Use	Revenue must be used to reduce and maintain the district's average class size in kindergarten through grade 3 to a level of 17 to 1 on average in each of the respective grades. If the board of a district determines that the district has achieved and is maintaining these class sizes, the revenue may be used to reduce class sizes in grades 4-6.
126C.126	Use of General Education Revenue for All-Day Kindergarten & Prekindergarten	At the school board's discretion, the district may use revenue generated by all day kindergarten to meet the needs of three and four-year olds in the district.
126C.17	Referendum Revenue	May renew an expiring referendum by placing a referendum questions on the ballot for additional operating levy authority or may renew a referendum including an expiring referendum that was approved or adopted under section 123A.73, subdivision 4 or 5, by board action if the per pupil amount of the referendum is the same as the amount expiring, and the term of the referendum is no longer than the initial term approved by the voters.
126C.53	Enabling Resolution; Form of Certification of Indebtedness	Must fix the date and place for receipt of bids for the purchase of the certificates when bids are required and direct the clerk to give notice of the date and place for bidding.
126C.56	Sale of Certificates	The clerk of the board shall give notice of the proposed sale as required by chapter 475.
142D.091	School Board Responsibility	Must provide for a mandatory program of early childhood developmental screening for children at least once before school entrance.
142D.10	Early Childhood Family Education Programs	Direct the community education council, to perform the functions of the Advisory Council for Early Childhood Family Education.

Open Meeting and Data Practices Compliance Section

13.025	Government Entity Obligation	Prepare and maintain a written data access policy consistent with the requirements of Minnesota Statutes, Data Practices Chapter 13.
13D.01	Meetings Must be Open to the Public	All meetings must be open to the public. Before closing a meeting, a public body shall state on the record the specific grounds permitting the meeting to be closed and describe the subject to be discussed. The votes of the members of the board, on an action taken in a meeting, must be recorded in meeting minutes. At least one copy of any printed materials relating to the agenda items must be open to the public.
13D.04	Notice of Meetings	A schedule of the regular meetings of the school board shall be kept on file at the district office. Notice for a special meeting shall be posted at least three days before the date of the meeting.
13D.05	Meetings Having Data Classified as not Public	The school board may close a meeting to evaluate the performance of the superintendent. At the next open meeting, the board shall summarize its conclusions regarding the evaluation.

Federal Statutory Obligations Section

Section 601 20 U.S.C. 1400 (IDEA)	Special Education / FAPE	Adopt policies ensuring all children have access to an appropriate public education, IEP implementation, procedural safeguards; and ensure staff and resources meet federal requirements.
Section 504 29 U.S.C. 794	Nondiscrimination under Federal grants and programs	Adopt policy prohibiting discrimination on the basis of disability, and establish evaluation procedures, accommodations, and monitoring systems.
Title VI 42 U.S.C. 2000d	Race, Color, National Origin Nondiscrimination	Adopt and enforce nondiscrimination policies; create complaint procedures; ensure equitable access.
Title IX 20 U.S.C. 1681	Sex Nondiscrimination	Adopt Title IX compliance and grievance procedures; designate coordinator; investigate/resolving complaints.
ESSA 20 U.S.C. 6301	Academic Standards & Accountability	Adopt policies supporting state ESSA plan; implement academic standards, assessment, and improvement plans.
EEOA 20 U.S.C. 1701	Equal Educational Opportunity	Adopt policies and programs removing barriers to equal participation .

Date of Full Review: **02.05.2026**
Adopted: **01.22.2025**
Revision Date: **09.24.2025**