Hastings Area Public Schools - ISD 200
School Board Meeting Agenda

Wednesday, April 22, 2026
Regular Meeting
Middle School Media Center

I. **Call Meeting to Order**
   a. Attendance
II. **Pledge of Allegiance**
III. **Motion to Approve the Agenda/Table File**
IV. **Recognition of Visitors**
V. **Raider Spotlight**
   - Spring 2026 Employees of the Semester
     - Krista Giesen - Administrative Assistant, HHS
     - Laura Zabel - Math Teacher, HHS
     - Andy Larson - Curriculum Coordinator, District-Wide
     - LynDee Humble - Administrative Assistant, District Office
     - Bonnie Whitehill - 2nd Grade Teacher, McAuliffe Elementary
     - Linda Berg - EL Paraprofessional, McAuliffe Elementary
VI. **Public Comment Session**
VII. **Reports and Discussions**
   a. Student School Board Representative Updates
   b. Superintendent Report
   c. 2025 Association of School Business Officials International (ASBO) Certificate of Excellence in Financial Reporting Award
   d. Response to NAPAC Vote of Non-Concurrence
   e. Building Construction Fund Project Update
   f. Legal: Data Request Update
   g. School Board Representatives/Committees
      i. ISD 917 School Board Representative Update
      ii. AMSD Update
      iii. Community Collaboration Committee Update
      iv. Facilities & Finance Committee Update
      v. Joint Powers Committee Update
      vi. Wellness Committee Liaison Update
      vii. BrightWorks Liaison Update
      viii. NAPAC Committee Update
      ix. Student School Board Committee Update
      x. Policy Committee Update
   h. Policies
      i. First Readings
         - 203 Operation of the School Board - Governing Rules
         - 302 Superintendent Contract, Duties, and Evaluation
         - 410 Family and Medical Leave Policy
      ii. First Reading to Sunset
         - 304 Superintendent Contract, Duties, and Evaluation
      iii. Second Readings
         - None
VIII. **Action Items**

a. Consent Agenda
   i. Approval of the Minutes from the:
      - 3/25/26 Regular Board Meeting
      - 3/30/26 Closed Board Meeting
   ii. Bills Payable
   iii. Personnel Report
   iv. Policy for Approval after 1st Reading due to statutory requirements
      - 530 Immunization Requirements
   v. Policies for Approval after Third Reading
      - 201 Legal Status of the School Board
      - 202 School Board Officers
      - 902 Use of School District Facilities and Equipment
   vi. Quarterly Fundraising Approvals
   vii. Approval of Additional Bond Project:
      - Pinecrest Kitchen Roller Door Replacement
   viii. Recommendation to Approve Extension of Agreement with Kelly Services (formerly Teachers on Call)
   ix. Approval of the Food Service Vendors:
      - Upper Lakes
      - Prairie Farms
      - Bix Produce
   x. Approval of 2026-2027 Adult Meal Prices
   xi. Approval of 8th Grade Social Studies Curriculum
   xii. Approval of History of Sport course at HHS
   xiii. Approval of MOU with HealthSource Solutions for a Worksite Wellness Grant for McAuliffe Elementary
   xiv. NAPAC Non-Concurrence Response Approval
b. Items for Individual Action
   i. Last Day of School for Seniors
      - Approval for the last day of school for 12th graders - May 29, 2026
   ii. Donations Acceptance Resolution

IX. **Future Meetings**

X. **Adjournment**

ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL

The Certificate of Excellence in Financial Reporting is presented to

Independent School District 200 - Hastings Public Schools

for its Annual Comprehensive Financial Report for the Fiscal Year Ended June 30, 2025.

The district report meets the criteria established for ASBO International's Certificate of Excellence in Financial Reporting.

CERTIFICATE OF EXCELLENCE IN FINANCIAL REPORTING

Lynn Knight
President

James M. Rowan, CAE, SFO
CEO/Executive Director

BRIDGE TO SUCCESS

Hastings Public Schools
INDEPENDENT SCHOOL DISTRICT 200
1000 11TH STREET WEST
HASTINGS, MN 55033-2597
Phone (651) 480-7000
Fax (651) 480-7004

April 22, 2026

Chair Humphrey and the entire Hastings Native American Parent Advisory Committee,

On February 25, 2026, the Hastings Native American Parent Advisory Committee (NAPAC) provided a vote of non-concurrence indicating that Hastings Public Schools has not been in compliance with the guidelines set forth by the Minnesota Department of Education and the Office of American Indian Education.

The Hastings School Board, district superintendent, cabinet members, and our Native American liaison have reviewed your written recommendations and the responses are noted below:

1. **American Indian Language and Culture Course**
   "Immediately begin the process of identifying and securing qualified American Indian language and culture instructors or community-based partners who can deliver this programming and be open to all students, not just the Native students."

   District Response:
   - The District will secure a qualified American Indian language and culture instructor to deliver programming to students in at least one identified site in the 2026-27 school year.

2. **Develop a Native American Education Implementation Plan**
   "Work collaboratively with our NAPAC and the Office of American Indian Education at MDE and the Tribal Education Department at Prairie Island and/or the Tribal Nations Education Committee to develop an implementation plan with a clear and accountable timeline."

   District Response:
   - The Director of Teaching and Learning will lead the work in creating a Native American Education implementation and action plan. This includes supporting our Native American learners, implementing Indigenous Education for All, and our Native Language and Culture course(s). The work will be done with input from NAPAC, and collaboration with OAIE and additional partners.
   - The work will begin April 2 at the NAPAC meeting, with a plan completed by June 30, 2026.

3. **Funding Allocation**
   "Allocate funding from the general district budgets, not be totally reliant on our AIEA funding to fully support and sustain full-time American Indian Education positions of this nature."

   District Response:
   - District funding through Achievement and Integration to support Native American Educational Liaison (.5 FTE of the 1.0 FTE total) runs through the 2028-29 school year.
   - The general fund will be utilized to fund the American Indian language and culture instructor if no grant dollars are received.

The district's response in its entirety will be included and reviewed at the upcoming April school board meeting.

Sincerely,

Dr. Kristine Wehrkamp Herman
Superintendent

DEPARTMENT OF EDUCATION

Annual Compliance Overview

Minnesota Statutes 2024, section 124D.78 requires Minnesota districts, charter schools, cooperatives, and Tribally controlled schools with 10 or more American Indian students to have an American Indian Parent Advisory Committee (AIPAC). Specifically, the Statutes cite that school boards and American Indian schools must provide for the maximum involvement of parents and children enrolled in education programs, programs for elementary and secondary grades, special education programs, and support services.

Districts, charter schools, cooperatives, and Tribally controlled schools with 10 or more American Indian students are required to submit annual compliance documents to the Office of American Indian Education (OAIE) by March 1 of each year. Also known as the vote of concurrence or nonconcurrence, annual compliance is a valuable opportunity for AIPAC members to meet and discuss whether or not they concur with the educational offerings that have been extended by the district to American Indian students.

The Vote and Resolution

Parent Committees receive data from the district on whether or not the district has met the needs of American Indian students using the goals from the program plan submitted and approved by MDE. The AIPAC votes on how the district is achieving and accountable to the goals. The AIPAC should work with administration to fill out the Program Plan Review. This vote is formally reflected on the annual compliance documents. Members of the AIPAC present the vote and resolution to the school board.

If the vote is one of nonconcurrence, the AIPAC must provide written recommendations for improvement to the school board at the time of the presentation. The school board then has 60 days in which to respond in writing to the AIPAC recommendations. A copy of this written response must be provided to OAIE.

Completing and Submitting the Documents

The Following Items are Required When Submitting Annual Compliance

- Annual Compliance/Vote of Concurrence or Nonconcurrence document
- AIPAC Roster and District Employee Sign-In Sheet
- American Indian Education Aid Program Plan Review
- AIPAC minutes indicating they have received data on how students are faring

When Completing the Fillable PDF Forms, Remember To:

- Include the district, charter school, cooperative, Tribally controlled school name and identifying number.
- Place a checkmark or X next to the applicable vote.
- Include all dates as indicated.
- Add all signatures as required, digital signatures are accepted.
- Use the drop-down menu in the roster to select the appropriate committee member options.
- Do not modify this form in any way except to add text directly into the areas designated for narrative text or to fill a check box.
- Documents must be received at MDE in Portable Document Format (PDF) format.

The District, Charter School, Cooperative, Tribally Controlled School Does Not Have an AIPAC

All educational entities with more than 10 American Indian students that do not have an AIPAC, are still required to complete this paperwork. Tribally Controlled schools may use their School Board as their AIPAC.

Place a checkmark or X next to "Does Not Have an AIPAC."

Obtain the signature of the superintendent or charter school/Tribally controlled school director and the school board chair.

Submission Deadline

Email all required items by **March 1** to the Office of American Indian Education (mde.aiea@state.mn.us).

Annual Compliance (Vote of Concurrence or Nonconcurrence)

District, Charter School, Cooperative, or Tribally Controlled School Name Hastings Public Schools - 200

School Year 2025-2026

American Indian Parent Advisory Committee (AIPAC) Vote

○ **The AIPAC Issued a Vote of Concurrence**

Date of Concurrent Vote

Date the AIPAC Presented to the School Board 2/25/2026

◉ **The AIPAC Issued a Vote of Nonconcurrence**

A vote of nonconcurrence requires the AIPAC to provide specific written recommendations for improvement to the school board. The school board is required to respond in writing to each recommendation within 60 days of the recommendations being put forth. The school board must provide this written response to both the AIPAC and to the Office of American Indian Education (OAIE).

Date of Nonconcurrent Vote 2/22/2026

Date the AIPAC Presented to the School Board 2/25/2026

Date the Written Response from the School Board is Due 4/22/2026

○ **The District, Charter School, Cooperative, or Tribally Controlled School Does Not Have an AIPAC**

The district or school does not yet have an AIPAC, but recognizes the need to do so in order to remain compliant with Minnesota Statutes 2024, section 124D.78. By signing below, district, charter school, cooperative, or Tribally controlled school leadership commits to working with the Office of American Indian Education on committee formation.

Required Signatures

Carri Tate — 2/27/2026

School Board Chairperson — Date

Dr. [signature] — 2/26/26

Superintendent or Charter School/Tribally Controlled School Director — Date

[signature] — 2/25/26

AIPAC Chairperson — Date

American Indian Education Aid Program Plan Review

This document serves as the foundation for how your district or school is fulfilling the measurable goals of the program plan, reviewed and approved by the Office of American Indian Education (OAIE) at the Minnesota Department of Education. This document is necessary to submit to be eligible for American Indian Education Aid next year.

Under Minnesota Statutes 2024, section 124D.81, subdivision 3, districts and schools should be identifying American Indian students and tracking their data and progress towards positive educational experiences.

Directions

This document should be completed with the American Indian Parent Advisory Committee (AIPAC) and district staff that work primarily with American Indian students. Both the AIPAC and district staff will meaningfully and authentically collaborate to complete this document which will be uploaded with your compliance documentation. The resolution must be accompanied by Parent Advisory Committee meeting minutes that show they have been appraised by the district or school on the goals of the Indian Education Program Plan and the measurement of progress toward those goals as required by Minnesota Statutes 2024, 124D.78, subdivision 2.

Using the approved American Indian Education Aid application that was submitted, communicate how the district or school has progressed towards all the goals outlined within each narrative for areas 1-6. Data should be shared with the AIPAC in order to concur with the district plan. Additionally, the Self-Assessment Rubric is another useful tool for AIPACs to understand programming and to vote on concurrence.

Measurable Goals

These program details must align to Minnesota Statutes 2024, section 124D.81, subdivision 2.

Focus Area 1: Support postsecondary preparation for pupils

Focus Area 2: Support the academic achievement of American Indian students

Focus Area 3: Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils

Focus Area 4: Provide positive reinforcement of the self-image of American Indian pupils

Focus Area 5: Develop intercultural awareness among pupils, parents, and staff

Focus Area 6: Supplement, not supplant, state and federal educational and co-curricular programs

Focus Area	Measurable Goal(s) From Approved Plan	Progress Towards Goal(s) Using District Data	Is Progress Sufficient for Concurrence?
Support postsecondary preparation for pupils			
Support the academic achievement of American Indian students			
Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils			
Provide positive reinforcement of the self-image of American Indian pupils			
Develop intercultural awareness among pupils, parents, and staff			
Supplement, not supplant, state and federal educational and co-curricular programs			

District Requirements Under Minnesota Statutes

Coordinator

Any district or participating school that conducts American Indian education programs with 100 or more state-identified American Indian students are to have a coordinator dedicated to State Indian Education programming.

Minnesota Statutes 2023, section 124D.76, Dedicated American Indian Education Coordinator

- ◯ No, we do not have 100 or more state identified American Indian students
- ◯ Yes, we have 100 or more state identified American Indian students
  - ◯ We have a dedicated American Indian Education Coordinator
  - ◯ We do not have a dedicated American Indian Education Coordinator

Culture and Language Classes

Any district or participating school that conducts American Indian education programs with five percent *or* 100 or more state-identified American Indian students must provide American Indian culture and language classes.

Minnesota Statutes 2024, section 124D.71, subdivision 7

◯ Yes, we provide American Indian culture and language classes for all American Indian students eligible for American Indian Education Aid

◯ No, ~~we do not have at least five percent, or 100 or more American Indian students~~ we do not offer language & culture classes but have 100+ students

Signatures

[signature] — 2/25/26

AIPAC Chairperson — Date

[signature] — 2/26/24

Director of American Indian Education — Date

For more information, please visit the Office of American Indian Education's website.

Please submit this documentation to the Office of American Indian Education (mde.aiea@state.mn.us).

DEPARTMENT OF EDUCATION

The American Indian Parent Advisory Committee (AIPAC) Roster

About Membership

Per Minnesota Statutes 2024, section 124D.78, subdivisions 3, The American Indian Parent Advisory Committee must be composed of parents or guardians of American Indian children eligible to be enrolled in American Indian education programs; American Indian secondary students; American Indian family members of students eligible to be enrolled in American Indian education programs; American Indian language and culture education teachers and paraprofessionals; American Indian teachers; American Indian district employees; American Indian counselors; adult American Indian people enrolled in educational programs; and American Indian community members. The majority of each committee must be the parents or guardians of the American Indian children enrolled or eligible to be enrolled in the programs.

About the Roster and Sign-In Sheet

The AIPAC roster is for committee members only. This form is electronic and fillable. You must include the committee member's name, email, and phone number in the first column. Subsequent columns contain a drop-down menu option. Select the best option for each particular committee member.

If an employee identifies as American Indian, they are eligible to serve as a voting committee member and may be included on the roster, rather than the district, charter school, cooperative, and Tribally controlled school sign-in sheet.

Submission

The first submission is with your American Indian Education Aid program plan, the second submission is with your annual compliance documents.

Submit completed rosters to the Office of American Indian Education (mde.aiea@state.mn.us).

American Indian Parent Advisory Committee Member Roster

Committee Member Name, Email, and Phone	American Indian	Committee Member Role	Primary Area of Representation
Keenan Humphrey	Yes	Chair	Parent/Guardian of an American Indian S
Nate Little Soldier	Yes	Vice Chair	Parent/Guardian of an American Indian S
Kim Raco	No	Secretary	Parent/Guardian of an American Indian S
Sherry Humphrey	No	General Member	Parent/Guardian of an American Indian S
Alana Siebenaler	Yes	General Member	Parent/Guardian of an American Indian S
Linda White	Yes	General Member	Family Member of an American Indian St
Lance White	No	General Member	Family Member of an American Indian St
Taylon Little Soldier	Yes	General Member	American Indian Student

Committee Member Name, Email, and Phone	American Indian	Committee Member Role	Primary Area of Representation
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...

Committee Member Name, Email, and Phone	American Indian	Committee Member Role	Primary Area of Representation
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...
	Select one...	Select one...	Select one...

District, Charter, or Tribally Controlled School Employee Sign-in Sheet

Employee Name, Email, and Phone	Employee Title

In accordance with statute, we are submitting written recommendations alongside this vote. We are calling on this board to:

First, immediately begin the process of identifying and securing qualified American Indian language and culture instructors or community-based partners who can deliver this programming and be open to all students, not just the Native students.

Second, work collaboratively with our NAPAC and the Office of American Indian Education at MDE and the Tribal Education Department at Prairie Island and/or the Tribal Nations Education Committee to develop an implementation plan with a clear and accountable timeline.

Third, allocate funding from the general district budgets, not be totally reliant on our AIEA funding to fully support and sustain full-time American Indian Education positions of this nature.

Fourth, report back to this AIPAC, in writing, within **60 days**, as required by law, with a signed response from the full board.

Building Construction Fund Projects as of 3/31/2026

	A	B	C	D	E	A-C-D-E	
Project	Project Budget	Vendor Bid Amount +/- Change Orders	Vendor Contract Expenses to Date	Wold/Loeffler Fees to Date	Other Expenses Less Rebates to Date	Remaining Funds	Status
High School Roof Replacement	4,645,800	2,944,318	2,944,318	294,530	11,568	1,395,384	Complete
High School & Pinecrest Chillers	1,182,000	753,551	753,551	74,842	(34,273)	387,879	Complete
Multi-Site Exterior Lighting	468,500	246,483	246,483	30,569	(26,321)	217,770	Complete
High School & McAuliffe Parking Lot	1,516,540	1,084,851	1,084,851	116,970	22,836	291,883	Complete
High School Track Resurfacing	360,000	286,864	286,864	23,219	3,323	46,593	Complete
High School BAS Replacement	1,951,100	606,642	606,642	123,429	28,570	1,192,459	Complete
Pinecrest Partial Roof Replacement	373,000	289,800	289,800	23,757	248	59,194	Complete
McNamara Stadium Improvements	3,370,000	2,688,639	2,688,639	216,215	286,531	178,615	Complete
Pinecrest Deferred Maintenance	968,000	602,279	602,279	62,183	248	303,290	Complete
Early Childhood Improvements (High School)	445,000	275,513	275,513	28,362	1,414	139,711	Complete
District Wide Camera Project	382,000	192,975	192,975	24,421	22,175	142,429	Complete
Tilden Deferred Maintenance & Roof	828,746	691,944	691,944	49,803	29,121	57,878	Complete
Board Room Renovations	93,359	-	-	-	63,193	30,166	Complete
High School Athletic Field Parking Lot	506,000	426,038	426,038	27,646	20,549	31,766	Complete
Pinecrest Exterior Emergency Lighting	10,000	-	-	-	4,780	5,220	Complete
High School Tennis Court Replacement	542,000	495,345	495,345	34,683	34,647	(22,674)	Complete
Kennedy & McAuliffe Partial Roof Replacement	533,200	405,900	405,900	33,978	3,154	90,168	Complete
High School Lecture Hall	140,000	-	-	-	139,530	470	Complete
Replace Middle School Softball & Baseball Backstops	160,000	-	-	-	84,647	75,353	Complete
Miscellaneous Deferred Maintenance Projects <$100,000	367,100	-	-	-	135,856	231,244	Complete
High School Baseball Drainage	200,000	-	-	-	61,770	138,230	Complete
Tilden Asbestos	18,400	-	-	-	-	18,400	Complete
Miscellaneous Deferred Maintenance Projects <$100,000	27,800	-	-	-	9,005	18,795	Complete
Middle School Improvements	23,814,024	22,189,111	22,189,111	1,385,892	251,768	(12,747)	Complete
High School Retaining Wall	50,000	-	-	339	47,500	2,161	Complete
Middle School Privacy Improvements	324,300	263,071	263,071	15,522	1,261	44,446	Complete
High School Parking Lot Improvement - Phase 3	324,760	138,208	138,208	6,340	7,100	173,112	Complete
High School Lighting (split from HS Deferred Maintenance)	119,939	128,822	128,822	2,555	(11,439)	0	Complete
District Office Renovations	278,000	164,723	164,723	19,169	98,904	(4,796)	Complete
Middle School Storage Building	452,500	418,363	418,363	15,275	19,518	(657)	Complete
ALC Renovation	1,421,640	1,169,674	1,165,674	120,806	116,940	18,220	Complete
McAuliffe Deferred Maintenance & Water Coolers	336,731	288,842	288,842	12,216	42,869	(7,197)	Complete
Middle School Track	404,750	341,273	341,273	40,196	17,334	5,947	Complete
Monument Signs	357,000	326,472	326,472	14,029	8,609	7,890	Complete
Board Room Renovations - Phase II	6,641	-	-	-	5,845	796	Complete
Water Coolers (Tilden & Middle School)	182,000	142,500	142,500	11,559	198	27,743	Complete
HHS Privacy Improvements	1,013,063	876,007	876,007	127,025	6,880	3,150	Complete
Middle School Partial Roof Replacement	717,200	747,255	747,255	45,778	10,396	(86,230)	Complete
Gymnastics	50,000	-	-	-	21,913	28,087	Complete
Tilden Preschool Classroom	90,000	60,660	60,660	5,877	678	22,785	Complete
Door & Glass Improvements Phase I	67,262	31,450	31,450		35,812	(0)	Complete
Safety & Security Improvements-Phase I	33,245	33,245	33,245			-	Complete
Middle School Media Center	160,000	-	-	-	92,157	67,843	Complete
Replace High School Carpet (Phase I&II)	537,629	376,700	376,700	43,234	117,695	0	Complete
High School Fire Alarm/Alert System Replacement	410,000	362,552	362,552	27,735	135	19,579	Complete
District Wide Fire Alarm/Alert System Replacement	205,000	161,250	161,250	23,110	1,864	18,775	Complete
Kennedy Deferred Maintenance	662,576	599,554	599,554	19,106	6,951	36,965	Complete
Nature Preserve Gravel Parking Lot & Monument Sign	9,100	-	-	-	9,100	-	Complete
High School Student Entrance Bollards	5,000	-	-	-	5,000	-	Complete
Technology Improvements	2,529,625	-	-	-	2,529,625	-	Complete
Replace High School Carpet (Phase III)	74,471				74,471	-	Complete
High School TuckPoint (split from HS Deferred Maintenance)	237,075	236,791	236,791	-	284	0	Complete
Door & Glass Improvements (Middle School split w/LTFM)	432,738	380,393	380,393	33,445		18,901	Complete
Grounds/Site Improvements (split w/Capital)	500,000	464,605	464,605	35,265	222	(92)	Complete
Safety & Security Improvements	576,468	424,152	424,152	70,553	17,193	64,571	Complete
Radio Replacement	100,000	-	-	-	100,170	(170)	Complete
Middle School Pod Redesign	235,000	57,045	57,045	-	158,455	19,499	Complete

Contingency	2,007,858	-	-	-	-	2,007,858	Contingency
Reallocations from/to projects	(9,949,722)	-	-	-	-	(9,949,722)	Reallocation
Interest Earnings		-	-	-	-	2,654,696	Interest Earnings
Subtotal	**47,864,418**	**42,373,860**	**42,369,860**	**3,239,633**	**4,697,980**	**211,640**	

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

	A	B	C	D	E	A-C-D-E	
Interior Locks Allowance-Door Hardware Upgrades	420,000	379,619	361,359	37,823	2,026	18,792	In Process
High School Deferred Maintenance (Storefront/Shower Valves)	264,386	227,515	219,484	36,172	242	8,488	In Process
High School Exhaust Ventilation	77,000					77,000	In Process
High School Concessions	16,500					16,500	In Process
District Wide Security - Exterior Door Hardware	125,000					125,000	In Process
Subtotal	**902,886**	**607,134**	**580,843**	**73,995**	**2,268**	**245,780**	

Remaining funds from in process projects are <u>not</u> available for excess costs on other identied projects or reallocation for new projects.

	A	B	C	D	E	A-B-D-E	
	-	-	-	-	-	-	In Design
Subtotal	**-**	**-**	**-**	**-**	**-**	**-**	

Remaining funds from in design projects are <u>not</u> available for excess costs on other identied projects or reallocation for new projects.

Other District Projects	A	B	C	D	E	A-B-E	
Flexible Learning Furniture	600,000	-	-	-	585,994	14,005.86	Not Completed
Subtotal	**600,000**	**-**	**-**	**-**	**585,994**	**14,006**	

Remaining funds from not completed projects are <u>not</u> available for excess costs on other identied projects or reallocation for new projects.

Total	**49,367,304**	**42,980,994**	**42,950,704**	**3,313,628**	**5,286,242**	**471,426**	

Complete and In Process (does not include contingency)	56,474,168
Project Total	49,367,304
%	114%

Transfers from/(to) Contingency:

$445,000 Early Childhood Improvements (High School)
$ 87,000 High School Athletic Field Parking Lot
$ 44,300 High School Retaining Wall
$113,024 Middle School Bathrooms near Auditorium
$300,000 Technology
$244,500 Water Coolers ($50,000 Tilden, $62,500 McAuliffe, $132,000 Middle School)
$746,250 High School Privacy Improvements (Athletic Locker Rooms)
$160,476 Kennedy Deferred Maintenance
$167,131 McAuliffe Deferred Maintenance
$290,000 Middle School Storage Building
$542,000 High School Tennis Court Replacement
$330,000 District Office Renovations
$100,000 Board Room Renovations
$85,000 Entrance Security Improvements
$503,750 Additional to HHS Privacy Improvements (Bathrooms)
$362,500 Middle School Privacy Improvements
$140,000 High School Lecture Hall
$200,000 HHS Baseball Field Drainage
$493,750 Middle School Track Replacement
$856,563 HS Team Locker Privacy Improvements
$1,421,640 ALC Renovation
$397,500 Transferred from HHS Privacy Improvements to Middle School Storage Building
$160,100 Additional to Middle School Improvements
($38,200) from Middle School Privacy Improvements
($600,000) from High School Privacy Improvements
($50,000) from High School Carpet
$86,000 Additional to Kennedy Deferred Maintenance
$400,000 Technology
$200,000 Monument Signs
$500,000 Grounds/Site Improvements
$300,000 Additional to Safety & Security Improvements
$202,000 Additional to Monument Signs
($52,000) from District Office Renovation
($96,000) from HS Privacy
($89,000) from MS Track
($235,000) from Storage Building
($160,000) from DW Fire Alarm/Alert System
($25,000) from HS Fire Alarm/Alert System
$324,713 Safety & Security Improvements
$120,000 Interior Locks Allowance (Middle School add)
$629,625 Technology
$ 50,000 Gymnastics
$160,000 Middle School Media Center
$ 90,000 Tilden Preschool Classroom
$ 5,000 High School Student Entrance Bollards
$ 50,000 Nature Preserve Gravel Parking Lot
$ 17,000 High School Shower Valves
$235,000 Middle School Pod Redesign
($85,900) from Nature Preserve Parking Lot & Monument Sign
$ 77,000 High School Exhaust Ventilation
$ 16,500 High School Concessions
$125,000 District Wide Security-Exterior Door Hardware

WORK SESSION

COMMUNICATIONS
Update from Student Services
Updates from Member Districts
Winners of the Spring Quarter
Licensed Staff - Alyssa Ross. Special Education Teacher at AEC (Jackie Pauley)
Non-Licensed Staff - Bethany Carlson, ESP at CEC (Amy Swaney)
Winners of the Winter Quarter
Licensed Staff - Ari Sherman. Reading Specialist, District Wide (Brooke Peterson)
Non-Licensed Staff - Dawn Savage, Sign Language Interpreter at Heritage Middle School (Taylor Lovin)
PERSONALIZATION
Nurtured Heart Presentation - Kim Martin & Adrienne Turzynski
COLLABORATION
Dr. Frank Herman and Jill Stewart - Kellar. - CTE Updates

BOARD MEETING

Communications

Approved consent items
3/3/26 Minutes
Personnel:
NEW HIRES:
Sara Barack, Education Support Professional, effective March 30, 2026
Shelby Blenis, Education Support Professional, effective March 11, 2026.
Crystel Di Grazia, Education Support Professional, effective March 30, 2026.
Camden Fitzloff, Education Support Professional, effective March 11, 2026.
Raheena Sahil, Education Support Professional, effective March 12, 2026.
Tara Sprecht, Assistant Principal, effective March 2, 2026.
RE-HIRES:
CHANGE IN STATUS:
Cassie Groff, Physical Therapist, 0.80 FTE to increase 1.0 FTE, effective July 1, 2026.
Karri Hollyman, Captionist to Intervener Support Professional, effective February 23, 2026.
Melissa Ho, Licensed School Nurse, 1.0 FTE to decrease 0.6 FTE, effective July 1, 2026.
LEAVES OF ABSENCE:
RESIGNATION & TERMINATIONS:
Kelly Anderson, Teacher, effective June 5, 2026.
Audrey Birch, Education Support Professional, effective March 20, 2026.
Kenneth Foxworth, Education Support Professional, effective March 2, 2026.
Kim Martin, Teacher, effective June 4, 2026.
Danielle Phillips, Education Support Professional, effective March 20, 2026.
Lauren Running, Teacher, effective June 11, 2026.
Lacey Villavicencio, Teacher, effective June 11, 2026.
Janel Vrieze, Teacher, effective June 11, 2026.

RETIREMENT:
Amy Alexander, Sr. Administrative Assistant, effective May 15, 2026.
Brian Price, School Psychologist, effective June 11, 2026.
INTEGRITY
First and Final Reading

- 401 Equal Employment Opportunity –– First and Final Review
- 402 Disability Nondiscrimination –– First and Final Review
- 403 Discipline, Suspension, and Dismissal of School District Employees –– First and Final Review
- 405 Veteran's Preference –– First and Final Review
- 533 Wellness Goals — First and Final Review

Approve. Read Act MOU
Approve Resolution to Nonrenew and Terminate Probationary Teachers
Approve Lead Personnel for 2026-27
INNOVATION
Approve 2026-27 District Calendar
STEWARDSHIP
Approve Bills, Wire Transfers, Investments, Payment Registers, and Direct Deposits
Approve Accounts Receivable Aging Report
Approve Lease Extension for Cedar School

Association of Metropolitan School Districts

April 2, 2026

To: AMSD Board of Directors

From: Scott Croonquist, Executive Director

RE: Board of Directors Meeting
7 – 9 a.m., April 10, 2026
Quora Education Center
70 County Road B2 W, Little Canada
In person meeting with virtual option

AGENDA

I. Welcome and Introductions — Sherman

II. Routine Business — Sherman

- Approval of Minutes of March 6 Meeting

III. Guest Speakers — Sherman

- Rep. Bianca Virnig and Rep. Wayne Johnson

IV. Executive Committee Report — Sherman

- Election of Officers to Fill Vacancies

  Executive Committee Nominees:
  Chair: Alison Sherman, School Board, Stillwater
  Vice Chair: Wendy Lundsgaard, School Board, Orono

V. Legislative Committee Report — Sherman

- Approval of 2026 Legislative Priorities

VI. Guest Speakers — Sherman

- Kirk Schneidawind, Executive Director, and Erica Allenburg, Director of Communications and Member Engagement, MN School Boards Association
  Minnesota Kids Rise

VII. Executive Director's Report — Croonquist

VIII. Upcoming Meetings

Executive/Legislative Committee Meeting
7:30 – 9 a.m., Friday, April 24, 2026
2 Pine Tree Dr., Room 301
Arden Hills

Board of Directors Meeting
7 – 9 a.m., Friday, May 1, 2026
Quora Education Center
70 County Road B2 W, Little Canada

MINNESOTA KIDS RISE

POWERED BY PUBLIC SCHOOLS





WHAT IS MINNESOTA KIDS RISE?

MINNESOTA KIDS RISE

Purpose:

A cohesive public relations, communications, accurate data awareness, and strategic marketing strategy to increase enthusiasm and bolster support for public schools in Minnesota.

- We believe that only a partial, and often negative, story is being told about our schools.
- In the absence of a counter narrative, the pervasive narrative becomes the truth.
- We aim to be transparent about some of the improvements needed in our education system our communication efforts will seem disingenuous.

MINNESOTA KIDS RISE

Belief Statement:

As leaders in Minnesota, it is our job to promote and protect public education. We need to work to change the conversation and narrative around public education in the state of Minnesota. Despite the imperfections of public schools, garnering support and strengthening our public schools is still our state's best hope for having an educated populace, reducing the achievement gap, and having a future-ready workforce.



OUR STRATEGY

Our Strategy Statement:

Why it matters:

It keeps all of us focused on what makes this initiative different in how we deliver the message. The Strategy Statement translates our brand philosophy into daily action.

Our Strategy Statement:

Minnesota Kids Rise is the only statewide public education initiative that builds trust and pride by sharing local proof, real stories, and clear statistics that show how kids and communities thrive through the power of Minnesota's public schools.

High Level Campaign Goals:

- Raise awareness of the role and positive impact of public schools on Minnesota and its communities.
- Build understanding of the value of investing in public education.
- Create a groundswell of community support for Minnesota’s public schools.
- Ensure accurate data is being shared about our public schools.
- Financial stability and support for public schools.



HOW WE COMMUNICATE

Our Key Messages:

Why it matters:

Key Messages help tell the same story in many ways, building familiarity and trust. They ensure the brand sounds cohesive across multiple channels and touchpoints while giving flexibility to adapt to platforms, segments and moments.

Our Key Messages:

- Minnesota Public Schools are a place for kids and communities to grow.
- Public schools open doors of opportunity and help every Minnesota kid rise.
- Minnesota public schools are not perfect, but we only improve by working together.
- Be part of the promise to every Minnesota kid.



BRAND ROLLOUT

Our Launch Campaign

“I’m a Minnesota Kid”



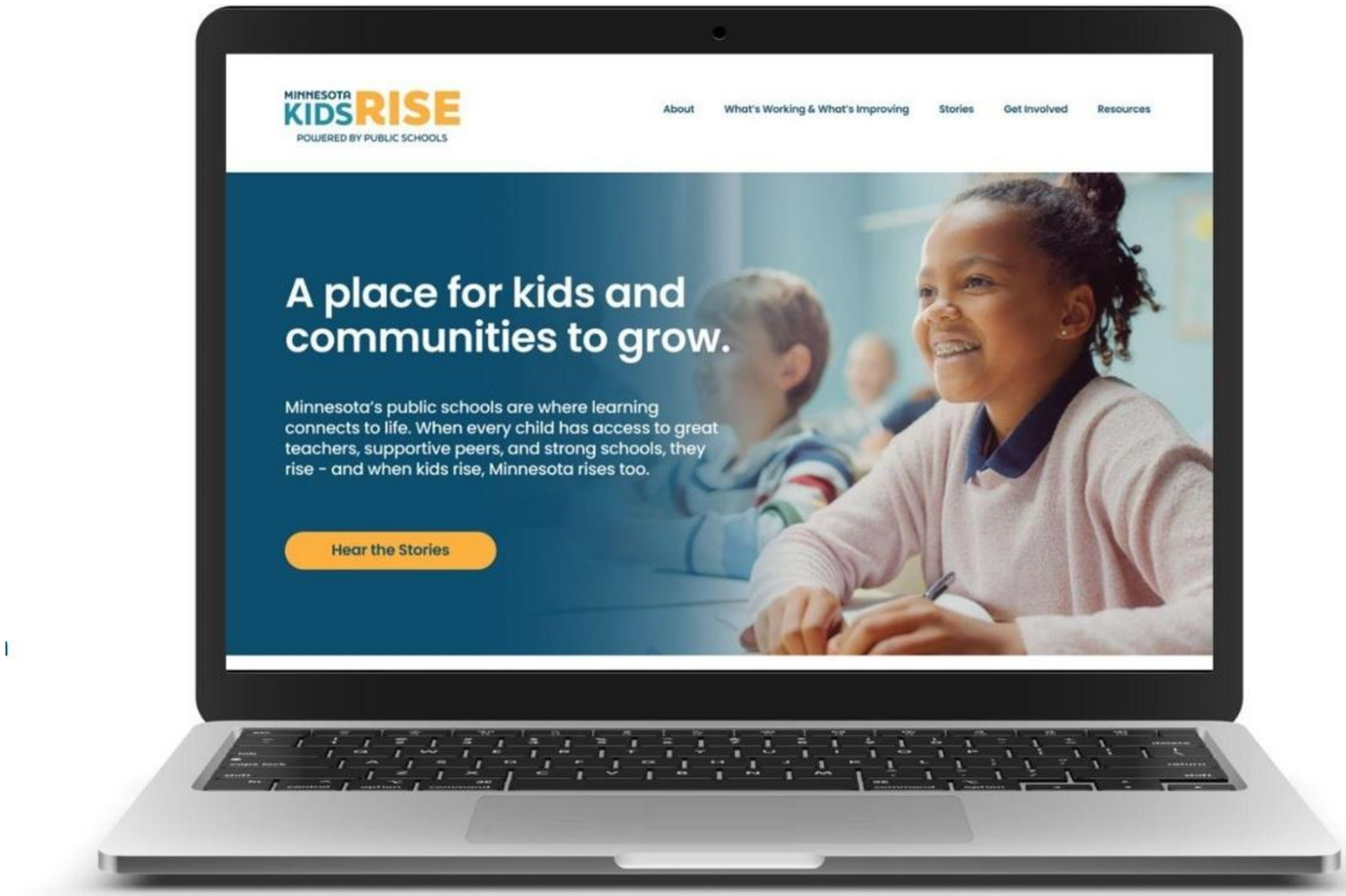
I‘m a Minnesota Kid

Website

Themes
Transparency, credibility, trust-building

Sections
What’s working & What’s improving, data center, stories, get involved, resources

User experience
Utility & depth without overwhelm



I'm a Minnesota Kid

FAQ and Info Sheet



MINNESOTA KIDS RISE
POWERED BY PUBLIC SCHOOLS

Help Minnesota Kids Rise

Minnesota Public Schools Messaging Initiative

Who We Are

Minnesota Kids Rise is a statewide initiative dedicated to strengthening trust and pride in Minnesota's public schools. We do this by sharing local proof, real stories, and clear statistics that show how kids and communities thrive.

From small towns to city neighborhoods, public schools are where opportunity begins and community takes root. Every day, teachers, coaches, counselors, and staff create environments where kids feel seen, supported, and challenged to grow.

We recognize both the meaningful progress happening in schools and the challenges districts are working to address. Minnesota Kids Rise provides balanced and trustworthy information that helps families and community members understand how public schools are serving students and strengthening communities.

With the state's leading educational experts, we bring together real stories, local context, and clear data so Minnesotans can evaluate quality with clarity and confidence.

What We're Doing

Public schools are complex and they don't always get attention for the positive things they do for our communities. We are building confidence in Minnesota's public schools by sharing:

- **Local proof of student success**
- **Real student, teacher, and community stories**
- **Clear, easy-to-understand data**
- **Context about what schools control and what the state funds**
- **Whole-child experiences that include academics, activities, belonging, and safety**
- **Relay real stories and stats about what is evolving and improving in Minnesota public schools**

This balanced model helps Minnesotans understand what is really going on in our public schools and strengthens pride in public schools across Minnesota.

Matters

y face constant noise from shifting headlines, politicized messaging, and expanding es that can turn education into a full-time research project. At the same time, public in one of Minnesota's greatest shared investments. Strong public schools:

- **hriving kids**
- **n neighborhoods**
- **Build a future workforce**
- **Protect property values**
- **Keep communities connected**

odes, confidence erodes. When confidence erodes, support follows. Minnesota Kids Rise re clarity, confidence, and community pride in a way that is grounded in facts on kids.

u Matter

are a school board member, er, parent, educator, or community our voice matters. This initiative hen trusted community leaders lm, credible, locally grounded his is your opportunity to:

- **n public confidence in schools**
- **crete examples of what's working**
- **lies feel informed and helmed**
- **that kids thriving is our iority**
- **l stories of what is evolving in a Public Schools**

ted leaders speak with clarity communities listen.

Kids Rise is supported by

MASA · MINNSPRA · SWWC · The Morris Leatherman Company

Ways to Support

This is a call to action for anyone who believes strong public schools strengthen Minnesota's future. We need your leadership and engagement.

Your involvement helps us:

- **Share local stories and proof statewide**
- **Build a visible, unified voice for Minnesota public schools**
- **Be an advocate for the benefits that public schools bring to Minnesotans in every stage of life**

Be part of the promise to every Minnesota kid.

- **Become a Champion** – Share Minnesota Kids Rise content within your networks and community channels.
- **Provide Local Proof** – Help identify stories, examples, and data that reflect your district's success.
- **Lend Your Voice** – Participate in conversations that reinforce calm, fact-based confidence in public schools.

For more information and questions about the launch of Minnesota Kids Rise, contact Erica Allenburg at eallenburg@mnmsba.org

I‘m a Minnesota Kid

Booth Materials



Brand Launch Timing

MAY - JUNE

- Website launch
- Toolkit launch

AUGUST

- Teaser campaign for public launch

SEPTEMBER

- Full public launch

OCTOBER +

- Continued public campaign



A STATEWIDE EFFORT

How Minnesota Kids Rise Helps Districts

Minnesota Kids Rise is designed to support and strengthen the work districts are already doing.

It does this by:

- Providing a trusted statewide voice supporting public schools
- Highlighting real stories from local schools
- Creating shareable content districts can use
- Reinforcing the value of public education across Minnesota

Districts remain the primary voice in their communities.



MEASURING SUCCESS

Success Measures

We measure success by whether more Minnesotans see, engage with, believe in, and ultimately support their public schools.

By defining key performance indicators and measures to support these, we will be able to track success over time.

Strategic Framework

	Phase 1 AWARENESS	Phase 2 ENGAGEMENT	Phase 3 NARRATIVE CHANGE	Phase 4 PERCEPTION SHIFT	Phase 5 LONG-TERM SYSTEM IMPACT
KPI	Initial awareness of Minnesota Kids Rise *"Are people seeing this?"*	Increase meaningful engagement with campaign content. *"Are people interacting with this?"*	Increase visibility and adoption of public school stories. *"Are people thinking differently?*	Improve public perception of school quality, value, and trust. *"Are people acting differently?"*	Strengthen long-term support for public education. *"Is support for public schools improving?"*
SUCCESS METRICS	• Website unique visitors • Social media likes • Capture rate from drive to website • Media reach	• Social media shares • Video completion rate • Click-through rate • Time on site	• Percent of positive stories places by the media • Sentiment score over time	• Quality perception • Trend perception • Trust in decision-making • Perception of tax value	• Referenda/bond/ levy support trends • Enrollment trends • Perception trends
TIMING	**Leading indicator:** 2-6 weeks **Reliable Trend:** 2-3 months	**Leading indicator:** 3-10 weeks **Reliable Trend:** 2-4 months	**Leading indicator:** 4-6 months **Reliable Trend:** 6-12 months	**Leading indicator:** 6-9 month **Reliable Trend:** 12-24 months	**Leading indicator:** 12-18 months **Reliable Trend:** 2-5 years

TO BE COMPLETED: Phase 2.5 — DISTRICT TOOLKIT ENGAGEMENT METRICS



MINNESOTA KIDS RISE

POWERED BY PUBLIC SCHOOLS

BRIDGE TO SUCCESS

Hastings Public Schools
INDEPENDENT SCHOOL DISTRICT 200
1000 11TH STREET WEST
HASTINGS, MN 55033-2597
Phone (651) 480-7000
Fax (651) 480-7004

Community Collaboration Committee Purpose Statement:

The Community Collaboration Committee is a link between the Hastings School District and the ISD200 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.

Date & Time: Wednesday, April 1 2026 at 5:00–6:00 P.M.
Location: Hastings High School
In Attendance: Elaine Mikel-Mulder, Matt Bruns, Dr. Kristine Wehrkamp Herman, and Mark Zuzek, community members

Event Overview

The April 1 Community Collaboration Night brought together Hastings community members, parents, staff, and stakeholders to engage in open dialogue about the relationship between Hastings Public Schools, the School Board, and the broader community. Using the Homerun Leadership® Innovation App, participants responded to a series of structured questions designed to surface strengths, areas of concern, and ideas for improvement.

Community Findings: What Is Working Well

Participants identified numerous strengths in the current relationship between the district, the board, and the community:

1. Improved Communication

Community members noted meaningful progress in communication between the district and families, citing multiple channels for receiving updates and providing feedback.

2. Regular & Consistent Meetings

The frequency and consistency of community collaboration meetings were highlighted as a positive, with participants valuing the opportunity for ongoing engagement and input.

3. Increased Transparency

Many respondents recognized the school board's enhanced efforts to keep the community informed, including posting meetings online, publishing survey results, and sharing regular updates.

4. Public Comment Reinstated

The return of public comment during board meetings was widely celebrated as an important step toward restoring community voice and direct input.

5. Community & Parent Engagement

There was appreciation for increased opportunities for parents and community members to participate in school affairs and decision-making processes.

6. Student Representation

The inclusion of student representatives in meetings and governance conversations was viewed as a meaningful and beneficial practice.

7. Visible Leadership

Participants noted the superintendent's visible presence in the community and at events such as concerts and the Native American graduation ceremony as a positive reflection of leadership engagement.

8. Feedback Mechanisms

The use of regular surveys and other tools to gather community and staff input was recognized as a constructive step toward accountability and responsiveness.

Community Findings: Areas of Concern

Participants also surfaced significant concerns and areas where relationships could be strengthened:

1. Trust & Respect Between Board and Staff

The most frequently raised concern was a perceived lack of trust and respect between certain school board members and district teachers and staff. Many respondents called for the board to value the professional expertise, experience, and dedication of educators.

2. Communication Gaps

While overall communication has improved, participants noted that the flow of information between the board, administration, and teaching staff remains inconsistent and sometimes unclear.

3. Limited Follow-Through on Survey Results

Several community members expressed frustration that concerns raised in prior perception surveys had not been adequately addressed with visible, actionable change.

4. Lack of Meaningful Community Input in Decisions

Some respondents felt that significant decisions were being made without adequate community awareness or opportunity for input in advance.

5. Board-Staff Relationship Breakdown

Participants described a fractured relationship between portions of the school board and district staff, pointing to public accusations, lack of acknowledgment of staff expertise, and insufficient support for teachers.

6. Political Influence Concerns

Concerns were raised about personal and political agendas influencing board decisions in ways that detract from educational priorities and community needs.

7. Student & Classroom Needs

Participants called for greater attention to student needs, specifically around reading proficiency, class sizes, mental health support, and inclusive programming.

Community Ideas for Improvement

Respondents offered a rich array of suggestions for strengthening relationships and moving forward together:

- Establish a more consistent and direct communication channel between the school board and teachers
- Increase school board member presence in schools — observing classes, attending events, doing lunchroom duty, and engaging directly with students and staff
- Create regular focus groups and small-group sessions where teachers and board members can dialogue directly
- Publicly recognize and honor teachers for their expertise and contributions
- Expand student voice and representation in board discussions and decision-making
- Develop proactive communication strategies to get information out before rumors spread
- Ensure board actions align with the district's stated strategic plan and values
- Expand and diversify community engagement events and formats
- Provide professional development for board members on educational policy, roles, and best practices
- Celebrate and embrace the growing diversity of ISD 200
- Record work sessions and provide accessible recaps through the superintendent's weekly email
- Continue and expand community collaboration events as a foundation for ongoing relationship-building

Next Community Collaboration Committee Meeting

> **April 22, 2026 | 4:30-5:45–P.M.**

The April 22 meeting will focus on the following agenda items:

- Discuss planning for the next Community Collaboration Night event
- Develop a timeline and structure for proposed upcoming events
- Identify and discuss topics for future community engagement sessions

FINANCE COMMITTEE
March 31, 2026
MINUTES

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

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

Committee Members Present: Mark Zuzek (Chair), Melissa Millner, Carrie Tate, Dr. Kristine Wehrkamp Herman, and Jen Seubert

1. Authorities overview and operating referendum expiration
    - Discussed the topics
    - To be reviewed at the April 8, School Board work session

2. Gymnastics
    - Discussed the topic at meeting
    - To be reviewed at the April 8, School Board work session

3. Building construction fund
    - Pinecrest lunchroom door replacement ($10,500)
    - Discussed the safety related need, and recommend approval of project
    - Funding source is adequate and aligns with referendum purpose

4. Next Meeting
    a. Referendum planning
    b. April 30th, 2026, 1:00 p.m.

BRIDGE TO SUCCESS

Hastings Public Schools
INDEPENDENT SCHOOL DISTRICT 200
1000 11TH STREET WEST
HASTINGS, MN 55033-2597
Phone (651) 480-7000
Fax (651) 480-7004

Joint Powers Meeting
April 14, 2026
7:30 – 9:00 AM
Tilden, Room 117

Attendees:
Dr. Wehrkamp Herman, LynDee Humble, Jen Seubert, Carrie Tate, Phil Beirmaier, Melissa Millner, Kari Gorr (remote), Dan Wietecha, Chris Jenkins, DawnMarie Vihrachoff, Mya Beck, Tim Lawrence

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Meeting Summary

1. Joint Maintenance Facility Lease & M&O Agreement

Both parties reviewed the contract in detail and agreed to revise language to ensure clarity, consistency, and long-term usability.

Key discussion points:

- **Section 9:** Discrepancy identified regarding payment timelines in the event of contract termination.
- **Section 10:** Written notifications must be provided to both the Superintendent and the Business Manager.
- **Section 16:** Consideration of removing the term "property"; legal counsel will be consulted.
- **Definitions:** Clarification needed for "property" and "facility," including whether these terms encompass structures such as parking lots, fencing, concrete surfaces, storage bins, and gate systems.
- **Sections 6 & 19:** Minor grammatical revisions required.
- **Section 20:** Unresolved issues will escalate first to the Joint Powers Committee, and if still unresolved, to the full City and School District boards.
- **Sections 23 & 29:** Redundant language identified. Section 29 will be removed, and Section 30 renumbered accordingly.

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2. Capital Projects & Major Maintenance: Planning and Coordination

Joint Maintenance Facility:

- Roof replacement anticipated within the next few years; contractors are evaluating replacement options.
- Additional costs expected for removal and reinstallation of rooftop equipment.
- The **Make-Up Air Unit** requires replacement due to malfunction (currently not activating when CO_2 levels rise).
- **Eurothane caulking** is needed at the joints of the tilt-up concrete wall panels.
- Estimated total cost: **$772,000**, with a proposed **45/55 cost split (District/City)**.

Varsity Hockey Locker Rooms – Civic Arena:

- City Administrator Dan Wietecha reported that the air handling system and roof section above the locker rooms require replacement.
- Current estimate: **$245,000** (based on an outdated quote; actual costs likely higher).
- Tentative project timeline: **2027**, with some flexibility.
- The City maintains that the School District is responsible for these costs based on a prior agreement.
- The District clarified that it cannot legally fund capital improvements for a facility it does not own.
- The City indicated that, if costs are not directly covered, they may be addressed through an increase in the lease agreement.

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3. Community & Regional Partnerships

The School Board emphasized the importance of strengthening communication not only with the City (via the Joint Powers Committee), but also with surrounding towns and townships served by the District.

Suggested focus areas:

- Tax-related communication
- Road construction coordination
- Transportation/bussing considerations
- Other shared community priorities

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4. City & School District Updates

- Mr. Wietecha reported on a joint meeting with MnDOT regarding adjustments to the East Todd Field wall. The wall will be moved inward to accommodate proper turn-lane design as part of the Highway 61 project.
- MnDOT will replace and assume ownership of the wall. Any additional aesthetic enhancements would be at the District's expense.
- The **Highway 61 project** is currently scheduled for **Spring–November 2028**.

Next Meeting

July 14, 2026
7:30 – 9:00 AM
Tilden, Room 117

BRIDGE TO SUCCESS

Hastings Public Schools
INDEPENDENT SCHOOL DISTRICT 200
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HASTINGS, MN 55033-2597
Phone (651) 480-7000
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Joint Powers Meeting
April 16, 2026
11:00 AM – 12:00 PM
Conference Room A, District Office

Attendees:
Dr. Wehrkamp Herman, Carrie Tate, Melissa Millner

Meeting Summary

The group discussed strategies to strengthen communication and collaboration with the cities and townships served by the District.

Communities Served

Townships:

- Denmark Township
- Douglas Township
- Hampton Township
- Marshan Township
- Nininger Township
- Ravenna Township
- Vermillion Township
- Welch Township

Cities:

- Hampton
- Hastings
- Miesville
- New Trier
- Vermillion

Proposed Representation

District:

- Three (3) School Board Members
- Superintendent
- Director of Finance
- Administrative Assistant

Cities/Townships *(recommended, participation optional)*:

- Mayor (if applicable)
- One Council/Board Member
- One Staff Representative (if applicable)

Proposed Discussion Topics

- Road construction and other infrastructure projects (e.g., sewer, utilities)
- Transportation and bussing coordination
- Review of past events and planning for upcoming events
- Tax updates, including anticipated increases
- Levy information and presentation opportunities
- Demographic and population trends
- Housing development plans
- Community priorities, concerns, and key initiatives
- Election cycles and timing
- Law enforcement needs and concerns
- Opportunities for local sourcing (e.g., food service)

Meeting Logistics

- **Frequency:** Quarterly
- **Location:** Rotating among participating communities

Next Steps

Dr. Wehrkamp Herman will initiate outreach to city and township leadership, copying Melissa (Committee Chair), to introduce the concept and begin coordinating quarterly meetings.

BRIDGE TO SUCCESS

Hastings Public Schools
INDEPENDENT SCHOOL DISTRICT 200
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HASTINGS, MN 55033-2597
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Fax (651) 480-7004

Wellness Committee
Smart Choices Meeting Summary
April 15, 2026 | 3:30–4:00 PM
Location: Google Meet

Attendees:
Mary Ellen Fox, Michaela Burr, Brittney Hirschauer, Sara Stenger, Kassy Podvin, Deanna Gronseth, Dr. Kristine Wehrkamp Herman, Melissa Millner

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1. SHIP Grant Update

- Acoustic panels are currently being installed in the middle school cafeteria to improve sound quality and the overall dining environment.
- The SHIP grant funded approximately 400 panels, while an estimated 1,700 panels are needed to fully address the space.
- Additional grant opportunities will be explored to help support completion of the project.

---

3. The Student Wellness Survey, Parent, and Staff Surveys

- Surveys will be administered in May 2026.
- Communication will be shared through the *Raider Update*, and PDF versions will be made available for parents to review in advance if desired.
- Survey questions are age-appropriate and were developed locally in Hastings with input from school principals.
- Questions were refined last year to improve clarity and response quality.
- Survey results are compiled into a report presented to the School Board and posted on the district website in compliance with MDE requirements.
- Due to the complexity of compiling end-of-year data, the report timeline has shifted from June to August.

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4. Vape Waste Awareness Event

- A Vape Waste Collection and Awareness Event will be held at the high school on May 6, 2026.
- The event aligns with Earth Day initiatives and aims to raise awareness about the environmental impact of vape battery waste in landfills. A five gallon bucket full was collected last year.
- Students may anonymously turn in vapes/tobacco products to Dakota County employees during this event.

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5. Upcoming Meeting

- **Wellness Committee Meeting:** October 21, 2026
  - Time: 3:30–4:00 PM
  - Location: Google Meet

Executive Board Meeting
2 Pine Tree Drive, Arden Hills, MN 55112
April 15, 2026
Board Meeting 3:30-5:30pm
Agenda

1.0 Welcome and Call to Order

***2.0 Approval of Agenda**

***3.0 Financial Update – Tom Wieczorek**
- *3.1 Finance Reports
- *3.2 Preliminary Budget 2026-2027

***4.0 Approval of Consent Agenda**
- *4.1 Executive Board Meeting Minutes, January 21, 2026
- *4.2 Approval of 2026-2027 Calendars
  - *4.2.1 Executive Board Meeting Calendar
  - *4.2.2 Office Holiday Calendar

5.0 BrightWorks History & Timeline Presentation – Colleen Feller

6.0 Annual Meeting
- **6.1 Introductions – Visitors**
- **6.2 Leadership Team Reports – "What's Happening at BrightWorks and SparkPath"**
  - 6.2.1 2023-2026 BrightWorks and SparkPath Strategic Plan – John Schultz & Colleen Feller
  - 6.2.2 Spark Path Activities - Colleen Feller
  - 6.2.3 Special Education Update - Ingrid Aasan, Miriam Castro Sanjuan & Andria Livingston (Help Me Grow Parent Connectors)
  - 6.2.4 Progress of Teacher Apprenticeship in Minnesota - Gina Boots
  - 6.2.5 Paraprofessional Testing - Angela Skrade
  - 6.2.6 BrightWorks and MDE/COMPASS Partnership - Chris Streiff-Oji, Derek Francis & Lydia Lindsoe (COMPASS)

7.0 HOTT (Helpful Opportunities, Trends & Threats) Forum

8.0 Other Business

***9.0 Adjournment**

*Action Items

BRIDGE TO SUCCESS

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Native American Parent Advisory Council: Summary of April 2, 2026

I. **Call to Order**

II. **Old Business**

- **A.** Apparel
- **B.** Non-Concurrence Response
  1. Delivered at April's Regular Board Meeting
  2. Submit to NAPAC after presentation

III. **New Business**

- **A. District Updates**
  1. School Board
     a) Community Collaboration Event
     b) Regular Board Meeting Update
        (1) Achievement & Integration Presentation
        (2) Financial Forecast
     c) Upcoming Work Session
        (1) LRE Presentation
        (2) Gymnastics Options Discussion
        (3) Open Enrollment Marketing Discussion
        (4) School Perceptions Feedback
  2. Principals
     a) Literacy changes over last five years have yielded high results
     b) Kindergarten near 90% in literacy skills
     c) Reviewing student representation in current texts
     d) New ELA curriculum coming to Secondary soon
  3. Andrew Hodges: Grants and Teaching + Learning
     a) Waiting on Native Language Revitalization Grant
     b) Will have one guaranteed Native Language & Culture FTE next year
     c) Working with Liaison to get student input on Indigenous Peoples' Day
     d) Generating action steps to bring Strategic Plan to life
     e) Working group around effective teacher development
     f) Reviewing Secondary ELA (27-28 school year)
     g) Reviewing math curricula for elementary education (28-29 school year)
     h) Reviewing character development curriculum (27-28 school year)

i) Social Studies working to adopt many new curricula
j) AIEA budget is healthy; considering purchases to support future work

4. Cyan Peacock-Hale: Native American Education Liaison
    a) Providing PD to staff on April 24
    b) Middle School students participated in sugar bush field trip
    c) Traditional LaCrosse is coming soon

B. NAPAC Updates

1. Graduation Event
2. NAPAC Apparel

IV. Future Events

A. Spring TNEC Consultations

1. April 28, 2026
2. 2:30 PM
3. Treasure Island

B. May Meeting

1. Thursday, May 7, 2026, doors open at 5:30 PM
2. Curriculum Center

C. Graduation Ceremony

1. May 5, 2026
2. Doors: 5:30 PM
3. Ceremony begins at 6:00 PM
4. Hastings High School Commons

Student School Board Committee

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

Agenda: April 8, 2026

1. **Review Applications**
    - **Applicant #1**
    - **Applicant #2**
    - **Applicant #3**
    - **Applicant #4**
    - **Applicant #5**
    - **Applicant #6**
    - **Applicant #7**
    - **Applicant #8**
    - **Committee discussion:**
        - In discussions in early 2026, it was the recommendation of the committee to allow current Juniors that apply for their Senior year retain their seat on the board for the 2026-27 school year.
    - **Committee recommendations:**
        - The following students will be brought in for interview:
            1. Applicant #3
            2. Applicant #4
            3. Applicant #5
            4. Applicant #6
            5. Applicant #8
2. **Initial Interview Setup**
    - Thursday, April 30, 2026
    - 8-11 AM
    - Administrative Office, Hastings High School
    - Use Interview Guide
    - Interviewers
        - Matt Bruns, Director
        - Melissa Millner, Director
        - Scott Doran, HHS Principal
3. **Future Work**
    - Review Onboarding Processes
    - Review Student School Board Representative Tools
    - Committee Discussion:
        - Student representatives support onboarding

        - Meet on May 6, 2026 at 5 PM to review interview scores
    - Committee Recommendations:
        - Meet on May 6, 2026 at 5 PM to review interview scores

Hastings Public Schools
INDEPENDENT SCHOOL DISTRICT 200
1000 11TH STREET WEST
HASTINGS, MN 55033-2597
Phone (651) 480-7000
Fax (651) 480-7004

BRIDGE TO SUCCESS

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

Next Policy Committee Meetings
April 30, 2026 at 12:00pm

April 2 & 16, 2026 Policy Committee Summary

Review Cycle Tracker

1st Readings

203 Operation of the School Board - Governing Rules
- Committee Discussion: The procedures under 203 all relate to the board's meeting operations, and the committee is currently working to combine all of these procedures into one streamlined procedure.
- Section III: Replaced title "RULES OF ORDER" with "REGULAR MEETINGS; GOVERNING AUTHORITY"/
- Section III: Added ?ISD 200's 200 Series, School Board Policies" & "Procedures and norms outlined in the Board Member Handbook"
  - Committee Recommendation: ***1st Reading***

302 Superintendent Contract, Duties, and Evaluation
- Committee Discussion: Combine ISD 200 Policies 302 Superintendent & 304 Superintendent Contract, Duties, and Evaluation
- Section I: combined the purpose from ISD 200 Policies 302 & 304
- Section III: Added superintendent contract language from policy 304.
- Section IV: Replaced "general" with "Essential Duties and" Responsibilities in section title.
- Section IV: Add (A)(1-6) reflects MN Statute 123B.143.
- Section IV: (B- I) Reflect position description language for the superintendent.
- Section V: Added Performance Evaluation from 304.
  - Committee Recommendation: ***1st Reading***

410 Family and Medical Leave
- Committee Discussion: Adds MN statutory updates.
- Section II: Replaced "district" with "board"
- Section III(J): Updated definition.
- Replaced "paragraph" with"section" throughout
- All other revisions align to MSBA Model Policy
  - Committee Recommendation: ***1st Reading***

1st Readings/ Sunset

304 Superintendent Contract, Duties, and Evaluation
- Committee Discussion: Added content of this policy to ISD 200 Policy 302 Superintendent Contract, Duties, and Evaluation
  - Committee Recommendation: ***1st Reading/Sunset***

1st Reading/ Consent

530 Immunization Requirements
- Committee Discussion: Revisions are based on changes in statute.
  - Committee Recommendation: ***1st Reading/Consent***

2nd Readings
No policies

3rd Readings
No changes since last reading

April 22, 2026 Board Meeting
1st Readings:
203 Operation of the School Board - Governing Rules
302 Superintendent Contract, Duties, and Evaluation
410 Family and Medical Leave

1st Reading/Sunset:
304 Superintendent Contract, Duties, and Evaluation

2nd Readings:
No policies

Consent Agenda:
1st Readings/Consent
- 530 Immunization Requirements

3rd Readings/Consent:
- 201 Legal Status of the School Board
- 202 School Board Officers
- 902 Use of School District Facilities and Equipment

Hastings Public Schools
Independent School District 200

203 OPERATION OF THE SCHOOL BOARD – GOVERNING RULES

I. PURPOSE

The purpose of this policy is to provide governing rules for the conduct of meetings of the school board.

II. GENERAL STATEMENT OF POLICY

An orderly school board meeting allows school board members to participate in discussion and decision of school district issues. Rules of order allow school board members the opportunity to review school-related topics, discuss school business items, and bring matters to conclusion in a timely and consistent manner.

III. REGULAR MEETINGS; GOVERNING AUTHORITY

Regular Meetings shall be governed by:

A. ISD 200's 200 Series, School Board Policies;

B. Procedures and norms outlined in the Board Member Handbook;

C. Minnesota statutes where specified; and

D. Robert's Rules of Order (latest edition), will govern the board in its deliberations of "Action Items" during regular, closed, emergency, and special board meetings.

~~IV. RULES OF ORDER¶~~

~~Rules of order for school board meetings shall be as follows:¶~~

~~A. Minnesota statutes where specified;¶~~

~~B. Specific rules of order as provided by the school board consistent with Minnesota statutes; and ¶~~

~~V. *Robert's Rules of Order, Revised* (latest edition) where not inconsistent with A. and B., above.~~

Legal References: *Minn. Stat. Ch. 13D (Open Meeting Law)*
Minn. Stat. § 123B.09, Subds. 6, 7, and 10 (Boards of Independent School Districts)
Minn. Stat. § 123B.14 (Officers of Independent School Districts)

Cross References:

Policy Reviewed: *04.16.2026~~05.31.2023~~*
Policy Adopted: *06.28.2023*
Policy Revised: *06.28.2023*

1.

302 SUPERINTENDENT CONTRACT, DUTIES, AND EVALUATION

I. PURPOSE

~~The purpose of this policy is to recognize the importance of the role of the superintendent and the overall responsibility of that position within the school district~~

The purpose of this policy is to provide for the use of an employment contract with the superintendent, to recognize the role and overall responsibilities, and the use of an approved instrument to evaluate performance.

II. GENERAL STATEMENT OF POLICY

The school board shall employ a superintendent who shall serve as an ex officio, non-voting member of the school board and as chief executive officer of the school system.

III. SUPERINTENDENT CONTRACT

The superintendent's contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the superintendent.

IV. ESSENTIAL DUTIES AND ~~GENERAL~~ RESPONSIBILITIES

A. Per MN Statute 123B.143 the superintendent of the district shall perform the following:

1. Visit and supervise the schools in the district, report and make recommendations about their condition when advisable or on request by the board;
2. Recommend to the board employment and dismissal of teachers;
3. Annually evaluate each school principal assigned responsibility for supervising a school building within the district, consistent with section 123B.147, subdivision 3 paragraph (b);
4. Superintend school grading practices and examinations for promotions;
5. Make reports required by the commissioner; and
6. Perform other duties prescribed by the school board.

B. ~~The superintendent is responsible for the management of the schools, the administration of all school district policies, and is directly accountable to the school board.~~ Serves as the Chief Executive Officer to the School Board;

C. Ensure implementation of the strategic plan and district policies;

D. ~~The superintendent shall annually evaluate each director and head~~ principal ~~who reports to~~

them. assigned responsibility for supervising a school building in the district. Oversees, manages and provides leadership and direction in addressing the daily operations of the entire school district. Directs and works with administrators in addressing issues, concerns, and decisions that need to be made in the various departments, educational programming, or administrative aspects of the district;

E. The superintendent may delegate responsibilities to other school district personnel, but shall continue to be accountable for actions taken under such delegation. Manages and oversees the use of district facilities, and the application of district funds and their impact on district objectives. Provides oversight, guidance and direction in the school district budget;

F. Where responsibilities are not specifically prescribed, nor school board policy applicable, the superintendent shall use personal and professional judgment, subject to review by the school board. Provides leadership in developing and maintaining the best possible educational programs and services;

The superintendent shall perform the following:¶

1. Visit and supervise the schools in the school district, report and make recommendations about their condition when advisable or on request by the school board;¶

2. Recommend to the school board employment and dismissal of staffteachers;¶

3. Annually evaluate each school principal assigned responsibility for supervising a school building within the district;¶

4. Superintend school grading practices and examinations for promotions;¶

5. Ensure required reports are submittedCreate and submitMake reports required reports to the state and federal governments by the commissioner; and¶

G. Perform other duties prescribed by the school board.

H. Oversees and performs public relations activities for the district. Represents the school district before the public, with other school districts, and other audiences; and

I. Negotiates all district contracts and labor agreements excluding Community Education.

V. PERFORMANCE EVALUATION

The school board shall use an evaluation process as defined in the board member handbook to conduct semi-annual and annual performance reviews of the superintendent. A summary of the evaluation must be shared at the next public board meeting.

Legal References: *Minn. Stat. § 123B.143 (Superintendent)*
Minn. Stat § 13D.05 (Meetings Having Data Classified as Not Public)

Cross References: ~~*ISD 200 Policy 202 (School Board Officers)*~~
ISD 200 Policy 208 (Development, Adoption, and Implementation of Policies)
ISD 200 Policy 301 (School District Administration)
ISD 200 Policy 303 (Superintendent Selection)
~~*ISD 200 Policy 304 (Superintendent Contract, Duties, and Evaluation)*~~
ISD 200 Policy 305 (Policy Implementation)
ISD 200 Policy 306 (Administrator Code of Ethics)

Policy Reviewed: *03.16.2026* ~~*11.08.2023*~~
Policy Adopted: *02.21.2024*
Policy Revised:

Hastings Public Schools
Independent School District 200

410 FAMILY AND MEDICAL LEAVE POLICY

I. PURPOSE

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) ~~and also with parenting leave under state law.~~

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding family and medical leave are adopted by the school ~~district~~ board, pursuant to the requirements of the FMLA. ~~and consistent with the requirements of the Minnesota parenting leave laws.~~

III. DEFINITIONS

A. "Covered active duty" means in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and

In the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 United States Code section 101(a)(13)(B).

B. "Covered service member" means a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

A covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time during the period of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.

C. "Eligible employee" means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling their Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the

hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA covered service, the employee's pre-service work schedule can generally be used for calculations.

While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless: (1) the break is occasioned by the employee's fulfillment of their USERRA-covered service obligation; or (2) a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

D. "Military caregiver leave" means leave taken to care for a covered servicemember with a serious injury or illness.

E. "Next of kin of a covered servicemember" means the nearest blood relative other than the covered service member's spouse, parent, or child, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as their nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.

F. "Outpatient status" means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:

1. A military medical treatment facility as an outpatient; or

2. A unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.

G. "Qualifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:

1. To address any issues that arise from a short-notice deployment (seven calendar days or

less) of a covered military member;

2. To attend military events and related activities of a covered military member;

3. To address issues related to childcare and school activities of a covered military member's child;

4. To address financial and legal arrangements for a covered military member;

5. To attend counseling provided by someone other than a health care provider for oneself, a covered military member, or their child;

6. To spend up to 15 calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;

7. To attend post-deployment activities related to a covered military member;

8. To address care needs of a covered military member's parent who is incapable of self-care; and

9. To address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.

H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves inpatient care in a hospital, hospice, or residential medical care facility; or continuing treatment by a health care provider.

I. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.

J. "Veteran" has the meaning a person who served in the active military, naval, or air service, and who was discharged or released therefrom under conditions other than dishonorable ~~given in~~ (38 United States Code section 101).

IV. LEAVE ENTITLEMENT

A. Twelve-week Leave under Federal Law

1. Eligible employees are entitled to a total of twelve (12) work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one (1) or more of the following reasons in accordance with applicable law:

    a) Birth of the employee's child and to care for such child;

    b) Placement of an adopted or foster child with the employee;

    c) To care for the employee's spouse, child or parent with a serious health condition;

    d) The employee's serious health condition makes the employee unable to perform the functions of the employee's job; and/or

    e) Any qualifying exigency arising from the employee's spouse, child, or parent being on covered active duty, or notified of an impending call or order to cover active duty in the Armed Forces.

2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.

3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.

4. A serious health condition typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.

5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:

    a) Injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and

    b) In the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed

before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:

(1) A continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or

(2) A physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or

(3) A physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or

(4) An injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

6. Eligible spouses employed by the school district are limited to an aggregate of twelve (12) weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Section~~Paragraph~~ IV(A)(1)(e) a~~A~~bove.

7. Depending on the type of leave, intermittent or reduced schedule leave may be granted at the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.

8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient

medical certification. In such a case, the employee must submit the medical certification within fifteen (15) days from the date of the request or as soon as practicable under the circumstances.

9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.

10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, child, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to cover active duty pursuant to Section~~Paragraph~~ IV(A)(1)(e) above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.

11. The school district may require that a request for leave under Section~~Paragraph~~ IV(A)(1)(e) above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.

12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.

13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible

for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.

The school district shall comply with written notice requirements as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

~~Twelve-week Leave under State Law ¶~~

~~An employee who does not qualify for parenting leave under Paragraphs IV(A)(1)(a) or IV(A)(1)(b) above may qualify for a 12-week unpaid leave which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed to by the school district. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the school district so that the total leave does not exceed 12 weeks, unless agreed to by the school district, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the school district reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption, except that, in the case where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.~~

B. Twenty-six-week Service member Family Military Leave

1. An eligible employee who is the spouse, child, parent, or next of kin of a covered servicemember shall be entitled to a total of twenty-six (26) work weeks of leave during a 12-month period to care for the servicemember. The leave described in this section~~paragraph~~ shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.

2. During a single 12-month period, an employee shall be entitled to a combined total of

twenty-six (26) work weeks of leave under Sections IV(A) and IV(C) above.

3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends twelve (12) months after that date.

4. Eligible spouses employed by the school district are limited to an aggregate of twenty-six (26) weeks of leave during any 12-month period if leave is taken for the birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.

5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.

6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within fifteen (15) days from the date of the request or as soon as practicable under the circumstances.

7. The provisions of Section ~~Paragraph~~s IV(A)(7), IV(A)(10), IV(A)(12), IV(A)(13), and IV(A)(14) above shall apply to leaves under this section.

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.

B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the workdays in the leave period may be required to:

1. Take leave for the entire period or periods of the planned medical treatment; or

2. Move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.

C. Instructional employees who request continuous leave near the end of a semester may be

required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.

1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.

2. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.

3. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, the school district may require the employee to continue taking leave until the end of the semester.

4. If the school district requires an instructional employee to extend leave through the end of a semester as set forth in this section~~paragraph~~, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. Any additional leave required by the school district to the end of the school term is not counted as FMLA leave but as an unpaid or paid leave, to the extent the instructional employee has accrued paid leave available and the school district shall maintain the employee's group health insurance and restore the employee to the same or equivalent job, including other benefits, at the conclusion of the leave.

~~The entire period of leave taken under the special rules will be counted as leave. The school district will continue to fulfill the school district's leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's leave entitlement ends before the involuntary leave period expires.~~

VI. OTHER

A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.

B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical

leaves (if any) shall be followed.

VII. DISSEMINATION OF POLICY

A poster prepared by the U.S. Department of Labor summarizing the major provisions of the Family and Medical Leave Act and informing employees how to file a complaint - shall be conspicuously posted in each school district building in areas accessible to employees and applicants for employment.

~~This policy will be reviewed at least annually for compliance with state and federal law.~~

Legal References: ~~*Minn. Stat. §§ 181.940-181.944 (Parenting Leave and Accommodations)*~~
10 U.S.C. § 101 et seq. (Armed Forces General Military Law)
29 U.S.C. § 2601 et seq. (Family and Medical Leave Act)
38 U.S.C. § 101 (Definitions)
29 C.F.R. Part 825 (Family and Medical Leave Act)

Cross References: *None*

Policy Reviewed: *04.16.2026*~~*02.21.2025*~~
Policy Adopted: *04.23.2025*
Policy Revised: *02.19.2026*~~*12.13.2023*~~

304 SUPERINTENDENT CONTRACT, DUTIES, AND EVALUATION

I. PURPOSE

The purpose of this policy is to provide for the use of an employment contract with the superintendent, a position description, and the use of an approved instrument to evaluate performance.

II. GENERAL STATEMENT OF POLICY

A. The superintendent's contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the superintendent.

B. The specific duties for which the superintendent is accountable shall be set forth in a position description for the superintendent and shall be measured by a performance appraisal instrument approved by the school board in consultation with the superintendent. The school board shall use this instrument to periodically evaluate the performance of the superintendent.

C. The school board may use the model contract approved by the boards of the Minnesota School Boards Association and the Minnesota Association of School Administrators as a model instrument.

Legal References: *Minn. Stat. § 123B.143 (Superintendent)*

Cross References: *None*

Policy Reviewed: *01.19.2024*
Policy Adopted: *02.21.2024*
Policy Revised:
Policy Sunset: ***05.20.2026***

Board of Education
Independent School District 200
Hastings, Minnesota

A Regular Meeting of the School Board of Independent School District No. 200, Hastings, Minnesota, was held on Wednesday, March 25, 2026 at the Hastings Middle School Media Center.

The meeting was called to order at 6:00 PM by Chair Carrie Tate.

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

A motion to approve the agenda was made by Elaine Mikel-Mulder and seconded by Mark Zuzek. With 7 ayes, 0 nays, the motion carried.

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

Superintendent Wehrkamp Herman presented the Raider Spotlight, which recognized Athena and Apollo Award Recipients: Ellie Magnus and Trey Beissel; MSHSL Individual State Wrestling Champion, Beckett Edstrom; Girls State Wrestling Champions; MN Wrestling Coaches Association AAA Coach of the Year: Tim Haneberg; and Wrestling Hall of Fame Inductee: Josh McLay.

Public comment was held with one person speaking.

The Student School Board Representatives provided their school updates.

Superintendent Wehrkamp Herman provided the Board with the Superintendent Report.

The Achievement and Integration Presentation was provided by Andrew Hodges, Director of Teaching and Learning.

The Financial Forecast and Fiscal Year 2026-2027 Budget Update was provided by Jennifer Seubert, Director of Finance and Operations.

The Building and Construction Fund Project update was provided by Jennifer Seubert, Director of Finance & Operations.

The Legal: Data Request update was provided by Cathy Moen, Director of Human Resources.

The ISD 917 update was provided by Mark Zuzek.

The AMSD update was provided by Mark Zuzek.

The Community Collaboration Committee update was provided by Elaine Mikel-Mulder.

The Finance and Facilities Committee update was provided by Mark Zuzek. No meetings held since the last update.

The Joint Powers Committee update was provided by Melissa Millner. No meetings held since the last update.

The NAPAC Liaison update was provided by Matt Bruns.

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

The Policy Committee update was provided by Jessica Dressely which included a First Reading of Policy 503, 515, 615, and 701; and Second Reading of Policy 201, 202, and 902.

A motion to approve the Consent Agenda was made by Mark Zuzek and seconded by Philip Biermaier. With a vote of 7 ayes, and 0 nays, the motion carried unanimously. The following items were approved under the consent agenda:

- Meeting Minutes from 02/25/2026 Regular Board Meeting; 03/11/2026 Special Board Meeting
- February Bills Payable
- Personnel Report
- Policies for Approval after First Reading due to statutory provisions and amendments: 503, 515, 615, 701
- Policies for Approval after Third Reading: 713
- Trip Approval - Belgium & France - June 2027

A motion was made by Jessica Dressely to approve the February 2026 Donations Acceptance Resolution and waive the reading. The motion was seconded by Philip Biermaier. Roll call vote was taken by Melissa Millner. With a vote of 7 ayes and 0 nays, the motion carried.

Future meetings were presented and discussed by Chair Tate.

With no further business to discuss, a motion was made to adjourn the meeting by Jessica Dressely and seconded by Elaine Mikel-Mulder. With a vote of 7 ayes and 0 nays, the motion carried.

The meeting was adjourned at 7:29 PM.

Board of Education
Independent School District 200
Hastings, Minnesota

This is a summary of the Hastings Public Schools Board Meeting on Wednesday, March 25, 2026, with full text available for public inspection on the district's website at www.hastings.k12.mn.us or the district office at 1000 W 11th Street, Hastings, MN 55033.

The meeting was called to order at 6:00 PM by Chair Carrie Tate.

The following board members were present: Biermaier, Bruns, Dressely, Mikel-Mulder, Millner, Tate and Zuzek. Roll call attendance was taken by Melissa Millner. Superintendent Wehrkamp Herman was also present at the meeting. The following Student School Board Representatives were present: Behnke, Durfee, Henson and Suarez Garcia.

Consent agenda items approved: Meeting Minutes from 02/25/2026 Regular Board Meeting; 03/11/2026 Special Board Meeting; February Bills Payable; Personnel Report; Policies for Approval after First Reading due to statutory provisions and amendments: 503, 515, 615, 701; Policies for Approval after Third Reading: 713; Trip Approval - Belgium & France - June 2027

Individual action items approved: Agenda; February 2026 Donations Acceptance Resolution.

All motions were carried.

The meeting was adjourned at 7:29 PM.

Board of Education
Independent School District 200
Hastings, Minnesota

A Special Meeting of the School Board of Independent School District No. 200, Hastings, Minnesota, was held on Monday, March 30, 2026 at the Hastings School District Office Conference Room A.

The meeting was called to order at 6:00 PM by Chair Tate.

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

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

Meeting moved to a closed session at 6:02 pm.

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

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

The meeting was adjourned at 7:30 PM.

Board of Education
Independent School District 200
Hastings, Minnesota

This is a summary of the Hastings Public Schools Board Meetings, with full text available for public inspection on the district's website at www.hastings.k12.mn.us or the district office at 1000 W 11th Street, Hastings, MN 55033.

A Special Meeting of the School Board of Independent School District No. 200, Hastings, Minnesota, was held on Monday, March 30, 2026 at 6:00 PM at the Hastings School District Office Conference Room A. Directors Biermaier, Dressely, Mikel-Mulder, Millner, Tate, and Zuzek. Director Bruns was absent. Also present were Superintendent Wehrkamp Herman, Director Seubert and Director Moen.

A closed session pursuant to Minnesota Statute 13D.03 to discuss labor negotiations strategy.

Action items approved: agenda; closed session; open session.

All motions were carried unanimously.

The meeting was adjourned at 7:30 PM.

HASTINGS ISD #200 BOARD REPORT FOR THE MONTH ENDING: March 2026

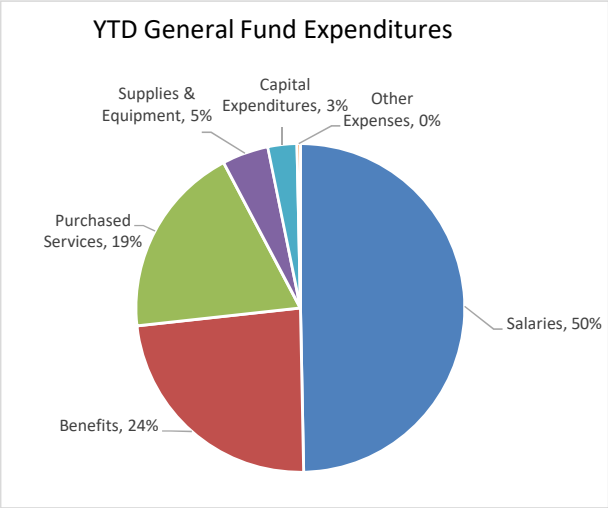
EXPENDITURE TOTALS

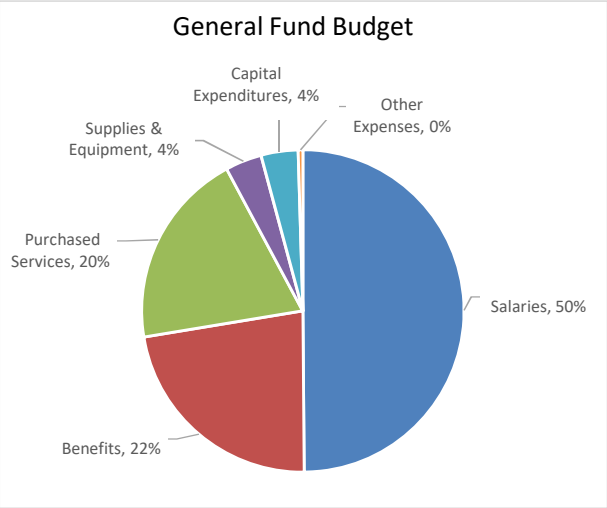
	FY 2026 Budget (REV)	**Monthly Expenditures	Year-to-Date Expenditures	Remaining Balance	% Spent
General Fund (01)					
100 Salaries	35,318,477	2,955,123	21,299,756	14,018,721	60%
200 Benefits	15,956,927	1,271,575	10,105,591	5,851,336	63%
300 Purchased Services	13,984,601	1,119,571	8,141,588	5,843,013	58%
400 Supplies & Equipment	2,592,729	244,359	1,949,608	643,121	75%
500 Capital Expenditures	2,638,174	45,507	1,231,799	1,406,375	47%
800 Other Expenses	322,822	11,420	135,167	187,655	42%
	70,813,730	5,647,556	42,863,509	27,950,221	**61%**
Food Service Fund (02)	3,517,837	290,682	2,463,249	1,054,588	**70%**
Community Service Fund (04)	2,847,673	206,628	1,916,699	930,974	**67%**
Building Construction Fund (06)	563,602	3,089	93,296	470,306	**17%**
Debt Service Fund (07)	4,686,350	0	4,685,200	1,150	**100%**
Student Activities Fund (10)	275,000	3,329	303,085	(28,085)	**110%**
Deferred Accounts-Donations/Misc Fund (11)	640,619	49,691	460,962	179,657	**72%**
Scholarships Fund (12)	140,000	1,250	149,500	(9,500)	**107%**
Totals	**$83,484,811**	**$6,202,225**	**$52,935,500**	**$30,549,311**	

** Monthly expenditures include payroll and finance.

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

** Some July/August payment register expenses are posted to June due to timing of incurred expense and are not included in above monthly expenditures.





PAYROLL DISBURSEMENTS

Checks & Direct Deposits	3/1/2026	3/31/2026	2,077,363	Pay dates 3/5 and 3/20
Liability Checks & Wires	3/1/2026	3/31/2026	1,549,049	Bd. Share $454,722
Total			**$3,626,412**	

FINANCE DISBURSEMENTS

Checks & Wires	3/1/2026	3/31/2026	1,670,954
Total			**$1,670,954**

SELF-FUNDED INSURANCE

	Revenue YTD	Expenses YTD	YTD Balance
Dental	566,640	461,780	$104,860
Health	7,610,280	6,841,694	$768,586

4/13/2026

HASTINGS
FY 2025-26 - Budget to Actual Comparison
Month Ended March 31, 2026

REVENUE & EXPENDITURES
SUMMARY BY SOURCE, OBJECT
SERIES & PROGRAM SERIES

March 31, 2026

GENERAL FUND DETAILED (Fund 01,10,11,12)

REVENUE

REVENUE CATEGORIES	June 30, 2024	June 30, 2025	Adopted Budget FY26	Revised Budget FY26	Received YTD	Budget Remaining	March 31, 2026 % of Budget Received	March 31, 2025 % of Actuals Received	March 31, 2024 % of Actuals Received
Property Tax	$ 14,283,473	$ 16,231,220	$ 16,232,034	$ 16,231,521	$ 7,175,399	$ 9,056,122	44.21%	43.40%	44.38%
Local Revenue (Fees, Interest, Etc.)	$ 3,558,465	$ 3,761,739	$ 2,491,158	$ 2,951,458	$ 3,355,183	(403,725)	113.68%	77.38%	84.71%
State Revenue	$ 46,353,239	$ 50,104,638	$ 48,428,882	$ 49,705,882	$ 28,904,877	20,801,005	58.15%	58.54%	62.14%
Federal Revenue	$ 3,200,553	$ 1,718,352	$ 1,453,531	$ 1,605,332	$ 332,464	1,272,868	20.71%	36.48%	55.27%
Other Revenue	$ 445,045	$ 521,567	$ 226,500	$ 226,500	$ 48,919	177,581	21.60%	10.03%	23.96%
TOTAL REVENUE	**$ 67,840,775**	**$ 72,337,516**	**$ 68,832,105**	**$ 70,720,693**	**$ 39,816,842**	**$ 30,903,851**	**56.30%**	**55.25%**	**59.01%**

EXPENDITURES

OBJECT SERIES	June 30, 2024	June 30, 2025	Adopted Budget FY26	Revised Budget FY26	Expended YTD	Budget Remaining	March 31, 2026 % of Budget Expended	March 31, 2025 % of Actuals Expended	March 31, 2024 % of Actuals Expended
Salary & Wages	$ 32,409,949	$ 33,831,675	$ 35,152,322	$ 35,430,376	$ 21,388,523	$ 14,041,853	60.37%	62.27%	62.41%
Employee Benefits	$ 14,515,095	$ 14,637,250	$ 16,267,128	$ 15,978,395	$ 10,116,844	5,861,551	63.32%	64.54%	63.79%
Purchased Services	$ 11,360,622	$ 12,590,669	$ 12,963,388	$ 14,258,798	$ 8,535,348	5,723,450	59.86%	62.25%	60.37%
Supplies & Materials	$ 1,999,355	$ 3,264,620	$ 3,121,534	$ 2,977,474	$ 2,105,368	872,106	70.71%	71.81%	77.90%
Capital Expenditures	$ 3,433,364	$ 3,309,617	$ 2,720,675	$ 2,754,673	$ 1,336,046	1,418,627	48.50%	68.71%	82.16%
Debt Service	$ -	$ -	$ -	$ -	$ -	0	0.00%	0.00%	0.00%
Other Expenditures	$ 527,439	$ 517,111	$ 456,918	$ 469,632	$ 294,927	174,705	62.80%	58.45%	60.58%
Other Financing Uses	$ 301,752	$ 415,282	$ -	$ -	$ -	0	0.00%	0.00%	0.00%
TOTAL OBJECT SERIES	**$ 64,547,575**	**$ 68,566,224**	**$ 70,681,965**	**$ 71,869,348**	**$ 43,777,056**	**$ 28,092,292**	**60.91%**	**63.11%**	**63.59%**

PROGRAM SERIES	June 30, 2024	June 30, 2025	Adopted Budget FY26	Revised Budget FY26	Expended YTD	Budget Remaining	March 31, 2026 % of Budget Expended	March 31, 2025 % of Actuals Expended	March 31, 2024 % of Actuals Expended
Administration	$ 2,125,692	$ 2,200,195	$ 2,343,023	$ 2,375,540	$ 1,695,336	$ 680,204	71.37%	72.06%	72.36%
District Support Services	2,529,185	3,162,391	3,472,149	3,498,810	2,545,622	953,188	72.76%	76.41%	77.88%
Ele & Sec Regular Instruction	27,536,015	29,122,591	30,005,309	30,631,685	18,229,287	12,402,398	59.51%	60.81%	60.79%
Career & Tech Instruction	893,888	925,084	961,153	977,743	567,508	410,235	58.04%	59.49%	58.39%
Special Education Instruction	11,746,765	12,425,179	13,411,487	13,774,473	7,707,808	6,066,665	55.96%	58.51%	60.30%
Instructional Support Services	2,899,636	3,469,068	3,121,292	3,199,037	1,890,168	1,308,869	59.09%	55.28%	61.04%
Pupiil Support Services	8,401,946	8,785,611	9,005,980	9,197,531	5,781,691	3,415,840	62.86%	62.91%	57.78%
Site, Building & Equipment	7,891,013	7,909,716	7,768,187	7,621,687	4,757,210	2,864,477	62.42%	72.74%	76.62%
Fiscal & Other Fixed Costs	523,435	566,389	593,384	592,842	602,426	(9,584)	101.62%	96.08%	99.62%
TOTAL PROGRAM SERIES	**$ 64,547,575**	**$ 68,566,224**	**$ 70,681,965**	**$ 71,869,348**	**$ 43,777,056**	**$ 28,092,292**	**60.91%**	**63.11%**	**63.59%**

HASTINGS
FY 2025-26 - Budget to Actual Comparison
Month Ended March 31, 2026

HASTINGS

March 31, 2026

FOOD SERVICE DETAILED (Fund 02)

REVENUE	June 30, 2024	June 30, 2025	Adopted Budget FY26	Revised Budget FY26	Received YTD	Budget Remaining	March 31, 2026 % of Budget Received	March 31, 2025 % Of Actual Received	March 31, 2024 % Of Actual Received
Local Revenue	$ 43,854	$ 27,806	$ 20,000	$ 24,000	$ 8,589	$ 15,411	35.79%	0.00%	0.00%
State Revenue	1,526,870	1,649,423	1,649,753	1,738,276	1,107,461	630,815	63.71%	53.16%	62.27%
Federal Revenue	1,312,276	1,216,963	1,211,713	1,166,391	632,289	534,102	54.21%	44.36%	55.50%
Sales	343,222	322,140	348,200	348,200	263,768	84,432	75.75%	87.83%	88.41%
Other Revenue	0	0	0	0	0	0	0.00%	0.00%	0.00%
TOTAL REVENUE	**$ 3,226,223**	**$ 3,216,331**	**$ 3,229,666**	**$ 3,276,867**	**$ 2,012,108**	**$ 1,264,759**	61.40%	52.84%	61.45%

EXPENDITURES BY OBJECT	June 30, 2024	June 30, 2025	Adopted Budget FY26	Revised Budget FY26	Expended YTD	Budget Remaining	March 31, 2026 % of Budget Expended	March 31, 2025 % Of Actual Expended	March 31, 2024 % Of Actual Expended
Salary & Wages	$ 997,975	$ 1,129,135	$ 1,177,729	$ 1,175,673	$ 821,905	$ 353,768	69.91%	65.60%	63.98%
Employee Benefits	283,846	283,604	308,312	311,270	$ 232,705	78,565	74.76%	68.77%	68.26%
Purchased Services	272,869	236,103	267,850	267,850	$ 149,609	118,241	55.86%	63.98%	61.21%
Supplies & Materials	1,598,212	1,629,175	1,611,229	1,641,044	$ 1,137,947	503,097	69.34%	69.89%	68.87%
Capital Expenditures	135,497	195,862	90,000	120,000	$ 119,573	427	99.64%	101.17%	35.10%
Debt Service	0	0	0	0	$ -	0	0.00%	0.00%	0.00%
Other Expenditures	14,846	14,063	2,000	2,000	$ 1,510	490	75.49%	78.28%	78.60%
Other Financing Uses	0	0	0	0	0	0	0.00%	0.00%	0.00%
TOTAL EXPENDITURES	**$ 3,303,245**	**$ 3,487,942**	**$ 3,457,120**	**$ 3,517,837**	**$ 2,463,249**	**$ 1,054,588**	**70.02%**	**69.80%**	**65.37%**

HASTINGS
FY 2025-26 - Budget to Actual Comparison
Month Ended March 31, 2026

HASTINGS **March 31, 2026**

COMMUNITY EDUCATION DETAILED (Fund 04)

REVENUE	June 30, 2024	June 30, 2025	Adopted Budget FY26	Revised Budget FY26	Received YTD	Budget Remaining	March 31, 2026 % of Budget Received	March 31, 2025 % Of Actual Received	March 31, 2024 % Of Actual Received
Property Tax	$ 464,013	$ 444,853	$ 441,822	$ 441,822	$ 281,365	$ 160,457	63.68%	62.79%	61.10%
Local Revenue	1,899,808	1,889,634	1,899,663	1,899,663	1,429,946	469,717	75.27%	78.49%	75.78%
General State Revenue	3,125	2,881	3,132	3,132	251	2,881	8.01%	5.82%	1.57%
State Support Program	427,161	481,515	509,198	506,793	448,178	58,615	88.43%	90.45%	91.02%
Federal Revenue	9,258	0	0	0	0	0	0.00%	0.00%	0.00%
Other Revenue	6,773	13,608	0	0	4,823	(4,823)	0.00%	25.85%	70.43%
TOTAL REVENUE	**$ 2,810,138**	**$ 2,832,491**	**$ 2,853,816**	**$ 2,851,410**	**$ 2,164,563**	**$ 686,847**	**75.91%**	**77.73%**	**75.33%**

EXPENDITURES BY OBJECT	June 30, 2024	June 30, 2025	Adopted Budget FY26	Revised Budget FY26	Expended YTD	Budget Remaining	March 31, 2026 % of Budget Expended	March 31, 2025 % Of Actual Expended	March 31, 2024 % Of Actual Expended
Salary & Wages	$ 1,775,081	$ 1,773,618	$ 1,722,548	$ 1,713,179	$ 1,182,913	$ 530,266	69.05%	71.73%	69.75%
Employee Benefits	599,054	632,360	665,876	632,675	$ 411,389	221,286	65.02%	79.59%	69.79%
Purchased Services	325,274	370,076	341,919	374,401	$ 246,803	127,598	65.92%	69.92%	67.57%
Supplies & Materials	98,283	97,351	97,620	101,392	$ 63,942	37,450	63.06%	60.15%	63.68%
Capital Expenditures	1,917	4,103	3,506	4,506	$ 1,495	3,011	33.18%	138.35%	89.00%
Debt Service	0	0	0	0	$ -	0	0.00%	0.00%	0.00%
Other Expenditures	66,768	67,063	21,202	21,521	$ 10,157	11,364	47.20%	61.69%	61.63%
Other Financing Uses	0	0	0	0	0	0	0.00%	0.00%	0.00%
TOTAL EXPENDITURES	**$ 2,866,378**	**$ 2,944,570**	**$ 2,852,671**	**$ 2,847,674**	**$ 1,916,699**	**$ 930,975**	**67.31%**	**72.58%**	**69.13%**

ELECTRONIC FUND TRANSFERS

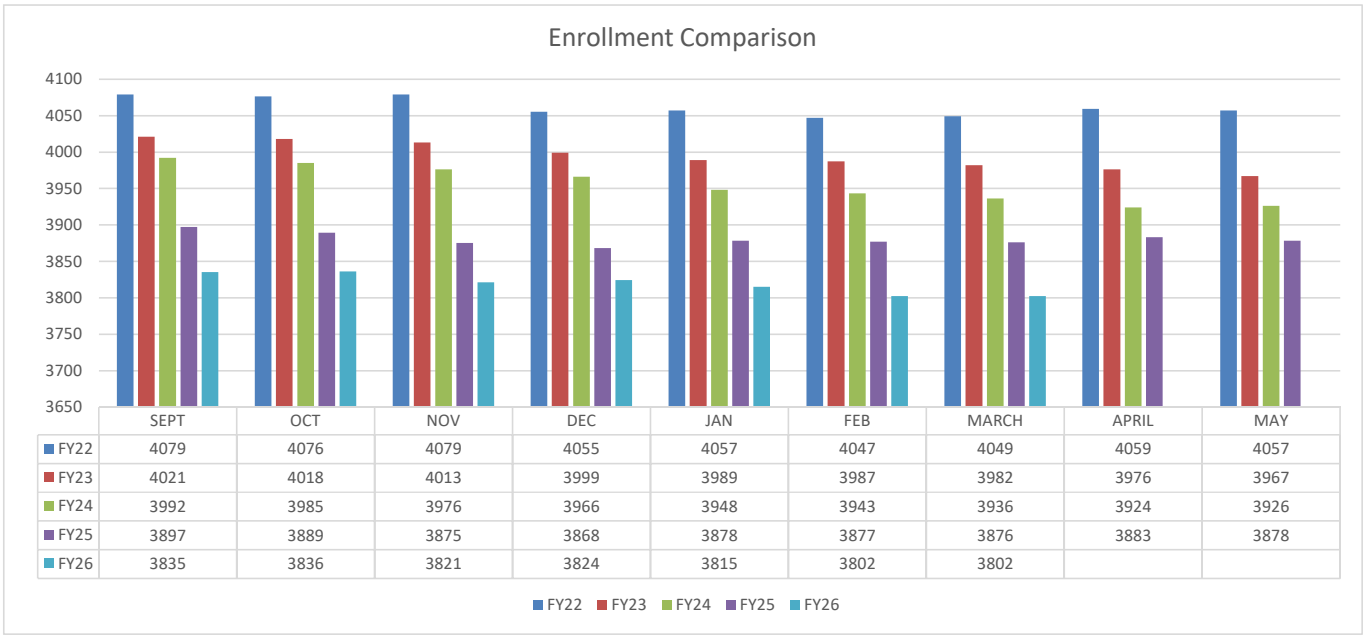
Date	From	To	Amount	Description
3/3/2026	MSDLAF General	MSDLAF Health Self Funded	30,647.15	Health Insurance
3/5/2026	MSDLAF General	MSDLAF Payroll	1,817,208.86	Payroll
3/5/2026	MSDLAF General	MSDLAF Health Self Funded	801,924.53	Health Insurance
3/5/2026	MSDLAF General	MSDLAF Flex	17,898.44	Payroll
3/6/2026	MSDLAF General	MSDLAF AP	67,323.56	Accounts Payable
3/9/2026	Merchants Bank	MSDLAF General	75,000.00	Local Receipts
3/11/2026	MSDLAF General	Vermillion Bank	3,182.13	Local Receipts
3/11/2026	MSDLAF General	MSDLAF Payroll	80,727.01	Payroll
3/13/2026	MSDLAF General	MSDLAF AP	363,041.81	Accounts Payable
3/13/2026	Merchants Bank	MSDLAF General	50,000.00	Local Receipts
3/13/2026	MSDLAF General	MSDLAF AP	538,231.30	Accounts Payable
3/19/2026	MSDLAF General	MSDLAF Health Self Funded	29,667.85	Health Insurance
3/20/2026	MSDLAF General	MSDLAF AP	16,425.99	Accounts Payable
3/20/2026	MSDLAF General	MSDLAF AP	6,181.23	Accounts Payable
3/20/2026	MSDLAF General	MSDLAF Payroll	1,751,492.69	Payroll
3/20/2026	MSDLAF General	MSDLAF Flex	18,243.51	Payroll
3/23/2026	MSDLAF GeneralMAX	MSDLAF General	3,000,000.00	Exchange
3/27/2026	MSDLAF General	MSDLAF Payroll	4,981.87	Payroll
3/27/2026	MSDLAF General	MSDLAF AP	51,336.85	Accounts Payable
3/30/2026	Merchants Bank	MSDLAF General	50,000.00	Local Receipts
3/31/2026	MSDLAF General	MSDLAF Scholarship	21,082.00	Local Receipts
3/31/2026	MSDLAF General	MSDLAF AP	20,204.77	Accounts Payable
3/31/2026	MSDLAF General	MSDLAF AP	602,611.82	Accounts Payable
			$9,417,413.37	

ENROLLMENT

GRADE	COUNT
K	262
1	258
2	250
3	274
4	285
5	287
6	278
7	294
8	303
9	326
10	297
11	332
12	356
	3802

SCHOOL	COUNT
ALP	48
High School	1263
Middle School	1162
Kennedy Elementary	449
Pinecrest Elementary	408
McAuliffe Elementary	472
	3802

Elementary	1329
Middle School	1162
High School/ALP	1311
Total District	**3802**



INDEPENDENT SCHOOL DISTRICT NO. 200
Hastings High School and Middle School
Extra Curricular Student Activity Accounts
Statement of Receipts and Disbursements
Year ended June 30, 2026
Current Statement as of 3/31/2026

Crs Code	Activity Account	Balance 7/1/2025	Receipts	Disbursements	Subtotal (Less Interest)	Interest Earned	Balance 3/31/2026
601	Art Club	**342.61**	0.00	0.00	342.61	8.8867	**351.50**
608	AVID	**2,309.08**	0.00	1,426.01	883.07	42.0967	**925.17**
602	Band	**1,852.94**	5,432.25	4,644.84	2,640.35	74.6112	**2,714.96**
605	Basketball - Boys	**5,276.27**	0.00	900.87	4,375.40	122.3386	**4,497.74**
609	Choir Tour	**1,769.44**	-1,500.00	0.00	269.44	30.9318	**300.37**
610	Cross Country Running	**549.60**	910.00	1,206.00	253.60	13.6411	**267.24**
613	Fellowship Christian Athletes (FCA)	**3,481.12**	4,705.00	4,194.72	3,991.40	105.1082	**4,096.51**
615	Gymnastics	**4,213.33**	833.47	0.00	5,046.80	121.4554	**5,168.26**
616	French Honor Society (FHS)	**1,548.07**	4,609.75	1,423.28	4,734.54	72.4791	**4,807.02**
622	Marching Band	**47,025.43**	37,373.13	68,067.52	16,331.04	674.6222	**17,005.66**
675	**INTEREST EARNED**	**0.00**	3,769.10	0.00	**3,769.10**	-	**0.00**
623	National Honor Society (NHS)	**2,842.95**	809.75	180.01	3,472.69	85.0999	**3,557.79**
625	Nordic Skiing	**360.57**	2,928.50	1,455.55	1,833.52	28.4829	**1,862.00**
626	Orchestra	**213.16**	0.00	0.00	213.16	5.5290	**218.69**
618	Peer Helpers	**103.33**	193.00	21.04	275.29	4.6549	**279.94**
632	Show Choir	**44,492.93**	147,897.85	178,866.95	13,523.83	764.5361	**14,288.37**
647	Spanish Club	**5,489.94**	9,313.20	11,341.05	3,462.09	125.1242	**3,587.21**
650	Student Council	**43,929.25**	16,672.00	25,305.62	35,295.63	975.0033	**36,270.63**
652	Tennis - Boys	**3,213.88**	0.00	228.10	2,985.78	78.0705	**3,063.85**
653	Tennis - Girls	**1,321.76**	886.00	2,202.93	4.83	12.2639	**17.09**
655	Thespians	**141.67**	166.00	0.00	307.67	5.3307	**313.00**
656	Track	**10,643.97**	0.00	1,507.00	9,136.97	242.7052	**9,379.68**
654	Ultimate Frisbee	**646.90**	0.00	0.00	646.90	16.7794	**663.68**
665	Middle School Yearbook	**14.47**	0.00	0.00	14.47	0.3753	**14.85**
666	Middle School Student Council	**6,172.55**	0.00	113.41	6,059.14	158.9736	**6,218.11**
		187,955.22	**234,999.00**	**303,084.90**	**119,869.32**	**3,769.1000**	**119,869.32**

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

March 2026 Investment Reconciliation - %-104-%

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	BALANCE END OF MONTH
GENERAL FUND - 01	14,000,000.00	3,000,000.00	0.00	17,000,000.00
SCHOLARSHIP FUND - 12	10,000.00	0.00	0.00	10,000.00
DENTAL SELF FUNDED - 20	490,000.00	0.00	0.00	490,000.00
HEALTH SELF FUNDED - 21	2,000,000.00	0.00	0.00	2,000,000.00
TOTALS	16,500,000.00	3,000,000.00	0.00	**19,500,000.00**

RECONCILEMENT OF TREASURER'S BALANCE WITH BANK

DESCRIPTION	BALANCE PER BANK STATEMENT	OTHER RECONCILING ITEMS	BALANCE PER TREASURER'S BOOKS
Certificates of Deposit - MSDLAF - General	0.00	0.00	0.00
Term - MSDLAF - General	17,000,000.00	0.00	17,000,000.00
Scholarship CD	10,000.00	0.00	10,000.00
Certificates of Deposit - MSDLAF - Dental	490,000.00	0.00	490,000.00
Term - MSDLAF - Health	2,000,000.00	0.00	2,000,000.00
TREASURER'S BALANCE	19,500,000.00	0.00	**19,500,000.00**

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

March 2026 Bank Reconciliation

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	JOURNAL ENTRIES	BALANCE END OF MONTH
GENERAL FUND- 01	22,359,856.78	6,894,708.06	(3,041,660.92)	(5,678,703.85)	20,534,200.07
FOOD SERVICE FUND - 02	183,629.49	321,745.79	(141,956.26)	(148,425.31)	214,993.71
COMMUNITY ED - 04	598,608.36	264,920.76	(20,370.20)	(177,001.09)	666,157.83
BUILDING CONSTRUCTION - 06	473,072.28	1,442.79	(3,088.80)	0.00	471,426.27
DEBT REDEMPTION - 07	2,729,547.61	0.00	0.00	5,097.15	2,734,644.76
STUDENT ACTIVITY FUND -10	95,018.94	28,176.15	(3,325.77)	0.00	119,869.32
DEFERRED ACCOUNTS - 11	484,238.61	58,338.99	(29,065.40)	(10,649.65)	502,862.55
SCHOLARSHIP - 12	240,081.91	21,821.76	(1,250.00)	0.00	260,653.67
DENTAL SELF FUNDED - 20	1,019,147.82	3,021.52	(38,142.69)	59,929.06	1,043,955.71
HEALTH SELF FUNDED -21	3,610,688.89	9,950.10	(874,326.52)	874,721.65	3,621,034.12
OPEB PERA/CE TRUST - 45	7,367,731.28	0.00	0.00	21,348.57	7,389,079.85
TOTALS	39,161,621.97	7,604,125.92	(4,153,186.56)	(5,053,683.47)	**37,558,877.86**

RECONCILEMENT OF TREASURER'S BALANCE WITH BANK

DESCRIPTION	BALANCE PER BANK STATEMENT	OUTSTANDING CHECKS	OUTSTANDING DEPOSITS	OTHER RECONCILING ITEMS	BALANCE PER TREASURER'S BOOKS
Merchants Bank	82,949.68	0.00	0.00	30.77	82,980.45
MSDLAF AP	742,642.78	(641,492.95)	0.00	0.00	101,149.83
MSDLAF Payroll	202,788.65	(12,453.02)	0.00	0.00	190,335.63
MSDLAF Scholarship	262,653.67	(2,000.00)	0.00	0.00	260,653.67
MSDLAF General	25,022,942.92	0.00	16,579.00	0.00	25,039,521.92
MSDLAF Flex	111,681.78	0.00	0.00	1,497.13	113,178.91
MSDLAF Dental Self Funded	984,026.65	0.00	0.00	0.00	984,026.65
MSDLAF Health Self Funded	2,806,627.47	0.00	0.00	0.00	2,806,627.47
MSDLAF Bond Proceeds	471,426.27	0.00	0.00	0.00	471,426.27
Vermillion Bank	118,510.42	(3,274.81)	0.00	0.00	115,235.61
OPEB PERA/CE Trust Account	7,393,741.45	0.00	0.00	0.00	7,393,741.45
TREASURER'S BALANCE	38,199,991.74	(659,220.78)	16,579.00	1,527.90	**37,558,877.86**

HASTINGS PUBLIC SCHOOLS

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
MB	P609MB	114090		Wire	1	10229		MERCHANTS BANK FEES		No	Yes	No	03/10/2026	29.22
											Bank Total:			$29.22
USAP	P60915	114201		Wire	1	10920		AFFINETY - MERCH BANK FEES (WIRE)		No	Yes	No	03/13/2026	3,433.68
USAP	P60915	114202		Wire	1	2976		SALES TAX (MN DEPT REVENUE)		No	Yes	No	03/13/2026	179.00
USAP	P60915	114203		Wire	1	9935		ELEYO FEES		No	Yes	No	03/13/2026	2,050.32
USAP	p608a	114204		Wire	1	11387		AMAZON CAPITAL SERVICES, INC		No	Yes	No	03/17/2026	15,317.23
USAP	P608B	114265		Wire	1	9557		BMO HARRIS BANK NA		No	Yes	No	03/27/2026	20,055.00
USAP	P60930	114349		Wire	1	3167		MSDLAF BANK FEES		No	Yes	No	03/31/2026	187.87
USAP	P60615	113191	839709	Check	1	12023		SOUTH ST PAUL OPEN FOUNDATION		Yes	No	Yes	03/27/2026	(275.00)
USAP	P60901	114075	840306	Check	1	10242		BAUM, CHRISTINE		Yes	No	No	03/06/2026	39.15
USAP	P60901	114077	840307	Check	1	11486	R1	BOELTER LLC		Yes	No	No	03/06/2026	2,629.50
USAP	P60901	114076	840308	Check	1	10787		DOWNTOWN TIRE AND AUTO INC		Yes	No	No	03/06/2026	1,170.38
USAP	P60901	114084	840309	Check	1	12315		EAST CENTRAL DIESEL & EQUIPEMEN		Yes	No	No	03/06/2026	1,414.00
USAP	P60901	114079	840310	Check	1	11750		HERMANSON, SAMANTHA		Yes	No	No	03/06/2026	27.12
USAP	P60901	114086	840311	Check	1	3584		INFOPRO LEGAL RESOURCES INC		Yes	No	No	03/06/2026	2,280.00
USAP	P60901	114088	840312	Check	1	7721	R3	INNOVATIVE OFFICE SOLUTIONS		Yes	No	No	03/06/2026	1,792.04
USAP	P60901	114082	840313	Check	1	12120		KELLY SERVICES		Yes	No	No	03/06/2026	52,932.06
USAP	P60901	114089	840314	Check	1	7784		MAIER, HEATHER		Yes	No	No	03/06/2026	115.73
USAP	P60901	114085	840315	Check	1	2163	R1	PAN-O-GOLD BAKING CO		Yes	No	No	03/06/2026	81.56
USAP	P60901	114083	840316	Check	1	12230		SEIBERT, JACK		Yes	No	No	03/06/2026	19.21
USAP	P60901	114078	840317	Check	1	11568		SHEEHAN, CYNDI		Yes	No	No	03/06/2026	20.73
USAP	P60901	114080	840318	Check	1	12071		STENGER, SARA		Yes	No	No	03/06/2026	332.83
USAP	P60901	114087	840319	Check	1	5445	r2	SUMMIT FIRE PROTECTION		Yes	No	No	03/06/2026	4,287.00
USAP	P60901	114081	840320	Check	1	12094		YMCA CAMP IHDUHAPI		Yes	No	No	03/06/2026	182.25
USAP	P60915	114130	840321	Check	1	11847		ABILITY 2 BELIEVE		Yes	No	No	03/13/2026	72.00
USAP	P60915	114177	840322	Check	1	5510		ACCELERATED TECHNOLOGIES		Yes	No	No	03/13/2026	911.60
USAP	P60915	114174	840323	Check	1	5223		AGL CONSULTING		Yes	No	No	03/13/2026	2,520.00
USAP	P60915	114106	840324	Check	1	10630		ALL STRINGS ATTACHED		Yes	No	No	03/13/2026	35.98
USAP	P60915	114112	840325	Check	1	10919	R1	ARVIG		Yes	No	No	03/13/2026	1,255.95
USAP	P60915	114117	840326	Check	1	11204	R1	ASLIS		Yes	No	No	03/13/2026	151.00
USAP	P60915	114179	840327	Check	1	6190	R3	AVIBEN LLC		Yes	No	No	03/13/2026	583.87
USAP	P60915	114123	840328	Check	1	1156		BIX PRODUCE COMPANY LLC		Yes	No	No	03/13/2026	3,060.81
USAP	P60915	114173	840329	Check	1	5078		BREDEMUS HARDWARE CO INC		Yes	No	No	03/13/2026	63.82
USAP	P60915	114136	840330	Check	1	12097		CADY BUSINESS TECHNOLOGIES, INC		Yes	No	No	03/13/2026	167.98
USAP	P60915	114192	840331	Check	1	8681		CANVAS HEALTH		Yes	No	No	03/13/2026	5,421.67
USAP	P60915	114138	840332	Check	1	12165	R18	CATHY BUTZLER		Yes	No	No	03/13/2026	240.00
USAP	P60915	114170	840333	Check	1	3748		CENTERPOINT ENERGY		Yes	No	No	03/13/2026	8,336.22

HASTINGS PUBLIC SCHOOLS

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
USAP	P60915	114190	840334	Check	1	7911		CENTURYLINK		Yes	No	No	03/13/2026	80.52
USAP	P60915	114113	840335	Check	1	10968		CHANDLER, EMILY		Yes	No	No	03/13/2026	67.87
USAP	P60915	114133	840336	Check	1	11978		CHARPENTIER ENTERPRISES LLC		Yes	No	No	03/13/2026	236.60
USAP	P60915	114119	840337	Check	1	11236		CHORDS AND BOARDS LLC		Yes	No	No	03/13/2026	150.00
USAP	P60915	114143	840338	Check	1	1235		CITY OF HASTINGS		Yes	No	No	03/13/2026	7,699.69
USAP	P60915	114182	840339	Check	1	6687		CLARK, DAVID		Yes	No	No	03/13/2026	40.00
USAP	P60915	114135	840340	Check	1	12002		COLUMN SOFTWARE PBC		Yes	No	No	03/13/2026	132.06
USAP	P60915	114144	840341	Check	1	1251		COMMERCIAL KITCHEN SERVICES		Yes	No	No	03/13/2026	2,327.72
USAP	P60915	114103	840342	Check	1	10245		CSTMN LLC		Yes	No	No	03/13/2026	18,197.52
USAP	P60915	114184	840343	Check	1	6745		CULLIGAN OF STILLWATER		Yes	No	No	03/13/2026	556.20
USAP	P60915	114124	840344	Check	1	11584		DASH SPORTS LLC		Yes	No	No	03/13/2026	2,261.00
USAP	P60915	114102	840345	Check	1	10183		DAZZLING DAVE YO-YO EXTRAORDINA		Yes	No	No	03/13/2026	420.00
USAP	P60915	114194	840346	Check	1	8840		DEFINITIVE TECHNOLOGY SOLUTIONS		Yes	No	No	03/13/2026	1,751.52
USAP	P60915	114195	840347	Check	1	8840	R2	DEFINITIVE TECHNOLOGY SOLUTIONS		Yes	No	No	03/13/2026	216.99
USAP	P60915	114111	840348	Check	1	10860		DEPARTMENT OF TRANSPORTATION		Yes	No	No	03/13/2026	743.25
USAP	P60915	114185	840349	Check	1	6808		ECKROTH MUSIC		Yes	No	No	03/13/2026	90.00
USAP	P60915	114187	840350	Check	1	7322	R1	FERGUSON ENTERPRISES		Yes	No	No	03/13/2026	599.75
USAP	P60915	114200	840351	Check	1	9863	R2	GENUINE PARTS COMPANY		Yes	No	No	03/13/2026	15.85
USAP	P60915	114110	840352	Check	1	10818		GERGEN, JASON		Yes	No	No	03/13/2026	673.80
USAP	P60915	114196	840353	Check	1	9123		GOODHUE COUNTY ED DISTRICT 6051		Yes	No	No	03/13/2026	4,960.77
USAP	P60915	114172	840354	Check	1	4842	R2	GOODIN CO		Yes	No	No	03/13/2026	7,959.23
USAP	P60915	114145	840355	Check	1	1478		GOPHER SPORT		Yes	No	No	03/13/2026	118.51
USAP	P60915	114146	840356	Check	1	1482		GRAINGER, W.W..		Yes	No	No	03/13/2026	3,210.49
USAP	P60915	114141	840357	Check	1	12297	R1	GREAT LAKES SALT COMPANY		Yes	No	No	03/13/2026	3,142.89
USAP	P60915	114131	840358	Check	1	11938	R1	GREAT MINDS PBC		Yes	No	No	03/13/2026	19,500.00
USAP	P60915	114166	840359	Check	1	3030		GROTH MUSIC		Yes	No	No	03/13/2026	351.17
USAP	P60915	114147	840360	Check	1	1582	R2	HILLYARD INC-MINNEAPOLIS		Yes	No	No	03/13/2026	995.61
USAP	P60915	114104	840361	Check	1	10420		HOPE ENGLISH-SPANISH INTERPRETE		Yes	No	No	03/13/2026	4,290.25
USAP	P60915	114150	840362	Check	1	1845		HORIZON COMMERCIAL POOL SUPPLY		Yes	No	No	03/13/2026	608.67
USAP	P60915	114140	840363	Check	1	12284		IDEAL ENERGIES SOLAR LEASING 202		Yes	No	No	03/13/2026	886.51
USAP	P60915	114132	840364	Check	1	11943	R1	IMPERIAL DADE		Yes	No	No	03/13/2026	5,095.75
USAP	P60915	114197	840365	Check	1	9202	R1	INFINITE CAMPUS, INC.		Yes	No	No	03/13/2026	150.00
USAP	P60915	114189	840366	Check	1	7721	R3	INNOVATIVE OFFICE SOLUTIONS		Yes	No	No	03/13/2026	6,469.38
USAP	P60915	114148	840367	Check	1	1660		INSTITUTE FOR ENVIRONMENTAL ASS		Yes	No	No	03/13/2026	2,553.99
USAP	P60915	114118	840368	Check	1	11233		ISD 742 - ST CLOUD AREA SCHOOLS		Yes	No	No	03/13/2026	3,857.34
USAP	P60915	114183	840369	Check	1	6741		IVY GARTH SEEDS & PLANTS INC		Yes	No	No	03/13/2026	5,105.66
USAP	P60915	114149	840370	Check	1	1679	R1	J.W. PEPPER & SON INC		Yes	No	No	03/13/2026	266.84
USAP	P60915	114178	840371	Check	1	5828		JIM CARLSON LEASING CO.		Yes	No	No	03/13/2026	782.50

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
USAP	P60915	114181	840372	Check	1	6681		KENNEDY & GRAVEN, CHARTERD		Yes	No	No	03/13/2026	6,227.50
USAP	P60915	114126	840373	Check	1	11711		KOVACH, STEVE		Yes	No	No	03/13/2026	9.75
USAP	P60915	114199	840374	Check	1	9776	R1	LOFFLER COMPANIES		Yes	No	No	03/13/2026	587.00
USAP	P60915	114191	840375	Check	1	8342		M JUDGE ELECTRIC LLC		Yes	No	No	03/13/2026	110.00
USAP	P60915	114120	840376	Check	1	11295		MAJESKI PLUMBING INC		Yes	No	No	03/13/2026	437.50
USAP	P60915	114151	840377	Check	1	1890	R2	MASA (MN ASSN OF SCHOOL ADMIN)		Yes	No	No	03/13/2026	275.00
USAP	P60915	114152	840378	Check	1	1894		MASSP		Yes	No	No	03/13/2026	195.00
USAP	P60915	114153	840379	Check	1	1915		MCGINNIS, PETER		Yes	No	No	03/13/2026	24.11
USAP	P60915	114154	840380	Check	1	1942		MENARDS		Yes	No	No	03/13/2026	118.85
USAP	P60915	114121	840381	Check	1	11331	R1	MIDWEST MACHINERY CO		Yes	No	No	03/13/2026	1,239.79
USAP	P60915	114155	840382	Check	1	1977		MINNESOTA COACHES LLC		Yes	No	No	03/13/2026	570,200.71
USAP	P60915	114193	840383	Check	1	8687	R2	MN INSURANCE SCHOLASTIC TRUST		Yes	No	No	03/13/2026	84.49
USAP	P60915	114139	840384	Check	1	12282	R1	NCEA		Yes	No	No	03/13/2026	2,190.56
USAP	P60915	114137	840385	Check	1	12164	R2	NICK OR SHANNON ODMAN		Yes	No	No	03/13/2026	80.00
USAP	P60915	114107	840386	Check	1	10721	R4	NORTHFIELD SOLAR LLC		Yes	No	No	03/13/2026	19,625.23
USAP	P60915	114129	840387	Check	1	11771		NOVA EDUCATION CONSULTANTS		Yes	No	No	03/13/2026	4,110.00
USAP	P60915	114175	840388	Check	1	5283		OUT BACK NURSERY INC		Yes	No	No	03/13/2026	7,500.00
USAP	P60915	114122	840389	Check	1	11362		OUT THERE NORDIC		Yes	No	No	03/13/2026	1,000.00
USAP	P60915	114156	840390	Check	1	2163	R1	PAN-O-GOLD BAKING CO		Yes	No	No	03/13/2026	404.13
USAP	P60915	114142	840391	Check	1	12320		PEINE, ADAM		Yes	No	No	03/13/2026	469.00
USAP	P60915	114114	840392	Check	1	11186	R2	PERFORMANCE FOOD SERVICE		Yes	No	No	03/13/2026	2,361.68
USAP	P60915	114127	840393	Check	1	11740		PRAIRIE FARMS - WOODBOURY, MN		Yes	No	No	03/13/2026	3,084.10
USAP	P60915	114125	840394	Check	1	11602		PRO-TEC DESIGN, INC.		Yes	No	No	03/13/2026	17,419.93
USAP	P60915	114186	840395	Check	1	7314		REGENTS OF UNIVERSITY OF MN		Yes	No	No	03/13/2026	5,350.00
USAP	P60915	114164	840396	Check	1	2819		REPUBLIC SERVICES #923		Yes	No	No	03/13/2026	7,489.88
USAP	P60915	114165	840397	Check	1	3029		SCHMITT MUSIC		Yes	No	No	03/13/2026	220.25
USAP	P60915	114157	840398	Check	1	2347	R1	SCHOLASTIC BOOK FAIRS		Yes	No	No	03/13/2026	1,261.02
USAP	P60915	114116	840399	Check	1	11196	R1	SHRED IT USA - C/O STERICYCLE INC.		Yes	No	No	03/13/2026	110.26
USAP	P60915	114198	840400	Check	1	9423		SMILEY, MICHAEL		Yes	No	No	03/13/2026	27.23
USAP	P60915	114169	840401	Check	1	3570	R1	SNA		Yes	No	No	03/13/2026	535.50
USAP	P60915	114158	840402	Check	1	2465		STATE SUPPLY CO INC		Yes	No	No	03/13/2026	1,058.96
USAP	P60915	114171	840403	Check	1	4405	R1	STEP SAVER INC		Yes	No	No	03/13/2026	214.51
USAP	P60915	114134	840404	Check	1	11996		STOCKDALE, SCOTT		Yes	No	No	03/13/2026	282.10
USAP	P60915	114176	840405	Check	1	5445	r2	SUMMIT FIRE PROTECTION		Yes	No	No	03/13/2026	327.00
USAP	P60915	114128	840406	Check	1	11768	R1	TAHER INC		Yes	No	No	03/13/2026	6,277.77
USAP	P60915	114159	840407	Check	1	2522		TERRY'S HARDWARE		Yes	No	No	03/13/2026	391.75
USAP	P60915	114160	840408	Check	1	2546		TK ELEVATOR CORPORATION		Yes	No	No	03/13/2026	648.09
USAP	P60915	114161	840409	Check	1	2548	R1	T-MOBILE		Yes	No	No	03/13/2026	200.00

HASTINGS PUBLIC SCHOOLS

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Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
USAP	P60915	114162	840410	Check	1	2559		TRIO SUPPLY		Yes	No	No	03/13/2026	2,541.69
USAP	P60915	114180	840411	Check	1	6515		TYLER TECHNOLOGIES INC		Yes	No	No	03/13/2026	10,122.01
USAP	P60915	114188	840412	Check	1	7490		UNIVERSITY LANGUAGE CTR INC		Yes	No	No	03/13/2026	863.60
USAP	P60915	114163	840413	Check	1	2579		UNIVERSITY OF MINNESOTA, TWIN CIT		Yes	No	No	03/13/2026	13,485.00
USAP	P60915	114167	840414	Check	1	3277		UPPER LAKES FOODS, INC		Yes	No	No	03/13/2026	52,097.85
USAP	P60915	114115	840415	Check	1	11187	R1	VISTAR		Yes	No	No	03/13/2026	1,653.49
USAP	P60915	114108	840416	Check	1	10722	R4	WALCOTT SOLAR LLC		Yes	No	No	03/13/2026	10,991.00
USAP	P60915	114109	840417	Check	1	10723	R4	WARSAW SOLAR LLC		Yes	No	No	03/13/2026	9,536.67
USAP	P60915	114105	840418	Check	1	10452		WAYNE PETERSON ENTERPRISES		Yes	No	No	03/13/2026	2,444.00
USAP	P60915	114168	840419	Check	1	3374	R1	ZIEGLER INC		Yes	No	No	03/13/2026	339.35
USAP	P60902	114215	840420	Check	1	11213		ANDERSON, ERIN		Yes	No	No	03/20/2026	148.39
USAP	P60902	114218	840421	Check	1	12165	R11	ANNETTE CLARK		Yes	No	No	03/20/2026	100.00
USAP	P60902	114216	840422	Check	1	11558		BATAGLIA, KATHERINE		Yes	No	No	03/20/2026	78.01
USAP	P60902	114221	840423	Check	1	12199		BRUSHED BY DESIGN CREATIONS LLC		Yes	No	No	03/20/2026	1,045.00
USAP	P60902	114222	840424	Check	1	1221		CHANHASSEN DINNER THEATER		Yes	No	No	03/20/2026	430.00
USAP	P60902	114229	840425	Check	1	3621	R1	COBRA SOLUTIONS INC		Yes	No	No	03/20/2026	395.00
USAP	P60902	114224	840426	Check	1	12237		FISCH, NICOLE		Yes	No	No	03/20/2026	41.69
USAP	P60902	114226	840427	Check	1	1462		GLAZIER, JODI		Yes	No	No	03/20/2026	114.81
USAP	P60902	114223	840428	Check	1	12223		HOVLAND, RACHEAL		Yes	No	No	03/20/2026	16.24
USAP	P60902	114217	840429	Check	1	11726		JOHNSON, STEFANIE		Yes	No	No	03/20/2026	31.39
USAP	P60902	114231	840430	Check	1	9459	R1	KONICA MINOLTA/LOFFLER		Yes	No	No	03/20/2026	2,054.00
USAP	P60902	114230	840431	Check	1	7224		LARSON, ANDY		Yes	No	No	03/20/2026	23.10
USAP	P60902	114220	840432	Check	1	12165	R20	MAGGIE HICKS		Yes	No	No	03/20/2026	115.00
USAP	P60902	114232	840433	Check	1	9954		MARTINI, JENNIFER		Yes	No	No	03/20/2026	50.00
USAP	P60902	114219	840434	Check	1	12165	R19	MARY SIEBEN		Yes	No	No	03/20/2026	100.00
USAP	P60902	114214	840435	Check	1	1104		MINNESOTA AG GROUP		Yes	No	No	03/20/2026	60.25
USAP	P60902	114227	840436	Check	1	1977		MINNESOTA COACHES LLC		Yes	No	No	03/20/2026	822.00
USAP	P60902	114228	840437	Check	1	3070		PINECREST PETTY CASH ACCOUNT		Yes	No	No	03/20/2026	466.35
USAP	P60902	114225	840438	Check	1	12308		WHISPERS OF LIFE DOULA LLC		Yes	No	No	03/20/2026	90.00
USAP	P60903	114262	840439	Check	1	4426		BLICK ART MATERIALS		Yes	No	No	03/27/2026	105.19
USAP	P60903	114261	840440	Check	1	12321		BRIN GLASS		Yes	No	No	03/27/2026	1,288.00
USAP	P60903	114260	840441	Check	1	12165	R18	CATHY BUTZLER		Yes	No	No	03/27/2026	100.00
USAP	P60903	114255	840442	Check	1	10980		DRUSZCZAK, PHIL		Yes	No	No	03/27/2026	299.99
USAP	P60903	114263	840443	Check	1	4842	R2	GOODIN CO		Yes	No	No	03/27/2026	10,728.26
USAP	P60903	114257	840444	Check	1	11938	R1	GREAT MINDS PBC		Yes	No	No	03/27/2026	11,700.00
USAP	P60903	114256	840445	Check	1	11193		HIRSCHAUER, BRITTNEY		Yes	No	No	03/27/2026	32.92
USAP	P60903	114259	840446	Check	1	12120		KELLY SERVICES		Yes	No	No	03/27/2026	28,508.18
USAP	P60903	114264	840447	Check	1	7502		MIDWEST EDUCATIONAL CONSULTAN		Yes	No	No	03/27/2026	5,400.00

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Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
USAP	P60903	114258	840448	Check	1	12023		SOUTH ST PAUL OPEN FOUNDATION		Yes	No	No	03/27/2026	275.00
USAP	P60930	114329	840449	Check	1	5510		ACCELERATED TECHNOLOGIES		Yes	No	No	03/31/2026	140.00
USAP	P60930	114293	840450	Check	1	12168		AMPERSAND THERAPY LLC		Yes	No	No	03/31/2026	10,000.00
USAP	P60930	114273	840451	Check	1	11213		ANDERSON, ERIN		Yes	No	No	03/31/2026	82.07
USAP	P60930	114333	840452	Check	1	7110		APPLE EDUCATION INC		Yes	No	No	03/31/2026	3,143.00
USAP	P60930	114283	840453	Check	1	11916		BACKYARD PARTY RENTALS		Yes	No	No	03/31/2026	400.00
USAP	P60930	114267	840454	Check	1	10641		BAYCOM INC		Yes	No	No	03/31/2026	637.00
USAP	P60930	114341	840455	Check	1	8057		BFG SUPPLY CO		Yes	No	No	03/31/2026	1,279.82
USAP	P60930	114276	840456	Check	1	1156		BIX PRODUCE COMPANY LLC		Yes	No	No	03/31/2026	1,673.50
USAP	P60930	114290	840457	Check	1	12097		CADY BUSINESS TECHNOLOGIES, INC		Yes	No	No	03/31/2026	292.50
USAP	P60930	114287	840458	Check	1	1204	R1	CARPENTER ST. CROIX VALLEY NATUI		Yes	No	No	03/31/2026	50.00
USAP	P60930	114292	840459	Check	1	1214		CDW GOVERNMENT		Yes	No	No	03/31/2026	5,213.76
USAP	P60930	114327	840460	Check	1	3748		CENTERPOINT ENERGY		Yes	No	No	03/31/2026	28,056.03
USAP	P60930	114334	840461	Check	1	7295		CENTURYLINK		Yes	No	No	03/31/2026	172.06
USAP	P60930	114337	840462	Check	1	7332		CENTURYLINK		Yes	No	No	03/31/2026	3,840.93
USAP	P60930	114285	840463	Check	1	11978		CHARPENTIER ENTERPRISES LLC		Yes	No	No	03/31/2026	176.80
USAP	P60930	114295	840464	Check	1	12227		CLOCWORKS INC		Yes	No	No	03/31/2026	504.72
USAP	P60930	114302	840465	Check	1	1257		COMPUTER INTEGRATION TECHNOLO		Yes	No	No	03/31/2026	1,000.35
USAP	P60930	114303	840466	Check	1	1286		CUB FOODS		Yes	No	No	03/31/2026	99.97
USAP	P60930	114275	840467	Check	1	11555		CUSTOM COMMUNICATIONS INC		Yes	No	No	03/31/2026	585.00
USAP	P60930	114344	840468	Check	1	9028		DAKOTA COUNTY FINANCIAL SERVICE		Yes	No	No	03/31/2026	7,070.29
USAP	P60930	114343	840469	Check	1	8840		DEFINITIVE TECHNOLOGY SOLUTIONS		Yes	No	No	03/31/2026	554.88
USAP	P60930	114301	840470	Check	1	12322	R1	DIGITABILITY INC		Yes	No	No	03/31/2026	3,000.00
USAP	P60930	114300	840471	Check	1	12319		ENCORE DATA PRODUCTS, INC		Yes	No	No	03/31/2026	4,540.00
USAP	P60930	114336	840472	Check	1	7322	R1	FERGUSON ENTERPRISES		Yes	No	No	03/31/2026	53.16
USAP	P60930	114348	840473	Check	1	9863	R2	GENUINE PARTS COMPANY		Yes	No	No	03/31/2026	68.60
USAP	P60930	114304	840474	Check	1	1482		GRAINGER, W.W..		Yes	No	No	03/31/2026	2,869.92
USAP	P60930	114340	840475	Check	1	7862		GREEN COMPANIES LLC		Yes	No	No	03/31/2026	2,184.50
USAP	P60930	114277	840476	Check	1	11701		HARRIS, BRIGGAN		Yes	No	No	03/31/2026	21.02
USAP	P60930	114326	840477	Check	1	3718		HASTINGS PARKS & RECREATION		Yes	No	No	03/31/2026	12,264.30
USAP	P60930	114305	840478	Check	1	1555	R1	HAWKINS, INC.		Yes	No	No	03/31/2026	839.27
USAP	P60930	114306	840479	Check	1	1582	R2	HILLYARD INC-MINNEAPOLIS		Yes	No	No	03/31/2026	1,131.06
USAP	P60930	114345	840480	Check	1	9329		HOMETOWN ACE HARDWARE		Yes	No	No	03/31/2026	764.61
USAP	P60930	114284	840481	Check	1	11943	R1	IMPERIAL DADE		Yes	No	No	03/31/2026	2,226.92
USAP	P60930	114325	840482	Check	1	3584		INFOPRO LEGAL RESOURCES INC		Yes	No	No	03/31/2026	2,850.00
USAP	P60930	114339	840483	Check	1	7721	R3	INNOVATIVE OFFICE SOLUTIONS		Yes	No	No	03/31/2026	3,509.02
USAP	P60930	114307	840484	Check	1	1660		INSTITUTE FOR ENVIRONMENTAL ASS		Yes	No	No	03/31/2026	5,834.02
USAP	P60930	114308	840485	Check	1	1664		INTERMEDIATE DIST 287		Yes	No	No	03/31/2026	3,070.20

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
USAP	P60930	114309	840486	Check	1	1665		INTERMEDIATE SCHOOL DIST 917		Yes	No	Yes	03/31/2026	393.30
USAP	P60930	114291	840487	Check	1	12120		KELLY SERVICES		Yes	No	No	03/31/2026	2,201.50
USAP	P60930	114332	840488	Check	1	6681		KENNEDY & GRAVEN, CHARTERD		Yes	No	No	03/31/2026	2,480.50
USAP	P60930	114274	840489	Check	1	11261	R2	LAFORCE LLC		Yes	No	No	03/31/2026	108.00
USAP	P60930	114289	840490	Check	1	12070		LB CARLSON LLP		Yes	No	No	03/31/2026	4,080.00
USAP	P60930	114347	840491	Check	1	9776	R1	LOFFLER COMPANIES		Yes	No	No	03/31/2026	1,724.25
USAP	P60930	114278	840492	Check	1	11712		MADAUS, KIRSTEN		Yes	No	No	03/31/2026	36.00
USAP	P60930	114323	840493	Check	1	3120	R1	MASE		Yes	No	No	03/31/2026	678.00
USAP	P60930	114280	840494	Check	1	11760		MCSAS PRODUCTIONS LLC		Yes	No	No	03/31/2026	250.00
USAP	P60930	114311	840495	Check	1	1942		MENARDS		Yes	No	No	03/31/2026	653.86
USAP	P60930	114312	840496	Check	1	1975		MINNESOTA CHILDREN'S MUSEUM		Yes	No	No	03/31/2026	637.50
USAP	P60930	114313	840497	Check	1	1977		MINNESOTA COACHES LLC		Yes	No	No	03/31/2026	99,373.11
USAP	P60930	114314	840498	Check	1	1993		MINNESOTA SCHOOL BOARDS ASS'N.		Yes	No	No	03/31/2026	495.00
USAP	P60930	114342	840499	Check	1	8186	R1	MPCA		Yes	No	No	03/31/2026	25.00
USAP	P60930	114294	840500	Check	1	12197	R1	NATIONAL FLOORING CONTRACTORS		Yes	No	No	03/31/2026	62,051.04
USAP	P60930	114268	840501	Check	1	10721	R4	NORTHFIELD SOLAR LLC		Yes	No	No	03/31/2026	26,502.54
USAP	P60930	114282	840502	Check	1	11771		NOVA EDUCATION CONSULTANTS		Yes	No	No	03/31/2026	5,730.00
USAP	P60930	114310	840503	Check	1	1882		OFFICE OF MN IT SERVICES		Yes	No	No	03/31/2026	148.05
USAP	P60930	114297	840504	Check	1	12313	R1	PACIFIC ONESOURCE INC		Yes	No	No	03/31/2026	155,304.05
USAP	P60930	114315	840505	Check	1	2163	R1	PAN-O-GOLD BAKING CO		Yes	No	No	03/31/2026	1,659.21
USAP	P60930	114272	840506	Check	1	11186	R2	PERFORMANCE FOOD SERVICE		Yes	No	No	03/31/2026	2,327.26
USAP	P60930	114321	840507	Check	1	2987	R1	PITSCO EDUCATION		Yes	No	No	03/31/2026	1,440.68
USAP	P60930	114279	840508	Check	1	11740		PRAIRIE FARMS - WOODBOURY, MN		Yes	No	No	03/31/2026	10,653.38
USAP	P60930	114335	840509	Check	1	7314		REGENTS OF UNIVERSITY OF MN		Yes	No	No	03/31/2026	300.00
USAP	P60930	114328	840510	Check	1	4344		ROWAN, MARY		Yes	No	No	03/31/2026	47.27
USAP	P60930	114331	840511	Check	1	6446		SCANTRON CORP.		Yes	No	No	03/31/2026	724.47
USAP	P60930	114322	840512	Check	1	3029		SCHMITT MUSIC		Yes	No	No	03/31/2026	59.00
USAP	P60930	114320	840513	Check	1	2850	R1	SCHOOL SPECIALTY		Yes	No	No	03/31/2026	106.31
USAP	P60930	114286	840514	Check	1	12027	R1	SOCCER SHOTS		Yes	No	No	03/31/2026	765.00
USAP	P60930	114316	840515	Check	1	2424		SOUTHWEST MN STATE UNIVERSITY		Yes	No	No	03/31/2026	19,030.00
USAP	P60930	114288	840516	Check	1	12058		SPARKPATH		Yes	No	No	03/31/2026	3,570.00
USAP	P60930	114317	840517	Check	1	2465		STATE SUPPLY CO INC		Yes	No	No	03/31/2026	5,032.98
USAP	P60930	114299	840518	Check	1	12318	R1	STEM SUPPLIES		Yes	No	No	03/31/2026	526.31
USAP	P60930	114271	840519	Check	1	10898	R1	SYMMETRY ENERGY SOLUTIONS		Yes	No	No	03/31/2026	18,845.56
USAP	P60930	114281	840520	Check	1	11768	R1	TAHER INC		Yes	No	No	03/31/2026	6,277.77
USAP	P60930	114298	840521	Check	1	12317		TEACHERGEEK, INC		Yes	No	No	03/31/2026	521.50
USAP	P60930	114346	840522	Check	1	9380		THE WORKS		Yes	No	No	03/31/2026	1,200.00
USAP	P60930	114318	840523	Check	1	2559		TRIO SUPPLY		Yes	No	No	03/31/2026	2,224.61

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Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
USAP	P60930	114330	840524	Check	1	5557	R1	ULINE SHIPPING SUPPLIES		Yes	No	No	03/31/2026	322.81
USAP	P60930	114338	840525	Check	1	7490		UNIVERSITY LANGUAGE CTR INC		Yes	No	No	03/31/2026	2,397.63
USAP	P60930	114324	840526	Check	1	3277		UPPER LAKES FOODS, INC		Yes	No	No	03/31/2026	25,546.41
USAP	P60930	114269	840527	Check	1	10722	R4	WALCOTT SOLAR LLC		Yes	No	No	03/31/2026	13,594.09
USAP	P60930	114270	840528	Check	1	10723	R4	WARSAW SOLAR LLC		Yes	No	No	03/31/2026	11,996.12
USAP	P60930	114319	840529	Check	1	2640		WEST MUSIC		Yes	No	No	03/31/2026	143.35
USAP	P60930	114296	840530	Check	1	12308		WHISPERS OF LIFE DOULA LLC		Yes	No	No	03/31/2026	41.25

Bank Total: $1,670,924.49

Report Total: $1,670,953.71

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Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
USPR	p269p1	114092		Wire	1	10929		AVIBEN LLC		No	Yes	No	03/11/2026	77,043.66
USPR	p269p1	114093		Wire	1	1984		MINNESOTA DEPT. OF REVENUE		No	Yes	No	03/11/2026	61,293.22
USPR	p269p1	114094		Wire	1	2016		MN TRA		No	Yes	No	03/11/2026	202,421.63
USPR	p269p1	114095		Wire	1	2705		EFTPS - TAX PAYMENT		No	Yes	No	03/11/2026	357,692.10
USPR	p269p1	114096		Wire	1	3880		MII LIFE		No	Yes	No	03/11/2026	0.00
USPR	p269p1	114097		Wire	1	7771		MINNESOTA PERA (WIRE TRANSFER)		No	Yes	No	03/11/2026	73,232.38
USPR	p269p2	114233		Wire	1	10929		AVIBEN LLC		No	Yes	No	03/23/2026	75,663.68
USPR	p269p2	114234		Wire	1	1984		MINNESOTA DEPT. OF REVENUE		No	Yes	No	03/23/2026	56,817.01
USPR	p269p2	114235		Wire	1	2016		MN TRA		No	Yes	No	03/23/2026	204,773.26
USPR	p269p2	114236		Wire	1	2705		EFTPS - TAX PAYMENT		No	Yes	No	03/23/2026	333,033.38
USPR	p269p2	114237		Wire	1	3880		MII LIFE		No	Yes	No	03/23/2026	0.00
USPR	p269p2	114238		Wire	1	7771		MINNESOTA PERA (WIRE TRANSFER)		No	Yes	No	03/23/2026	52,319.80
USPR	p269p1	114065	106045	Check	1	12077		GURSTEL LAW FIRM PC		Yes	Yes	No	03/05/2026	604.20
USPR	p269p1	114066	106046	Check	1	1529		HASTINGS EDUCATION ASS'N. MN.		Yes	Yes	No	03/05/2026	16,959.32
USPR	p269p1	114067	106047	Check	1	1974		MINNESOTA CHILD SUPPORT PYMT C		Yes	Yes	No	03/05/2026	11.00
USPR	p269p2	114248	106048	Check	1	5234		EDUCATION MINNESOTA		Yes	No	No	03/23/2026	16.00
USPR	p269p2	114239	106049	Check	1	10975		EDUCATION MN HASTINGS ESP'S		Yes	Yes	No	03/23/2026	2,184.22
USPR	p269p2	114241	106050	Check	1	12077		GURSTEL LAW FIRM PC		Yes	Yes	No	03/23/2026	597.92
USPR	p269p2	114243	106051	Check	1	1529		HASTINGS EDUCATION ASS'N. MN.		Yes	Yes	No	03/23/2026	16,959.32
USPR	p269p2	114250	106052	Check	1	7384		HIGH SCHOOL FACULTY SCHOLARSHI		Yes	Yes	No	03/23/2026	82.00
USPR	p269p2	114244	106053	Check	1	1974		MINNESOTA CHILD SUPPORT PYMT C		Yes	Yes	No	03/23/2026	11.00
USPR	p269p2	114245	106054	Check	1	2002		MINNESOTA TEAMSTERS LOCAL 320		Yes	Yes	No	03/23/2026	2,458.00
USPR	p269p2	114242	106055	Check	1	12079		NATIONAL D.R.I.V.E.		Yes	Yes	No	03/23/2026	14.00
USPR	p269p2	114246	106056	Check	1	2010		NCPERS GROUP LIFE INS -157410		Yes	Yes	No	03/23/2026	32.00
USPR	p269p2	114249	106057	Check	1	6780		SEIU LOCAL 284		Yes	Yes	No	03/23/2026	1,790.10
USPR	p269p2	114240	106058	Check	1	11741		ST. CROIX VALLEY FOUNDATION		Yes	Yes	No	03/23/2026	80.00
USPR	p269p2	114247	106059	Check	1	2576		UNITED WAY		Yes	No	No	03/23/2026	145.00
USPR	p269p3	114251	106060	Check	1	11734		THE HARTFORD		Yes	No	No	03/26/2026	12,072.70
USPR	p269p3	114252	106061	Check	1	12152		VISION SERVICE PLAN		Yes	Yes	No	03/26/2026	742.55

Bank Total: $1,549,049.45

Report Total: $1,549,049.45

HASTINGS PUBLIC SCHOOLS

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
USBP	P609B1	114101	1370	Check	1	4015	R1	VIRCO		Yes	Yes	No	03/12/2026	3,088.80

Bank Total: $3,088.80

Report Total: $3,088.80

HASTINGS PUBLIC SCHOOLS

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
ACTV	P08ASA	114074		Wire	1	11387		AMAZON CAPITAL SERVICES, INC		No	Yes	No	03/06/2026	1,108.76
ACTV	P08ASB	114100		Wire	1	9557		BMO HARRIS BANK NA		No	Yes	No	03/12/2026	149.77
ACTV	P09AS1	114073	38445	Check	1	12098		THE PULSERA PROJECT		Yes	Yes	No	03/06/2026	385.00
ACTV	P09AS2	114099	38446	Check	1	1977		MINNESOTA COACHES LLC		Yes	Yes	No	03/12/2026	251.32
ACTV	P09AS2	114098	38447	Check	1	11362		OUT THERE NORDIC		Yes	Yes	No	03/12/2026	520.00
ACTV	P09AS4	114253	38448	Check	1	12019		ENDRES, SAM		Yes	No	No	03/27/2026	832.83
ACTV	P09AS4	114254	38449	Check	1	9687		LETOURNEAU, ANTHONY		Yes	Yes	No	03/27/2026	78.09

Bank Total: $3,325.77

Report Total: $3,325.77

HASTINGS PUBLIC SCHOOLS

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
SCH	P6091P	114091	304660	Check	1	3576		UNIVERSITY OF WISCONSIN - RIVER F.		Yes	Yes	No	03/10/2026	250.00
SCH	p6092p	114266	304661	Check	1	7572		NORTH DAKOTA STATE UNIVERSITY-O		Yes	No	No	03/31/2026	1,000.00

Bank Total: $1,250.00

Report Total: $1,250.00

HASTINGS PUBLIC SCHOOLS
Dental Self-Funded Summary
Period Ending March 31, 2026

Sequence: Crs, Org, Fd

									Description	26REV Annual Budget	Period 202609	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
R	20	000	000	000	087	000	422	000	EE Unpaid Premiums	0.00	0.00	0.00	0%	0.00	0%	0.00
R	20	000	000	000	092	000	422	000	Interest-Dental	(45,000.00)	(3,021.52)	(38,845.27)	86%	0.00	86%	(6,154.73)
R	20	000	000	000	095	000	422	000	Employer Share/Premiums	(495,971.00)	(41,949.46)	(362,667.49)	73%	0.00	73%	(133,303.51)
R	20	000	000	000	097	000	422	000	Employee Share/Premiums	(87,525.00)	(9,130.91)	(73,525.00)	84%	0.00	84%	(14,000.00)
R	20	000	000	000	098	000	422	000	Retiree-Cobra Share/Premium	(125,174.00)	(8,848.69)	(91,602.28)	73%	0.00	73%	(33,571.72)
E	20	005	105	000	236	000	422	000	Dental Insurance Claims	665,000.00	35,091.64	433,793.67	65%	0.00	65%	231,206.33
E	20	005	105	000	301	000	422	000	Fees-Carrier & Consultant	32,126.00	3,051.05	27,986.45	87%	0.00	87%	4,139.55
				000	**Districtwide**					**(56,544.00)**	**(24,807.89)**	**(104,859.92)**	**185%**	**0.00**	**185%**	**48,315.92**
									Report Totals:	**(56,544.00)**	**(24,807.89)**	**(104,859.92)**	**185%**	**0.00**	**185%**	**48,315.92**

HASTINGS PUBLIC SCHOOLS
Health Self-Funded Summary
Period Ending March 31, 2026

Sequence: Crs, Org, Fd

										Description	26REV Annual Budget	Period 202609	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
R	21	000	000	000	087	000	422	000		EE Unpaid Premiums	0.00	0.00	0.00	0%	0.00	0%	0.00
R	21	000	000	000	092	000	422	000		Interest -Health	(165,000.00)	(9,219.69)	(137,850.21)	84%	0.00	84%	(27,149.79)
R	21	000	000	000	095	000	422	000		Employer Share/Premiums	(7,073,265.00)	(653,687.52)	(5,548,407.77)	78%	0.00	78%	(1,524,857.23)
R	21	000	000	000	097	000	422	000		Employee Share/Premiums	(1,880,235.00)	(128,187.99)	(1,108,770.88)	59%	0.00	59%	(771,464.12)
R	21	000	000	000	098	000	422	000		Retiree-Cobra Share/Premiur	(465,611.00)	(30,200.34)	(349,396.29)	75%	0.00	75%	(116,214.71)
R	21	000	000	000	099	000	422	000		ER/Trust Share for Retirees	(57,547.00)	(2,330.80)	(30,479.60)	53%	0.00	53%	(27,067.40)
E	21	005	105	000	223	000	422	000		Medical Insurance Claims	8,272,821.00	545,725.75	4,412,517.99	53%	0.00	53%	3,860,303.01
E	21	005	105	000	224	000	422	000		Pharmacy Claims	1,459,910.00	268,632.85	1,920,939.54	132%	0.00	132%	(461,029.54)
E	21	005	105	000	300	000	422	000		Pharmacy Rebates/Admin Fe	(500,000.00)	(64,825.50)	(485,470.63)	97%	0.00	97%	(14,529.37)
E	21	005	105	000	301	000	422	000		Veba/Flex/Health	220,000.00	20,981.42	170,388.42	77%	0.00	77%	49,611.58
E	21	005	105	000	308	000	422	000		StopLoss	539,600.00	42,766.59	342,667.48	64%	0.00	64%	196,932.52
E	21	005	105	000	312	000	422	000		Consultant-OneDigital $40,00	41,200.00	0.00	41,200.00	100%	0.00	100%	0.00
E	21	005	105	000	314	000	422	000		Springbuk Fee $1/pm/pm	4,968.00	0.00	3,576.00	72%	0.00	72%	1,392.00
E	21	005	105	000	317	000	422	000		Network Fees	2,000.00	0.00	500.00	25%	0.00	25%	1,500.00
				000	**Districtwide**						**398,841.00**	**(10,345.23)**	**(768,585.95)**	**(193%)**	**0.00**	**(193%)**	**1,167,426.95**
R	21	000	000	000	089	326	422	000		Employer-PCORI-ACA	(3,912.00)	0.00	(3,912.30)	100%	0.00	100%	0.30
R	21	000	000	000	094	326	422	000		Employer-VEBA Trust Rev	(571,200.00)	(60,315.00)	(431,463.30)	76%	0.00	76%	(139,736.70)
E	21	005	105	000	301	326	422	000		Employer-VEBA Trust Pmt.	571,200.00	60,315.00	431,463.30	76%	0.00	76%	139,736.70
E	21	005	105	000	313	326	422	000		Employer-PCORI- ACA	3,912.00	0.00	3,912.30	100%	0.00	100%	(0.30)
				326	**District Additional R/E**						**0.00**	**0.00**	**0.00**	**0%**	**0.00**	**0%**	**(0.00)**
										Report Totals:	**398,841.00**	**(10,345.23)**	**(768,585.95)**	**(193%)**	**0.00**	**(193%)**	**1,167,426.95**

Board Meeting Date: **4.22.26**

RETIREMENT/RESIGNATION/TERMINATION

NAME	STATUS	ASSIGNMENT	EMPLOYEE GROUP	EFFECTIVE DATE
Anderson, Diana	Resignation	Paraprofessional Sub; Hours Vary District Wide	N/A	April 8, 2026
Appert, Nicole	Resignation	SAC Assistant; 4.5 Hours / Day McAuliffe Elementary	Comm Ed Para	April 10, 2026
Appert, Nicole	Resignation	Paraprofessional ; 2.5 Hours / Day McAuliffe Elementary	ED MN - ESP	April 10, 2026
Berg, Linda	Retirement	EL Paraprofessional; 6.25 Hours / Day McAuliffe Elementary	ED MN - ESP	June 4, 2026
Garner, Samantha	Resignation	RN; Average 5 Hours / Day Non Public Schools	N/A	June 5, 2026
McMenomy, Tammy	Resignation	Paraprofessional Sub; Hours Vary District Wide	N/A	April 9, 2026
Schaffer, Abby	Resignation	Cook, 6.25 Hours / Day McAuliffe Elementary	Food Service	March 25, 2026
Schimschock, Gina	Resignation	Special Education Teacher; 1.0 FTE Hastings Middle School	ED MN - Teachers	June 5, 2026
Skramstad, Catherine	Resignation	School Psychologist; 1.0 FTE Kennedy & Pinecrest Elementary	ED MN - Teachers	June 5, 2026
Young, Deb	Retirement	SpEd Paraprofessional; 6.25 Hours / Day McAuliffe Elementary	ED MN - ESP	June 4, 2026
Zabel, Laura	Retirement	Math Teacher; 1.0 FTE Hastings High School	ED MN - Teachers	June 5, 2026

NEW HIRES

NAME	ASSIGNMENT	SALARY PLACEMENT/HOURLY RATE	EMPLOYEE GROUP	EFFECTIVE DATE
Anderson, Audrey	Camp Horizons SAC Asst; 8 Hours / Day Kennedy Elementary	$15.30 / Hour	N/A	June 8, 2026
Appert, Emma	Camp Horizons Site Instructor; 8 Hours / Day Kennedy Elementary	$18.00 / Hour	N/A	June 8, 2026
Atkins, Elsie	Camp Horizons SAC Asst; 8 Hours / Day Kennedy Elementary	$15.30 / Hour	N/A	June 8, 2026
Bailey, Savanna	Paraprofessional; 6.25 Hours / Day Hastings High School	$22.07 / Hour	ED MN - ESP	April 6, 2026
Bartlette, Hope	Speech Language Pathologist; 1.0 FTE Pinecrest Elementary & Tilden	$58,986 Annually (Pending Official Transcripts)	ED MN - Teachers	August 20, 2026
Boudreau, Mia	Camp Horizons Site Instructor; 8 Hours / Day Kennedy Elementary	$18.00 / Hour	N/A	June 8, 2026
Brommerich, Jenna	Camp Horizons Student Asst; 8 Hours / Day Kennedy Elementary	$11.50 / Hour	N/A	June 8, 2026
Carter, Emma	SPARK 2.0 Instructor; 66.5 Hours Total Community Education	$18.75 / Hour	N/A	July 1, 2026

Cook, Gage	Student Locker Cleaner; 16 Hours Total Hastings Middle School	$11.25 / Hour	N/A	June 5, 2026
Cook, Grant	Student Locker Cleaner; 16 Hours Total Hastings Middle School	$11.25 / Hour	N/A	June 5, 2026
Dankers, Amanda	Paraprofessional; 6.25 Hours / Day Hastings Middle School	$22.07 / Hour	ED MN - ESP	April 13, 2026
Decker, Jermey	Seasonal Grounds Worker; 8 Hours / Day District Wide	$16.00 / Hour	N/A	June 8, 2026
Engeldinger, Peyton	Camp Horizons Student Asst; 8 Hours / Day Kennedy Elementary	$11.50 / Hour	N/A	June 8, 2026
Englin, Kaelynn	Camp Horizons SAC Asst; 8 Hours / Day Kennedy Elementary	$15.30 / Hour	N/A	June 8, 2026
Fenton, Alexya	Camp Horizons Student Asst; 8 Hours / Day Kennedy Elementary	$11.50 / Hour	N/A	June 8, 2026
Fenton, Alexya	SPARK 2.0 Instructor; 66.5 Hours Total Community Education	$18.75 / Hour	N/A	July 1, 2026
Foster, Ava	Camp Horizons SAC Asst; 8 Hours / Day Kennedy Elementary	$15.30 / Hour	N/A	June 8, 2026
Garrison, Karissa	Special Education Teacher; 1.0 FTE Hastings Middle School	$53,356 Annually	ED MN - Teachers	August 24, 2026
Geving, Shane	Special Education Teacher; 1.0 FTE Hastings High School	$71,354 Annually (Pending Official Transcripts)	ED MN - Teachers	August 20, 2026
Haley, Kamden	Student Locker Cleaner; 16 Hours Total Hastings Middle School	$11.25 / Hour	N/A	June 5, 2026
Haley, Kason	Student Locker Cleaner; 16 Hours Total Hastings Middle School	$11.25 / Hour	N/A	June 5, 2026
Hanson, Jerad	Camp Horizons SAC Asst; 8 Hours / Day Kennedy Elementary	$15.30 / Hour	N/A	June 8, 2026
Horsch, Jeff	Seasonal Grounds Worker; 8 Hours / Day District Wide	$16.00 / Hour	N/A	March 31, 2026
Jacobson, Jeremy	Afterschool Sports PSA; 1.75 Hours / Day Hastings High School	$22.07 / Hour	N/A	March 24, 2026
Jacobson, Kelsey	Camp Horizons SAC Asst; 8 Hours / Day Kennedy Elementary	$18.80 / Hour	N/A	June 8, 2026
Kirk, Maelyn	Tennis Coach; 72 Hours Total Community Education	$15.00 / Hour	N/A	June 16, 2026
Kleis, Kate	Camp Horizons Student Asst; 8 Hours / Day Kennedy Elementary	$11.50 / Hour	N/A	June 8, 2026
Kochendorfer, Guy	Summer Large Mower; 8 Hours / Day District Wide	$16.00 / Hour	N/A	May 4, 2026
Lentz, Alexis	Camp Horizons SAC Asst; 8 Hours / Day Kennedy Elementary	$18.80 / Hour	N/A	June 8, 2026
Lundstrom, Carter	Student Locker Cleaner; 16 Hours Total Hastings Middle School	$11.25 / Hour	N/A	June 4, 2026
Marthaler, Hailey	Camp Horizons Site Instructor; 8 Hours / Day Kennedy Elementary	$18.00 / Hour	N/A	June 8, 2026

Newton, Haylee	Camp Horizons SAC Asst; 8 Hours / Day Kennedy Elementary	$15.30 / Hour	N/A	June 8, 2026
Niederkorn, Breonna	Cook; 6.25 Hours / Day McAuliffe Elementary	$21.69 / Hour	Food Service	April 20, 2026
Offenhauser, Kortney	Food Service Substitute; Hours Vary District Wide	$17.50 / Hour	N/A	March 30, 2026
Oviatt, Jessica	Camp Horizons PSA	$22.00 / Hour	N/A	June 8, 2026
Pieters, James	Seasonal Grounds Worker; 8 Hours / Day District Wide	$16.00 / Hour	N/A	May 4, 2026
Puffer, Mariah	Special Education Teacher; 1.0 FTE Hastings High School	$53,356 Annually	ED MN - Teachers	August 24, 2026
Richards, Tayzia	Cook-Long Term Sub; 6.25 Hours / Day Hastings Middle School	$21.69 / Hour	Food Service	March 31, 2026
Rowan, Sophie	Camp Horizons SAC Asst; 8 Hours / Day Kennedy Elementary	$15.30 / Hour	N/A	June 8, 2026
Schutt, Mark	Summer Large Mower; 8 Hours / Day District Wide	$16.00 / Hour	N/A	May 4, 2026
Sobaskiewicz, Noelle	Special Education Teacher; 1.0 FTE Hastings Middle School	$54,759 Annually (Pending Official Transcripts)	ED MN - Teachers	August 20, 2026
Stone, Lillian	Paraprofessional Substitute; Hour Vary District Wide	$19.40 / Hour	N/A	April 15, 2026
Story-Green, Cammie	Kids Campus PSA; 3 Hours / Day McAuliffe Elementary	$22.07 / Hour	Comm Ed Para	March 25, 2026
Swanda, Abby	Camp Horizons Site Instructor; 8 Hours / Day Kennedy Elementary	$18.00 / Hour	N/A	June 8, 2026
Uecker, Cece	Camp Horizons Site Instructor; 8 Hours / Day Kennedy Elementary	$18.00 / Hour	N/A	June 8, 2026
Vieth, Katherine	Camp Horizons SAC Asst; 8 Hours / Day Kennedy Elementary	$15.30 / Hour	N/A	June 8, 2026
Wald, Ella	Student Locker Cleaner; 16 Hours Total Hastings Middle School	$11.25 / Hour	N/A	June 5, 2026
Welch, Marissa	Tennis Coach; 72 Hours Total Community Education	$30.00 / Hour	N/A	June 16, 2026
Whitehill-Conover, Augustin	Tennis Coach; 72 Hours Total Community Education	$15.00 / Hour	N/A	June 16, 2026
Wiederholt, Tammy	Cook Assistant; 3 Hours / Day McAuliffe Elementary	$19.59 / Hour	Food Service	April 6, 2026
Winkler, Dana	Paraprofessional; 6.25 Hours / Day Pinecrest Elementary	$22.07 / Hour	ED MN - ESP	April 20, 2026
Zarecky, Steve	Custodian; 8 Hours / Day Hastings Middle School	$23.11 / Hour	N/A	April 15, 2026
Zuzek, Alex	Tennis Coach; 72 Hours Total Community Education	$30.00 / Hour	N/A	June 16, 2026

ASSIGNMENT CHANGES

NAME	FROM	TO	EMPLOYEE GROUP	EFFECTIVE DATE(S)
Raway, Jason	Grounds Worker; 8 Hours / Day District Wide	Lead Grounds Worker; 8 Hours / Day District Wide	Custodian	March 30, 2026

RESCISSION RELEASES

NAME	BUILDING	POSITIONS	FTE	EFFECTIVE DATE
Larson, Katherine	Pinecrest	Grade 2 Teacher	1.0	N/A

530 IMMUNIZATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students.

II. GENERAL STATEMENT OF POLICY

All students are required to provide proof of immunization, or appropriate documentation exempting the student from such immunization, and such other data necessary to ensure that the student is free from vaccine preventable communicable diseases, as a condition of enrollment.

III. STUDENT IMMUNIZATION REQUIREMENTS

A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted to the designated school district administrator the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent or guardian shall provide to the designated school district administrator one of the following statements:

1. A statement from a physician, advanced practice registered nurse, physician assistant, or a public clinic which provides immunizations (hereinafter "medical statement"), affirming that the student received the immunizations required by law, consistent with medically acceptable standards; or

2. A medical statement affirming that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month and year each immunization was administered, consistent with medically acceptable standards.

B. The statement of a parent or guardian of a student or an emancipated student may be substituted for the medical statement. If such a statement is substituted, this statement must indicate the month and year each immunization was administered. Upon request, the designated school district administrator will provide information to the parent or guardian of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.

C. The parent or guardian of persons receiving instruction in a home school shall submit one of the statements set forth in Section III(A) or III(B), above, or statement of immunization

set forth in Section IV, below, to the superintendent/designee of the school district by October 1 of the first year of their home schooling in Minnesota and the grade 7 year.

D. When there is evidence of the presence of a communicable disease, or when required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any vaccine preventable communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted the required data.

E. The school district may allow a student transferring into a school a maximum of 30 days to submit a statement specified in Section III(A) or III(B) above, or Section IV, below. Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization within the specified time frames shall be excluded from school until such time as the appropriate proof of immunizations or exemption documentation has been provided.

F. If a person who is not a Minnesota resident enrolls in a school district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization, statement, and other requirements of this policy.

IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

Students will be exempt from the foregoing immunization requirements under the following circumstances:

A. The parent or guardian of a minor student or an emancipated student submits a signed medical statement affirming that the immunization of the student is contraindicated for medical reasons or that laboratory confirmation of the presence of adequate immunity exists; or

B. The parent or guardian of a minor student or an emancipated student submits his or her notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian or student.

The district and staff will respect the rights of parents and students to make immunization decisions for themselves.

V. NOTICE OF IMMUNIZATION REQUIREMENTS

A. The school district will develop and implement a procedure to:

1. Notify parents and students of the immunization and exemption requirements by use of a form approved by the Department of Health (please see Hastings Public Schools Enrollment Packet);

2. Notify parents and students of the consequence for failure to provide required documentation regarding immunizations;

3. Review student health records to determine whether the required information has been provided; and

4. Make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent or guardian of the conditions for re-enrollment.

B. The notice provided shall contain written information describing the exemptions from immunization as permitted by law. The notice shall be in a font size at least equal to the font size and style as the immunization requirements and on the same page as the immunization requirements.

VI. IMMUNIZATION RECORDS

A. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student attains the age of majority.

B. Student immunization records maintained by the school district are generally considered education records subject to the Family Education Records and Privacy Act (FERPA). The school district may not disclose personally identifiable information (PII), including immunization records, without parent or eligible student consent unless a permissible exception applies. ~~Upon request, the school district may exchange immunization data with persons or agencies providing services on behalf of the student. Immunization data is private student data and disclosure of such data shall be governed by Policy 515 Protection and Privacy of Pupil Records.~~

C. The designated school district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school within 30 days of the student's transfer.

D. Upon request of a public or private postsecondary educational institution as defined in Minnesota Statutes, section 135A.14, the designated school district administrator will assist

in the transfer of the student's immunization file to the post-secondary educational institution.

VII. OTHER

Within 60 days of the commencement of each new school term, the school district will forward a report to the Commissioner of the Minnesota Department of Education stating the number of students attending each school in the school district, including the number of students receiving instruction in a home school, the number of students who have not been immunized, and the number of students who received an exemption. The school district also will forward a copy of all exemption statements received by the school district to the Commissioner of the Minnesota Department of Health.

Legal References: *Minn. Stat. § 13.32 (Educational Data)*
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 121A.17 (School Board Responsibilities)
Minn. Stat. § 144.29 (Health Records; Children of School Age)
Minn. Stat. § 144.3351 (Immunization Data)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 144.442 (Testing in Schools)
Minn. Rules Parts 4604.0100-4604.1020 (Immunization)¶
20 U.S.C. § 1232g (Family Educational and Privacy Rights Act)
McCarthy v. Ozark Sch. Dist., 359 F.3d 1029 (8th Cir. 2004)
Op. Atty. Gen. 169-W (July 23, 1980)
Op. Atty. Gen. 169-W (Jan. 17, 1968)

Cross References: *ISD 200 Policy 515 (Protection and Privacy of Pupil Records)*

Resources: *MN Department of Health:*
School Health Personnel Immunization and Disease Reporting

Policy Reviewed: *10.04.2024*
Policy Adopted: *04.22.2026* ~~*12.18.2024*~~
Policy Revised: *04.02.2026* ~~*09.28.2022*~~

201 LEGAL STATUS OF THE SCHOOL BOARD

I. PURPOSE

State law and the Minnesota Constitution give the school board the authority to oversee and manage the school district. The board is responsible for carrying out the district's mission with care, sound judgment, and a commitment to providing a high-quality public education. This policy outlines the school board's authority, duties, and responsibilities.

II. GENERAL STATEMENT OF POLICY

The school board is the governing body responsible for the care, management, and control of the district's affairs. This responsibility includes all duties, and implied powers necessary to effectively operate the district.

Individual board members have no authority to act on behalf of the district unless expressly authorized by official board action. The board may act only as a body at properly noticed meetings. The district is not bound by statements, actions, or commitments made by individual board members unless specifically directed or approved by the school board.

For a complete list of statutory duties of school boards, please see the district's School Board Member Handbook.

III. DEFINITION

"School board" means the governing body of the school district.

IV. ORGANIZATION AND MEMBERSHIP

A. The school board consists of seven elected members, each serving a four-year term, with elections occurring on even years, unless a vacancy occurs.

B. The superintendent serves as a non-voting (ex officio) member, as provided by law.

C. A majority of the elected members constitutes a quorum. The act of a majority of a quorum at a legally convened meeting is the act of the school board.

V. POWERS AND DUTIES

A. The school board has the authority to govern, manage, and control the district; to carry out its duties and responsibilities; and to conduct the business of the district. This authority includes powers expressly granted by statute as well as those reasonably implied and necessary to fulfill its responsibilities.

B. The school board performs functions that are legislative, administrative, and quasi-judicial

in nature.

C. The board provides governance and oversight to ensure every student has access to a high-quality, effective public education.

D. Consistent with Minnesota law, the school board shall:

1. Provide a free system of public education for every school-age child residing in the district;

2. Establish the district's strategic direction and educational goals; approve instructional programs; and prescribe textbooks, instructional materials, and courses of study;

3. Develop, adopt, and revise policies to govern the district and establish operational rules;

4. Employ and evaluate a superintendent to manage the day-to-day operations of the district and implement board policy;

5. Conduct official business at properly noticed regular or special meetings;

6. Govern and monitor the district's business operations, finances, facilities, property and the overall welfare;

7. Oversee financial resources, levy taxes as authorized by law, approve lawful expenditures, adopt an annual budget, and ensure the proper maintenance of school buildings;

8. Approve contracts, authorize the employment and discharge of employees as provided by law, and enter into agreements necessary for district operations;

9. Acquire, hold, lease, sell or exchange real property and equipment for school purposes;

10. Act as a public corporation with authority to initiate, defend, and settle legal actions on behalf of the district;

11. Provide for the transportation of students to and from school; and

12. Procure insurance to protect the district, its officers, and employees against liability.

E. The school board may:

1. Provide library facilities, evening schools, adult education, summer school, or intersession programs;

2. Enter into cooperative agreements with other school districts for educational services;

3. Lease rooms or buildings for school purposes;

4. Authorize community use of school facilities when such use does not interfere with school purposes;

5. Authorize cocurricular and extracurricular activities;

6. Accept bequests, donations, or gifts for lawful school purposes; and

7. Perform any other acts reasonably necessary or required for the governance and operation of the schools, consistent with law.

Legal References: *Minn. Stat. § 123A.22 (Cooperative Centers for Vocational Education)*
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Board of Independent School Districts)
Minn. Stat. § 123B.14 (Officers of Independent School Districts)
Minn. Stat. § 123B.23 (Liability Insurance; Officers and Employees)
Minn. Stat. § 123B.49 (Co Curricular and Extracurricular Activities; Insurance)
Minn. Stat. § 123B.51 (Schoolhouses and Sites;Use for School and Nonschool Purposes; Closings)
Minn. Stat. § 123B.85 (Definition)
Jensen v. Indep. Consol. Sch. Dist. No. 85, 160 Minn. 233, 199 N.W. 911 (1924)

Cross References: *ISD 200 Policy 101 (Legal Status of the School District)*
ISD 200 Policy 202 (School Board Officers)
ISD 200 Policy 203 (Operation of the School Board -Governing Rules)
ISD 200 Policy 205 (Open Meetings and Closed Meetings)

Policy Reviewed: *02.19.2026*
Policy Adopted: *06.28.2023*
Policy Revised: *06.28.2023*

202 SCHOOL BOARD OFFICERS

I. PURPOSE

The purpose of this policy is to define the roles of school board officers in carrying out specific procedural, administrative, and statutory duties on behalf of the school board, in order to ensure the orderly, lawful, and efficient operation of the board's governance responsibilities.

II. GENERAL STATEMENT OF POLICY

School board 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.

III. ORGANIZATION

The school board shall hold an organizational meeting annually on the first Monday in January, or as soon after as practicable to elect a chair, a vice-chair, a clerk, and a treasurer. Officer elections shall be determined by a majority vote of the school board. Once elected, officers will immediately assume their duties, and shall hold office for one year and until their successors are elected and qualified.

A. The superintendent is an (ex officio) non-voting member of the school board.

B. The board by resolution may appoint the duties of clerk and treasurer in accordance with Minnesota Statutes section 123B.14; and

C. The school board by annual resolution may combine the duties of the offices of clerk and treasurer in a single person in the office of finance and operations.

IV. OFFICER'S RESPONSIBILITIES

A. Chair

1. Preside at all meetings of the school board;

2. Countersign all orders upon the treasurer for claims allowed by the school board;

3. Represent the school district in all actions;

4. Perform all duties customarily associated with the office of chair and other duties as determined by the board; and

5. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the school board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.

B. Vice-Chair

Shall perform the duties of the chair in the event of the chair's temporary absence, attend agenda setting meetings, and other duties as determined by the board.

C. Treasurer

1. Chairs the school board's finance committee;

2. Signs documents when necessary;

3. 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

4. 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:

   a) Deposit all district funds in the official depositories as designated by the school board;

   b) Make all financial reports requested by the board;

   c) Process board-approved financial orders;

   d) Keep an itemized account of all expenses of the school district;

   e) Perform all duties customarily associated with the office of the treasurer; and

   f) 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.

D. Clerk

1. Reads resolutions and, when necessary, records attendance and roll call votes;

2. Sign all orders for the payment of bills allowed by the school board for board member salaries, teachers' wages, and other claims, to be countersigned by the chair;

3. Signs other documents as-needed;

4. Perform such duties of the chair in the event of the chair's and vice chair's temporary absence; and

5. 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:

   a) Keep a printed copy of the board's calendar (including all meeting dates) posted on the bulletin board in the district office;

   b) Provide at least one printed copy of all meeting materials for public inspection at each school board meeting, work session and committee meeting;

   c) 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;

   d) 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;

   e) 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;

   f) 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;.

   g) On or before September 15 of each year, provide to the board for approval a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.

   h) In accordance with the requirements and deadlines established in Minnesota

Statutes, section 123B.14, make and transmit all certified reports, as approved by board resolution, to the Commissioner of Education; and

i) Furnish to the county auditor, by September 30 of each year, an attested copy of the district's record, showing the amount of proposed property tax voted by the district or the board for school purposes.

Legal References: *Minn. Stat. § 123B.12 (Insufficient Funds to Pay Orders)*
Minn. Stat. § 123B.14 (Officers of Independent School Districts)
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 126C.17 (Referendum Revenue)
Minn. Stat. Ch. 205A (School District Elections)

Cross References: *ISD 200 Policy 101 (Legal Status of the School District)*
ISD 200 Policy 201 (Legal Status of the School Board)
ISD 200 Policy 203 (Operation of the School Board – Governing Rules)

Policy Reviewed: *02.19.2026*
Policy Adopted: *06.28.2023*
Policy Revised: *06.23.2023*

Hastings Public Schools
Independent School District 200

902 USE OF SCHOOL DISTRICT FACILITIES AND EQUIPMENT

I. PURPOSE

The purpose of this policy is to provide guidelines for community use of school facilities and equipment.

II. GENERAL STATEMENT OF POLICY

The school board encourages maximum use of school facilities and equipment for community purposes if, in its judgment, that use will not interfere with use for school purposes.

III. SCHEDULED COMMUNITY EDUCATION CLASSES AND ACTIVITIES

A. ~~The school district administration~~ Community Education shall be charged with the process of scheduling rooms and special areas for community education classes and activities planned to be offered during each session.

B. Procedures for providing publicity, registration, and collection of fees shall be the responsibility of the school district administration.

C. Registration fees will~~may~~ be structured to include the total ~~a pro-rata portion of~~ costs for custodial services, food services, supervisory services and any technology support~~.~~ that may be needed.

IV. GENERAL COMMUNITY USE OF SCHOOL FACILITIES

A. The school board authorizes~~may authorize~~ the use of school facilities by community groups or individuals. It may impose reasonable regulations and conditions upon the use of school facilities as it deems appropriate.

B. Requests for use of school facilities by community groups or individuals shall be made through Community Education. The administration will present recommended procedures for the processing and review of requests to the school board. Upon approval by the school board, such procedures shall be outlined in ISD 200 Policy 902.1PR~~an addendum to this policy~~.

C. ~~The school board may require a rental fee for the use of school facilities. Such fee may include the cost of custodial and supervisory service if deemed necessary.~~ Rental fees are required for the use of school facilities. Such fees will include the total cost of custodial services, food services, supervisory services, and any technology support. ~~It may also require a deposit or surety bond for the proper use and repair of damage to school facilities.~~

A rental fee schedule, deposit or surety bond schedule, and payment procedure outlined in ISD 200 Policy 902.1 (Community Use of Facilities) shall be reviewed and presented for approval by the school board at least once every three years. ~~shall be presented for review and approval by the school board~~

D. When emergencies or unusual circumstances arise that necessitate rescheduling the use of school facilities, every effort will be made to find acceptable alternative meeting space.

V. USE OF SCHOOL EQUIPMENT

~~The administration will present a procedure to the school board for review and approval regarding the type of equipment that is available for community use, the extent to which it may be utilized, and the manner by which it may be scheduled for use and any charges to be made relating thereto. Upon approval of the school board, such procedure shall be an addendum to this policy.~~ Upon approval of the school board, such procedure shall be outlined in ISD 200 Policy 902.1PR.

VI. RULES FOR USE OF FACILITIES AND EQUIPMENT

The school board expects members of the community who use facilities and equipment to do so with respect for school district property and an understanding of proper use. Individuals and groups shall be responsible for damage to facilities and equipment. ~~A certificate of insurance may be required by the school district to ensure payment for these damages and any liability for injuries.~~ Individuals and groups shall be responsible for damage to facilities and equipment. A certificate of insurance will be required from all organizations and individuals to ensure payment for these damages and any liability for injuries.

Legal References: *Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Non Curricular Purposes;Closings)*

Cross References: *ISD 200 Policy 901 (Community Education)*
ISD 200 Policy 902.1PR (Community Use of Facilities)

Policy Reviewed: *03.07.2025*
Policy Adopted: *05.21.2025*
Policy Revised: *02.19.2026*

2025-2026 Approved Fundraisers

Fundraisers are approved on a quarterly basis by the School Board in July, October, January and April

Fund	Student Group	Fundraiser Description	Timeframe	Responsible Teacher/ Advisor	Funds Used for	Date Board Approved	Final Report Received (x)	Final-Board Date
10 - Student Activities	Spanish Honor Society	Pulsera Project-Central American artist bracelet sales	2/9/26-2/13/26	Julia Massmann/Ashley Hoffman	Donation to Pulsera Project			
10 - Student Activities	Student Council	Mask sales for Prom Masquerade Ball	4/1/26-4/25/26	Kallie Jonas/Megan Koerner	Prom			
10 - Student Activities	Art Club	Empy Bowls Dinner	4/15/26	Bert Casperson	Donation to Hastings Family Service & Heiffer International			

Completed Fundraisers

Fundraisers are approved on a quarterly basis by the School Board in July, October, January and April

Fund	Student Group	Fundraiser Description	Timeframe	Responsible Teacher/ Advisor	Funds Used for	Date Board Approved	Amount Raised
10 - Student Activities	Peer Helpers	Candy Cane "Candy Grams"	12/1/25-12/23/25	Kim Hoff	Peer Helper supplies	10/22/25	$193.00
11 - Deferred Accounts	Middle School Wrestling	Livingston Invitational Wrestling Tournament	1/10/26	Mitch Shemon	Wrestling Equipment/Supplies	1/28/26	$2,392.00
10 - Student Activities	Spanish Honor Society	Pulsera Project-Central American artist bracelet sales	2/9/26-2/13/26	Julia Massmann/Ashley Hoffman	Donation to Pulsera Project	4/22/26	$385.00
11 - Deferred Accts	Middle School	Scholastic Book Fair	2/19/26-2/24/26	Heather Kopp	Media Center-Books	1/28/26	$884.12
11 - Deferred Accts	Kennedy Elementary	Scholastic Book Fair	2/25/26-2/27/26	Kyle Latch	Literacy-Books	7/23/25	$2,999.02

Hastings Public Schools
INDEPENDENT SCHOOL DISTRICT 200
1000 11TH STREET WEST
HASTINGS, MN 55033-2597
Phone (651) 480-7000
Fax (651) 480-7004

BRIDGE TO SUCCESS

DATE: April 22, 2026

TO: ISD #200 School Board

FROM: Jennifer Seubert, Director of Finance and Operations

SUBJECT: Pinecrest Lunchroom Door Replacement Project

Administration recommends approval of a facilities improvement project at Pinecrest Elementary to replace the existing lunchroom door with a galvanized steel door, to be funded through bond proceeds.

This project is being proposed to enhance safety and security within the building. In a lockdown situation occurring during lunch, students and staff are directed to relocate to the kitchen area. Installing a secure solid door will allow staff to properly secure the area, creating a safer environment and improving the effectiveness of emergency response protocols.

The District obtained two quotes for this project:

- Twin City Garage Door $9,860
- Yale Mechanical $14,658

Administration recommends acceptance of the Twin City Garage Door quote in the amount of $9,860. An overall project budget of $10,500 is requested to cover the door replacement as well as minor preparatory work required prior to installation.

Twin City Garage Door
5601 Boone Avenue North
New Hope, MN 55428
(763) 533-3838
service@twincitygaragedoor.us

BILL TO
Pinecrest Elementary
975 12th Street West
Hastings, MN 55033 USA

ESTIMATE	ESTIMATE DATE
448422050	Feb 23, 2026

JOB ADDRESS
Pinecrest Elementary
975 12th Street West
Hastings, MN 55033 USA

Job:

SERVICE	DESCRIPTION	QTY	PRICE	TOTAL
SPOD	PROVIDE AND INSTALL NEW 11'6 X 7'2 CORNELL ESD10 GRAY GALVANIZED STEEL NON-INSULATED COILING DOOR. HAND CHAIN OPERATION. REMOVE AND DISPOSE OF OLD DOOR. DROP CEILING TO BE REMOVED BY OTHERS PRIOR TO INSTALLATION OF NEW DOOR. *SPECIAL ORDER.	1.00	$9,860.00	$9,860.00

SUB-TOTAL	$9,860.00
TOTAL	$9,860.00

Thank you for your business!

CUSTOMER AUTHORIZATION

THIS IS AN ESTIMATE, NOT A CONTRACT FOR SERVICES. The summary above is furnished by Twin City Garage Door as a good faith estimate of work to be performed at the location described above and is based on our evaluation and does not include material price increases or additional labor and materials which may be required should unforeseen problems arise after the work has started. I understand that the final cost of the work may differ from the estimate, perhaps materially. THIS IS NOT A GUARANTEE OF THE FINAL PRICE OF WORK TO BE PERFORMED. I agree and authorize the work as summarized on these estimated terms, and I agree to pay the full amount for all work performed. Note : Preparation of openings and wiring of operators and controls BY OTHERS. Floors must be poured prior to installation of doors and operators.
Note : THIS ESTIMATE MAY BE WITHDRAWN BY US IF NOT ACCEPTED WITHIN 30 DAYS.

Sign here Date

Yale Mechanical
Building Efficiency and Sustainability
A Service Logic Company

DOCK AND DOOR PROPOSAL #457955

To:	Brittany Hirschauer	Date:	3/9/2026
Phone:	651-480-7126	Total # of pages:	2
Company:	ISD 200-Pine Crest Elementary 975 12th Street West Hastings, MN 55033	From:	John Mann
		Cell Phone:	763-280-9066
Subject:	Lunchroom Door Replacement	Email:	jmann@yalemech.com
Customer Email:	bhirschauer@isd200.org		

Yale Mechanical is pleased to present the following proposal for the above-subject project.

We propose to provide labor and materials for the following:

1. One (1) 11'4" x 7' 1 ½" Wayne Dalton stainless steel coiling door, non-insulated, flat slats, hood, and slide bolts on both sides of the bottom bar for locking, manual operation-lift up. Remove and haul away the existing door. All mobile carts will need to be cleared from the area to safely work. Removal of ceiling tiles and any modifications of the ceiling tiles after the new door is installed to be done by the customer. Door is mounted to porcelain tiles-we will do our best not to break or damage any porcelain tiles, but it is possible that may occur during the removal of the old door and installation of the new door. Yale Mechanical is not responsible for damage to porcelain tiles.

We propose to complete the work described above for the sum of **FOURTEEN THOUSAND SIX HUNDRED FIFTY-EIGHT DOLLARS ($14,658)** down payment may be required.

Total	$14,658

Not included:
1. Overtime labor.
2. Any other repairs or modifications.
3. Electrical wiring done by others.

Assumption: It is assumed that the workspace will be free and clear with concrete floors in place. We assume that all equipment will be installed in consecutive days. All work on loading docks requires that the trailers or dumpsters be removed at the dock to be serviced. All extra time spent waiting due to not being able to access the docks will result in additional charges on a time and material basis.

Market Volatility Rider

Notwithstanding any provision(s) of this proposal, if as a direct or indirect result of any market issue, economy supply chain, tariffs, epidemic, labor disputes, or mandated surcharges, Yale Mechanical's work is delayed, disrupted, suspended, or otherwise impacted by, among other things, (i) disruptions to material and/or equipment supply; (ii) unavailability of labor; (iii) government closures, or other mandates, restrictions and/or directives; (iv) Owner or Contractor restrictions and/or directives; (v) fulfillment of Yale Mechanical's contractual, union disagreements, legal, health, and/or safety obligations associated with the Market. Yale Mechanical shall be entitled to an equitable adjustment to

Yale Mechanical
220 W. 81st St.
Minneapolis, MN 55420
(952) 884-1661

Yale Mechanical North
1301 10th Street North
Sauk Rapids, MN, 56379
(320) 255-0641

the duration of time to complete the work described herein to account for such disruptions, suspensions, and impacts. Under such circumstances, Yale Mechanical shall not be liable for any liquidated, compensatory, consequential, special and/or indirect damages incurred by the Owner or Contractor resulting from such delays.

Owner and Yale Mechanical recognize that the current commodity market and construction industry supply chain has caused destabilization in the price and availability of components, equipment, and materials throughout the construction industry. The parties agree that in instances where component, equipment or material costs for the work increase in an amount greater than three percent (3%) from the date of this proposal until acceptance, or between acceptance and purchase of the components, equipment or materials, or a delay of more than five 1161the work, then Yale Mechanical shall be entitled an equitable adjustment to either the price, contract time, or both. The adjustment shall be by way of a Change Order to the proposal.

PAYMENT TERMS AND CONDITIONS

This language shall take precedence over any conflicting language in the Contract Documents. This proposal is firm for thirty (30) days. If an extension is required, it must be obtained in writing.

Payment shall be made by the tenth (10th) of the month on all invoices issued by the first (1st) of the month for all material and equipment installed or on hand and all labor performed. Regarding payment, a down payment amount of up to fifty percent (50%) is required prior to commencement. The progress payment for the remainder of the balance is to be made along the project installation period, along with a final payment of five percent (5%) or less of the project contract which is required within (30) days after substantial completion of the work.

This proposal in design and detail is Yale Mechanical property and must not be used except in connection with our work. All rights of design and detail are reserved.

Thank you for the opportunity of allowing us to present this proposal to you. Should you have any questions regarding this matter, please do not hesitate to contact us as we hope to be of further service to you on this project.

Sincerely,

John Mann

ISD 200-Pine Crest Elementary

ACCEPTED BY: _____

PRINT NAME: _____

PRINT TITLE: _____

DATE: _____

PO: _____

Yale Mechanical is an ISNetworld "A" Rated Contractor for Safety.

Kelly Education

AMENDMENT ONE

EXTENSION OF TERM

This Amendment ("Amendment Four"), between Kelly Services, Inc. ("Kelly"), with its principal offices located at 3001 Metro Drive, Suite 200, Bloomington, MN 55425, and Hastings Public Schools ("Customer"), is for the purpose of extending the term of their Agreement.

RECITALS

A. Kelly and Customer entered into Agreement ("Agreement"), dated October 25, 2024.

B. The term of the Agreement expires on June 30, 2026.

C. Kelly and Customer wish to modify the Agreement to extend the term of the Agreement, as set forth below.

AGREEMENT

Kelly and Customer therefore agree as follows:

1. **Extension of Term**. The term of the Agreement is extended until June 30, 2028, unless terminated earlier, as set forth in the Agreement.

2. **Miscellaneous.** This Amendment will become effective when both parties have signed it. The date on which the last party has signed this Amendment (as indicated by the date associated with that party's signature) will be deemed the date of this Amendment. Kelly and Customer restate all other provisions of the Agreement and agree that all such provisions remain in effect.

Kelly Services, Inc.

Signature: _____

Name: _____

Title: _____

Date: _____

Hastings Public Schools

Signature: _____

Name: _____

Title: _____

Date: _____

AGREEMENT FOR EDUCATIONAL STAFFING

THIS AGREEMENT, dated October 23rd, 2024, is between Teachers on Call, a Kelly® Education Company, ("TOC") with its principal offices located at 3001 Metro Drive, Suite 200, Bloomington, MN 55425, and Hastings Public Schools, with its principal offices located at 1000 West 11th Street, Hastings, MN 55033 ("Customer").

1) DESCRIPTION, LOCATION AND PRICING OF SERVICES

TOC will assign to the Customer, TOC temporary employees ("Assigned Employees"), to provide education-related services, under the Customer's operational supervision, at the location(s) and for the pricing (and other related costs) described in Exhibits A and C ("Pricing"). Exhibit C, the Customer Information Sheet, will be completed with Customer's collaboration and will provide detailed business requirements necessary to assist with meeting Customer needs. For instructional positions, Customer agrees that TOC shall be the exclusive contract provider of Assigned Employees to Customer. The Pricing in Exhibit A is confidential between TOC and Customer. Customer will be permitted to use the Exhibit in connection with its business operations, responses to Freedom of Information Act requests, and other uses as required by law. Should Customer determine that it may be legally obligated to disclose this information, Customer shall provide notice to TOC at least five (5) business days in advance of producing any such information

2) TOC GUARANTEE

TOC guarantees that the Assigned Employees it places with the Customer will satisfactorily perform the services ordered by Customer. If not, TOC will cancel charges for unsatisfactory services and furnish a replacement as soon as possible when the Customer has provided notice of its dissatisfaction within the first day of an Assigned Employee's assignment. If TOC receives notice after an Assigned Employee's first day, TOC will furnish a replacement as soon as possible, but not cancel the charges for the unsatisfactory services.

3) TOC'S RESPONSIBILITIES

As the provider of staffing services, TOC will be the employer of Assigned Employees, and will be responsible for the staffing services listed below.

(a) Source, recruit, select, and hire Assigned Employees;

(b) At TOC's expense, conduct an annual background check on all Assigned Employees;

(c) Place Assigned Employees according to Customer's requirements;

(d) Instruct Assigned Employees to verify time worked in TOC's timekeeping system;

(e) Pay Assigned Employees their wages and provide them the benefits that TOC offers, inclusive of any government mandated benefits, as TOC employees;

(f) Pay or withhold payroll taxes (e.g., FICA) and insurance premiums (e.g., Medicare) and fulfill its obligations for unemployment compensation (e.g., FUTA, SUTA);

(g) Provide workers' compensation benefits and coverage for Assigned Employees;

(h) Maintain Assigned Employees' personnel and payroll records related to their employment by TOC;

(i) Comply with laws, rules or regulations applicable to providers of staffing services;

(j) Require Assigned Employees to agree in writing to protect the confidentiality of Customer's proprietary information;

(k) Require Assigned Employees to execute agreements that Customer requests regarding intellectual property developed by them in performance of their work for Customer;

(l) Require Assigned Employees to acknowledge in writing that they have no right to participate in Customer's employee benefit plans;

(m) Require Assigned Employees to comply with all rules and policies of Customer (e.g., those relating to premises access and security);

(n) Make legally required employment law disclosures to Assigned Employees; and

(o) Comply with the Patient Protection and Affordable Care Act ("Affordable Care Act") and its regulations, as applicable, and have established internal procedures to review and maintain its compliance with the Affordable Care Act.

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teachers ON CALL
A Kelly Education Company

4) CUSTOMER'S RESPONSIBILITIES

As the recipient of TOC's staffing services, the Customer will be responsible for controlling the environment in which Assigned Employees perform their work, the details of their work, and, teaching board-approved curriculum and approved lesson plans. The Customer also will:

(a) Promptly invite all Assigned Employees to apply with TOC and attend a training session, so that TOC may enter their information into the TOC database. If a large enough pool of the Customer's subbase does not sign up to work with TOC in the initial training sessions, the start date with TOC may have to be delayed;

(b) Provide Assigned Employees with a safe and suitable workplace, including all required site-specific training related to the chemical, physical and biological hazards in the workplace, emergency procedures, safe use of equipment, school rules and protocols, policies and procedures regarding student disciplinary actions, and the confidentiality of student records and information;

(c) Provide TOC with prompt notice of any injury suffered by an Assigned Employee;

(d) Use Assigned Employees only in assignments that match the job descriptions for which TOC places them, and will not give duties to Assigned Employees that the Assigned Employee must perform outside of Customer's premises, and will take full responsibility for assignments or duties that differ from the Assigned Employees' mutually agreed upon job duties, responsibilities, work environment or location, unless mutually agreed to pursuant to paragraph 14(f) of this Agreement;

(e) Notify TOC as early as possible (either, for example, prior to 6:00 a.m. or three (3) hours prior to the start of the class, through the protocols established by TOC for such notice, of the need for Assigned Employees for a given day; however, TOC and Customer recognize that the need for a substitute may occur later than anticipated and that in such cases, TOC will use its best efforts to find an Assigned Employee for such Customer requests;

(f) Provide adequate internal controls, security and instructions for Assigned Employees;

(g) Supervise the performance of Assigned Employees using the same degree of diligence used to supervise its own employees;

(h) Assume responsibility for the conduct of the Assigned Employees when they are required to handle keys, cash, confidential information and records of students and the Customer's regular employees;

(i) Not allow Assigned Employees to drive any students in any vehicle as part of their assignment;

(j) Assume responsibility for driving related to the assignment, the use of any vehicle, training and safe use of machinery, and/or equipment used by Assigned Employees in connection with their assignment (except for workers' compensation claims);

(k) Assume sole responsibility for any bodily injury claims asserted against TOC or its Assigned Employees by students, their parents or representatives, Customer personnel or business invitees, or other third parties (except to the extent that such claims are based on the negligence of TOC or the failure of TOC full time staff personnel to fulfill their obligations regarding the recruitment, screening, and hiring of the Assigned Employees);

(l) Ensure that the Assigned Employees do not have sole custody of a single student, be solely responsible for supervising more than one classroom of students at a time, or administer or maintain custody of any student medications;

(m) Provide TOC with prompt, written notice of any concern or complaint about the conduct of an Assigned Employee by the end of the same day that it learns of the concern or complaint, and permit TOC to actively participate in Customer's investigation of such a concern or complaint;

(n) Provide TOC with written notice within one business day after the Customer learns of any formal or informal complaint, litigation, potential litigation, or an administrative or governmental charge , that involves an Assigned Employee, and permit TOC a reasonable opportunity to participate actively in the matter, as TOC sees fit;

(o) Ensure that Assigned Employees do not work at heights, actively or competitively participate in any physical activities, exercises, competitive games or sports with students or other faculty members at any time, including in school gymnasiums, classrooms, or on the playground. In the event an Assigned Employee is assigned to a physical education class, physical activity shall be limited to non-participation instructional purposes only;

(p) Ensure Assigned Employees who are placed at Customer through TOC shall not work directly for Customer, or a third party contracted by Customer, in any capacity where such Assigned Employees receive compensation during the same time period from TOC, Customer or third party;

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(q) Provide a list of employees Customer has employed prior to this Agreement that Customer wishes to remain in pool of Assigned Employees placed by TOC to Customer. Customer shall provide a written list of such employees and may update said list, by written addition or deletion of all changes, as appropriate. If Customer utilized another vendor prior to this Agreement, Customer will make a good faith effort to produce a list of employees who provided services through such vendor;

(r) Assume responsibility for the conduct of its own officers, employees, and agents; and

(s) Comply with duties imposed on it by law, rule, or regulation.

5) CUSTOMER REPRESENTATIONS

The Customer represents and warrants that:

(a) Its actions under this Agreement do not violate or overlap its obligations under any agreement that Customer has with any labor union;

(b) TOC's responsibilities listed in this Agreement regarding screening, the payment of wages, and the provision of benefits to the Assigned Employees do not violate a policy or practice of the Customer;

(c) The Customer has disclosed to TOC all screening requirements that Customer would use for the positions covered by this Agreement if the Customer were directly employing individuals in such positions;

(d) When applicable, and if Customer, not TOC, is the recipient of the Assigned Employees' fingerprint background check clearance/suitability letter, Customer will provide TOC with the clearance information and any updated information in a timely manner;

(e) The Customer has the right, power, requisite authorization and has satisfied any applicable procedural requirements necessary for it to be authorized to enter into this Agreement;

(f) At the beginning of the school year, but at a minimum, not less than thirty (30) days prior, Customer will use best efforts to advise TOC of all scheduled professional development days;

(g) Customer acknowledges that TOC is responsible for recruiting of Assigned Employees, however, Customer and TOC will collaborate on marketing, advertisement, and recruitment methods;

(h) The Customer representative who is signing this Agreement has been delegated authority by the school board or district to execute this Agreement; and

(i) The Customer neither requests nor requires that the Assigned Employees perform duties outside of Customer's premises (e.g., participate on field trips) unless TOC gives its written consent in advance.

6) INTELLECTUAL PROPERTY/ASSIGNED EMPLOYEES' DATA

All TOC and Customer intellectual property, including processes, procedures, trademarks and copyrights, are and shall remain the sole property of each respective party.

Customer will only use Assigned Employees' Data ("Assigned Employees' Data") being defined as personal information, including, but not limited to, Assigned Employees' identity, U.S. mail or email address, contact information, social security number, phone number or personal health information) in connection with Services provided by TOC in accordance with this Agreement. Customer acknowledges that Assigned Employees' Data is proprietary, personal and highly confidential, and Customer shall not disclose the information to any third parties unless legally required to do so. Should Customer determine that it may be legally obligated to disclose Assigned Employees' Data, Customer shall provide notice to TOC at least five (5) business days in advance of producing any such information.

7) BILLING & PAYMENT TERMS

(a) **Invoices.**

i) The Customer will be invoiced for Assigned Employees only when they are confirmed for an assignment. (An assignment is confirmed when it is created in Absence Management; a confirmation number is assigned. If changes are made to the assignment before the Assigned Employee drives to the Customer location, TOC

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will not pay the Assigned Employee nor invoice the Customer. However, if changes are made after the Assigned Employee drives to the Customer location, TOC or the Customer will try to re-assign them. If the Assigned Employee cannot be re-assigned, the Assigned Employee will be paid and the Customer will be invoiced for a half day.)

ii) TOC will invoice Customer each week for all compensable time in accordance with applicable laws, including but not limited to hours worked on assignment, training, testing or screening completed by Assigned Employees after hire, at agreed-upon rates; the rates at which TOC will invoice the Customer (and any reimbursable expenses) are listed in Pricing Exhibit A. Service lines may be added by mutual agreement of the parties via amendment to this agreement and Exhibit A. Payment terms are net fifteen (15) days from receipt of TOC invoice. TOC reserves the right to charge past due accounts 1.5% interest per month from due date. Any dispute to an invoice must be communicated within fifteen (15) days of issuance of such invoice, or the Customer waives the right to object to the invoice and will be held accountable for payment.

iii) Customer will not use any kind of procurement card for payment to TOC.

iv) In the event of termination of this Agreement, Customer will pay TOC promptly for services performed up to the time of termination. If the Customer's rates are not set out in Pricing Exhibit A, TOC and the Customer will agree on rates at the time of an order, which TOC will record electronically in its systems.

(b) **Disputed Amounts.** If this Agreement is terminated by TOC or Customer or Customer disputes any amount invoiced by TOC, TOC shall be timely paid (in accordance with the payment terms in Section 7 (a)) by Customer for all fees/services that are not in dispute. If Customer fails to pay TOC any fee when due, Customer shall be liable for a late charge equal to one- and one-half percent (1 ½%) per month on the outstanding amounts beginning on the due date and Customer shall be responsible for reasonable attorneys' fees incurred by TOC to collect the outstanding amount.

(c) **Taxes.** Any sales or use taxes that apply to sales to Customer will be added to Customer's invoices as a separate item.

(d) **Pricing Adjustments.** With a sixty (60) day prior written notice, TOC may adjust pricing:

i. To reflect the impact of inflation upon our costs by an amount not to exceed the year over year change in the Consumer Price Index for the preceding 12 months; or

ii. If any law, regulation and/or policy is enacted that is applicable to either TOC or Customer that requires an increased and/or additional compensation and/or benefits to Assigned Employees, TOC may change the pricing for the current school year(s) contained in Exhibit A. The pricing in Exhibit A shall be adjusted to reflect the actual cost increase to TOC reasonably calculated on a direct or pro rata basis; or

iii. For changes in sales, use, or gross receipts taxes; or

iv. For changes in (A) the Customer's requirements (e.g., requisition, billing and invoicing processes; the introduction of third-party software systems and processes), (B) service levels, or (C) service delivery method; or

v. If market conditions dictate that TOC must pay a higher wage in order to attract Assigned Employees; or,

vi. To ensure that the pay rates comply with federal and state laws and regulations regarding minimum wages and overtime compensation.

(e) **Record of Time Worked; Automated Scheduling.** Customer agrees to verify the Assigned Employee's time through TOC's online Customer Portal every Monday between 1 PM and 6 PM Central time. By approving the timecard, the Customer agrees that the hours submitted are accurate and the Customer is responsible for payment. If a timecard in the Customer Portal is not approved by 6 PM Central time Monday but was appropriately submitted, TOC will tacit approve and process for payment, the Assigned Employee will be paid, and the invoice will be submitted for full payment by the Customer.

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(f) **Expenses.** Expenses (e.g., mileage) and all costs and administrative fees associated with required screenings and drug tests will be charged to the Customer, passed through without mark up.

8) WORKERS' COMPENSATION AND LIABILITY INSURANCE

TOC will, at its own expense, provide and keep in full force and effect during the term of this Agreement the following kinds and minimum amounts of insurance:

(a) **Workers' Compensation.** Workers' compensation statutory coverage as required by the laws of the jurisdiction in which the services are performed and includes alternate employer endorsement;

(b) **Commercial General Liability.** Commercial general liability insurance with a $1,000,000 combined single limit per occurrence and includes contractual liability and personal injury coverage;

(c) **Umbrella Liability Insurance.** Umbrella liability insurance to be used in excess of the liability policies with $15,000,000 combined single limit per occurrence; and

(d) **Commercial Blanket Bond.** A commercial blanket bond with limits of $3,000,000 in the aggregate per occurrence and includes coverage of employee dishonesty to the extent TOC failed in its responsibilities in Section 3 of the Agreement.

TOC will provide Customer with a certificate of this insurance coverage upon request.

9) INDEMNIFICATION BY TOC

(a) TOC will indemnify, defend and hold harmless Customer and its directors, officers, employees and agents, from and against all demands, claims, actions, losses, judgments, costs and expenses (including reasonable attorney fees) (collectively "Damages") imposed upon or incurred by Customer to the extent arising out of any of the following:

i) TOC's failure to comply with its obligations under applicable employment-related laws, regulations or orders in TOC's capacity as the general employer of the Assigned Employees;

ii) Breach of any obligation of TOC contained in this Agreement; or

iii) Any direct claim for workers' compensation benefits for job-related bodily injury or death asserted against Customer by any TOC employees or, in the event of death, by their personal representatives.

(b) TOC's obligation to indemnify, defend and hold harmless will not apply to: (i) indirect, special or consequential Damages, (ii) claims that do not result in a finally adjudicated claim of damages against Customer brought by a third party, (iii) the extent that Damages are due to Customer's failure to fulfill its duties under Section 4, (iv) the extent that any Damages, except for the payment of workers' compensation benefits, are the result of any negligent act or omission or intentional misconduct of Customer, its officers, employees or agents, or (v) the extent that Customer is required to indemnify TOC against such Damages under Section 10.

10) INDEMNIFICATION BY CUSTOMER

(a) To the extent permitted by law, Customer will indemnify, defend and hold harmless TOC and its directors, officers, employees and agents from and against all damages imposed upon or incurred by TOC, other than for job-related bodily injury or death of an Assigned Employee, arising out of any of the following:

i) Customer's failure to comply with its obligations under applicable laws, regulations or orders; or

ii) Breach of any obligation of Customer contained in this Agreement;

(b) Customer's obligation to indemnify, defend and hold harmless will not apply (i) to indirect, special or consequential damages or (ii) to the extent any damages are caused by any negligent act or omission or intentional misconduct of TOC, its officers, employees or agents.

11) NOTIFICATION OF CLAIMS

(a) Customer and TOC agree (i) to notify each other in writing of any asserted claim within ten (10) days of either discovery of the occurrence upon which the claim may be based or learning of the claim, whichever occurs first, and

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(ii) to permit TOC or Customer, as the case may be, to defend the claim at the option of the party against whom the claim is asserted, with counsel acceptable to such party, which consent will not be unreasonably refused.

(b) Neither party will pay or agree to pay any asserted claim under this Agreement without prior written approval from the party against whom the claim is asserted, which approval will not be unreasonably withheld; provided that approval on behalf of TOC must be obtained from the TOC Law Department in Troy, Michigan.

12) TERM; TERMINATION

The term of this Agreement begins as of the date first shown above with a first date of service of 2/3/25 if all deadlines are met, and will continue in effect until canceled by either party upon allowing not less than sixty (60) days prior written notice to the other. TOC reserves the right to terminate this Agreement immediately in the event of non-payment. Further, TOC has the right to terminate this Agreement should any student or Customer employee physically or verbally assault or injure an Assigned Employee and Customer does not respond to the incident to TOC's satisfaction. In the event of termination, this Agreement will continue to govern the parties' rights and obligations with respect to services performed prior to termination.

13) NON-SOLICITATION

Unless otherwise agreed to in writing, neither party shall hire or solicit the employment of the other party's regular, full-time employees during the term of this Agreement and for a period of twelve (12) months thereafter. This provision shall not apply to a party's generalized recruiting practices.

14) MISCELLANEOUS

(a) **Notices**

i) Any notices, consents or other communications required or permitted under this Agreement must be in writing (including telecommunications) and delivered personally or sent by e-mail or other transmission (with request for assurance in a manner typical with respect to communication of that type), overnight air courier (postage prepaid), registered or certified mail (postage prepaid with return receipt requested), addressed as shown on the first page of this Agreement.

ii) Unless otherwise stated in this Agreement, notices, consents or other communications will be deemed received (a) on the date delivered, if delivered personally or by wire transmission; (b) on the next business day after mailing or deposit with an overnight air courier; or (c) three business days after being sent, if sent by registered or certified mail.

(b) **Severability; Waiver**

The invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability of any other provision of this Agreement. Any delay or waiver by a party to declare a breach or seek any remedy available to it under this Agreement or by law will not constitute a waiver as to any past or future breaches or remedies.

(c) **Assignment**

Neither TOC nor Customer may assign this Agreement without the prior written consent of the other party. TOC may use secondary vendors to fulfill any or all of its obligations hereunder without securing Customer's consent. This Agreement will be binding upon the parties hereto, and their successors, heirs and assigns, as permitted.

(d) **Independent Contractor**

In its performance of this Agreement, TOC will at all times act in its own capacity and right as an independent contractor, and nothing contained herein may be construed to make TOC an agent, partner or joint venturer of Customer.

(e) **Force Majeure**

No party shall be liable or responsible to the other party, nor be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any term of this Agreement (except for any obligations to make payments to the other party hereunder), when and to the extent such failure or delay is caused by or results

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from acts beyond the affected party's reasonable control, including, without limitation: (i) acts of God; (ii) flood, fire, pandemic, earthquake or explosion; (iii) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, riot or other civil unrest; (iv) government order or law; (v) actions, embargoes or blockades in effect on or after the date of this Agreement; (vi) action by any governmental authority; (vii) national or regional emergency; (viii) strikes, labor stoppages or slowdowns or other industrial disturbances; and (ix) shortage of adequate power or transportation facilities. The party suffering a force majeure event shall give notice within five (5) days of the force majeure event to the other party, stating the period of time the occurrence is expected to continue and shall use diligent efforts to end the failure or delay and ensure the effects of such force majeure event are minimized.

(f) **Amendments**

This Agreement may not be amended or supplemented in any way except in writing, dated and signed by authorized representatives of both parties.

(g) **Counterparts**

This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall be deemed to be one and the same agreement. A signed copy of this Agreement delivered by facsimile, e-mail or other means of electronic transmission shall be deemed to have the same legal effect as delivery of an original signed copy of this Agreement.

(h) **Governing Law**

This Agreement shall be governed by and construed in accordance with the laws of the State of MN without giving effect to any choice or conflict of law provision or rule.

(i) **Entire Agreement**

This Agreement, its exhibits (and any job descriptions signed by the Customer) are the entire understanding and agreement between the parties with respect to the subject matter covered, and all prior agreements, understandings, covenants, promises, warranties and representations, oral or written, express or implied, not incorporated in this Agreement are superseded.

Teachers on Call, a Kelly® Education Company

By: Brad Beckner

Name: Brad Beckner

Title: Vice President

Date: 25-Oct-2024 | 11:14 AM PDT

Hastings Public Schools

By: Tammy Champa

Name: Tammy Champa

Title: Superintendent

Date: 25-Oct-2024 | 10:23 AM PDT

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RECOMMENDATION TO APPROVE EXTENSION OF AGREEMENT WITH KELLY SERVICES (FORMERLY TEACHERS ON CALL)

April 22, 2026

In October of 2024, Administration obtained Board approval of an Agreement with Kelly Services (formerly Teachers on Call) to provide substitute staff for our teachers when they are unable to be at work. Since moving to Kelly Services, the District has seen consistent improvement in our fill rates.

The original Agreement entered into with Kelly Services began in February of 2025 and is set to expire at the end of June 2026. The District was pleased to obtain an option to extend this Agreement for two years beginning July 1, 2026, and continuing through June 30, 2028, with no increase in cost.

District administration recommends approval of the Amendment to the Agreement for Educational Staffing with Teachers on Call (now Kelly Services). A copy of the original Agreement as well as Amendment One - Extension of Term is attached.

Submitted by: Cathy Moen, Director of Human Resources

BRIDGE TO SUCCESS

Hastings Public Schools
INDEPENDENT SCHOOL DISTRICT 200
1000 11TH STREET WEST
HASTINGS, MN 55033-2597
Phone (651) 480-7000
Fax (651) 480-7004

DATE: April 22, 2026

TO: ISD #200 School Board

FROM: Brittney Hirschauer, Director of Food and Nutrition Services

SUBJECT: Prime Food Service Vendors Recommendation

Recommendation to approve the 2026-2027 Renewal Bids for Food Service Vendors
- Upper Lakes
- Prairie Farms

Recommendation to approve the 2026-2028 Bids for Food Service Vendors
- Bix Produce

The district participates in the Big 8 Buying Group. District's include West St Paul, Burnsville, Stillwater, Mahtomedi, Inver Grove Heights, South St Paul, South Washington County and Hastings. West St Paul collects and approves all bids for vendors for the group with district input. The Big 8 Buying Group allows Hastings to leverage the buying power of the group and ultimately receive better pricing than we would receive individually.

<u>Vendors</u>
- Upper Lakes Foods
  - Primary bread vendor for many years
  - Great product and customer service
  - Only prime vendor that responded to the RFP, due to strict USDA regulations for schools
- Prairie Farms
  - Local company utilizing local dairy farmers
  - Stepped in when Hastings Dairy closed
  - Only bid that is local
  - Increase for carton milk .0089
  - Increase for gallon milk .1426
- Bix
  - Primary produce vendor for many years
  - Excellent customer service including weekly market update reports
  - High product quality
  - Main produce vendor for Minnesota schools

There are no significant changes with these recommendations. We are continuing to use the same vendors we have in the past.

•FAMILY-OWNED AND OPERATED•

UPPER LAKES FOODS

EST 1967

March 19, 2026

Brittney Hirschauer
Food Director
Hastings Public Schools, ISD #200
1000 W. 11th St.
Hastings, MN 55033

Dear Brittney:

Upper Lakes Foods is pleased to renew with Hastings Public Schools, ISD #200 for the upcoming 2026-2027 school year. The fixed fee is based on our school/distributor partnership, current market costs, and changes in the economy since the conception of our agreement currently in place.

$1.45 Per Case Fix Fee Grocery

Upper Lakes Foods, Inc. shall not be charged with liquidated damages when delay in delivery is due to unforeseeable cause beyond the control of Upper Lakes Foods, Inc., including but not restricted to Acts of God, acts of the public enemy, epidemics, quarantine restrictions, strikes, and freight embargoes.

Please sign below and return via email or mail.

Sincerely,

UPPER LAKES FOODS, INC.

Renee Parks
Bid Department Manager
800-879-1265 Ext 4208
rparks@ulfoods.com

Purchasing Agent

Date

•FAMILY-OWNED AND OPERATED•

UPPER LAKES FOODS

EST 1967

USDA Donated Foods (Commodities) Agreement
2026 – 2027 SY

DATE: March 19, 2026
DISTRICT: Hastings Public Schools, ISD #200

Upper Lakes Foods will deliver and charge the following:

Commodity fee per district dry or frozen $4.25 per case
Plus, handling and storage pass through fee charged by Wissota/Soldier Trucking and Storage per case.

Diverted/processed commodities:

Commodity fee per district dry or frozen $4.25 per case
Diverted/processed commodities shall be removed from ULF warehouse within 10 days after such time; a monthly fee may be discussed if storage is necessary.

- Delivery Schedule to be determined per individual School Food Authorities.
- ULF will not provide storage for USDA Donated Foods for extended periods of time.
- ULF reserves the right to review the contract addendum January 1, 2027. In the event there are mandated changes in the Distribution of USDA Foods, Upper Lakes Foods reserves the right to adjust the commodity fee.

Distributor:	Upper Lakes Foods, Inc.
Contact Person:	Denise Sorensen
Address:	801 Industry Avenue
City/State/Zip:	Cloquet, MN 55720
Phone:	(218) 879-1265 Ext. 4379
Email:	denisesorensen@ulfoods.com

School Food Authority: _____

Contact Person: _____

Address: _____

City/State/Zip: _____

Phone: _____

Email: _____

SFA Representative Signature: _____

Distributor Representative Signature: Renee Parks

SCHOOL DISTRICT 197
West St. Paul • Mendota Heights • Eagan Area

Child Nutrition Office

1897 Delaware Avenue
Mendota Heights, MN 55118
P 651-403-7320 | F 651-452-1993
www.isd197.org

April 8, 2026

Steve Pagel
Director of Sales
Bix Produce Company
3060 Centerville Road
Little Canada, MN 55117

Dear Mr. Heath,

The Independent School District 197 School Board awarded the 2026-2028 Fresh Produce contract to Bix Produce Company on April 6, 2026. This letter serves as documentation of the awarded contract for July 1, 2026 through June 30, 2028 to Bix Produce Company as the Fresh Produce distributor to the following school districts: Stillwater ISD #834, Mahtomedi ISD #832, Hastings ISD #200, Burnsville ISD #191, Inver Grove Heights ISD #199, South St. Paul SSD #6, South Washington County ISD #833, and West St. Paul ISD #197.

The undersigned hereby acknowledges that they have read and understand the terms, conditions, requirements, and specifications as outlined in the original submitted proposal documents opened on March 11, 2026. Bix Produce Company acknowledges that the original submitted proposal documents constitute a contract with West St. Paul Schools and joint powers member districts.

Sincerely,

Brian Schultz
Director of Business Services
West St. Paul Schools

Accepted By:

Name: Steve Pagel

Signature: Stephen J. Pagel

Date: 4/8/26

APRIL 2026 ESCALATOR/DE-ESCALATOR PRICES

Item Description	Pack	Prairie Farms Prices	Operational Increase	New Prices
1% Milk	1/2 Pint	0.3499	0.0089	0.3588
Chocolate 1% Milk	1/2 Pint	0.3728	0.0089	0.3817
Lactose Free Milk	1/2 Pint	0.7900	0.0000	0.7900
1% Milk	Gallon	4.3713	0.1426	4.5139
Chocolate 1% Milk	Gallon	5.0942	0.1426	5.2368

Signature: Ron McNamara 4-1-26

Milk Escalator / De-Escalator Pricing Clause

The pricing quoted is based on April 2026 Federal Milk Marketing Order for Class I Skim and Class I Butterfat. This pricing is subject to change as the cost of raw milk changes each month according to the USDA Federal Milk Market Price Announcements.

The cost of milk fluctuates up and down each month based on the cost changes in raw milk. Changes of a minimum of $0.15 per CWT (up or down) will move the cost of a half pint $ 0.001.

Prices will also be adjusted based on cost changes in fuel.

All price changes will become effective on the 1st day of the month following the price announcement.

Dear Valued Customer,

Thank you for your continued partnership with Prairie Farms Dairy. We value the trust you place in us and strive to produce the highest quality dairy products, while ensuring long-term sustainability in our operations.

After carefully reviewing market conditions and various economic indicators, we are informing you of our annual operational adjustment of $0.1426 per gallon ($0.0357/point) for our dairy products, effective October 1, 2025.

This adjustment is necessary to account for key economic factors that have influenced our cost structure over the past year. Specifically, the Federal Reserve Economic Data highlights the following index results that most directly impact our operational costs:

1. **Producer Price Index by Commodity: Final Demand: Finished Goods Less Food and Energy**
   - This index captures the broad cost increases for finished goods, excluding food and energy, which include many of the ingredients and processing components used in dairy production.
   - **Year-Over-Year Index +2.85%** **(July 2025 vs. July 2024)**
2. **Labor Compensation: Dairy Product Manufacturing**
   - This index reflects the rising labor costs associated with dairy production. Increases in wages and benefits for skilled workers, as well as the cost of complying with labor regulations, have been significant drivers of operational expenses. (This is the largest driver of overall cost and has been significantly higher than historical averages for the last 2 years.)
   - **Year-Over-Year Index +7.14%** **(Calendar Year 2024 vs. Calendar Year 2023)**
3. **Producer Price Index by Industry: Dairy Plant Machinery and Equipment**
   - This Index Release has been delayed by the Federal Reserve. Prairie Farms has seen similar increases in Plant Machinery and Equipment costs this year compared to last year.
4. **Producer Price Index by Industry: Truck Transportation**
   - The cost of truck transportation, which is vital for distributing dairy products, has been relatively steady over the past year. There was a significant change in July 2024 which is creating that year-over-year decline. However, as you see in the graphical presentation, this index has been relatively steady for several years. (This index calculation indirectly includes fuel which is the driver of the decrease. Cost of Trucks, Trailers, Drivers, and Maintenance/Repairs have continued to rise at steady rates.)
   - **Year-Over-Year Index -2.90%** **(July 2025 vs. July 2024)**

While we have made every effort to minimize these costs, the cumulative impact necessitates this adjustment to ensure we continue delivering the high-quality dairy products you expect. We will continue to review and improve our operational efficiency to keep future adjustments as minimal as possible.

We appreciate your understanding and continued support.

Sincerely,

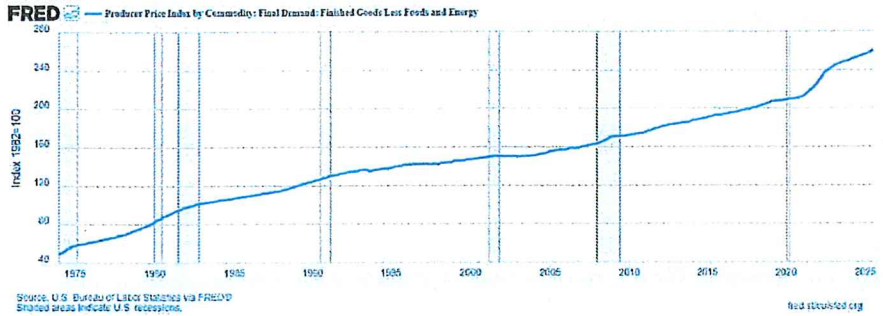
Mike Dorrian

Luke Jeffers

3744 Staunton Road • Edwardsville, Illinois 62025 • (618) 659-5700 • prairiefarms.com

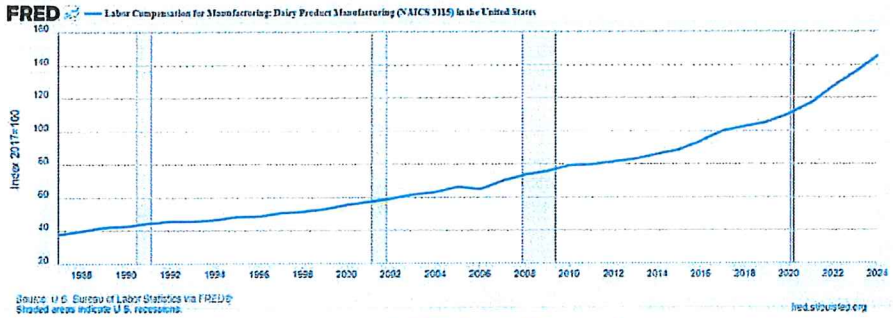
Reference Material:

Producer Price Index by Commodity: Final Demand: Finished Goods Less Foods and Energy (WPSFD4131)



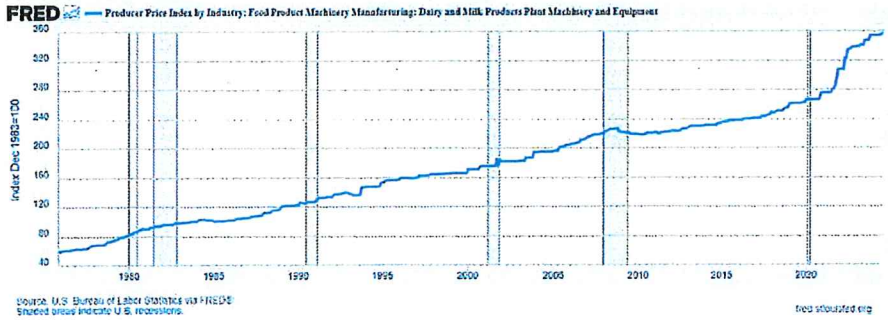
https://fred.stlouisfed.org/series/WPSFD4131#

Labor Compensation for Manufacturing: Dairy Product Manufacturing (NAICS 3115) in the United States (IPUEN3115U110000000)



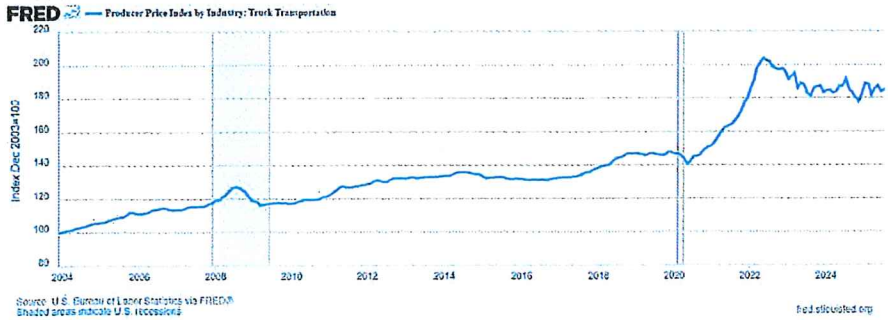
https://fred.stlouisfed.org/series/IPUEN3115U110000000#

Producer Price Index by Industry: Food Product Machinery Manufacturing: Dairy and Milk Products Plant Machinery and Equipment (PCU3332413332411) *July 2024 last available index data*



https://fred.stlouisfed.org/series/PCU3332413332411#

Producer Price Index by Industry: Truck Transportation (PCU484484)



https://fred.stlouisfed.org/series/PCU484484#

THE BENJAMIN P. FORBES COMPANY

800 KEN MAR INDUSTRIAL PARKWAY BROADVIEW HEIGHTS, OHIO 44147

Phone: (440) 838-4400 Toll Free: (800) 433-1090 Fax: (440) 838-4438

E-mail: sales@forbeschocolate.com

Chris,

We appreciate our continued partnership with Prairie Farms and Hiland Dairies. We are writing to inform you of the recent adjustments to our pricing due to increasing raw material costs. This increase will take effect on your upcoming CDP contract, beginning on August 1, 2025.

PR81B: 35.7% increase

K900B: 56.1% increase

HD5B: 36.0% increase

Forbes Chocolate remains committed to delivering the highest quality, and we appreciate your understanding through these changing market conditions.

*Please note that the pricing listed does not include any newly implemented tariffs.

Warm regards,
Cherish Mathews
Sales Representative
Forbes Chocolate

School Breakfast/Lunch/Milk Prices for 2026-2027 School Year

		Current 25-26	Proposed 26-27	Increase
K-4 Sites	Lunch	**$0.00**	**$0.00**	$0.00
5-8 Site	Lunch	**$0.00**	**$0.00**	$0.00
9-12 Site	Lunch	**$0.00**	**$0.00**	$0.00
Reduced	Lunch	**$0.00**	**$0.00**	$0.00
Adult	Lunch	**$5.75**	**$6.00**	$0.25
K-Sites	Breakfast	**$0.00**	**$0.00**	$0.00
1-4 Sites	Breakfast	**$0.00**	**$0.00**	$0.00
5-8 Site	Breakfast	**$0.00**	**$0.00**	$0.00
9-12 Site	Breakfast	**$0.00**	**$0.00**	$0.00
Reduced	Breakfast	**$0.00**	**$0.00**	$0.00
Adult	Breakfast	**$3.25**	**$3.50**	$0.25
All Sites	Milk	$0.60	**$0.75**	$0.15

Adults 26-27 required price	
Lunch	$5.75
Breakfast	$3.25

BRIDGE TO SUCCESS

Hastings Public Schools
INDEPENDENT SCHOOL DISTRICT 200
1000 11TH STREET WEST
HASTINGS, MN 55033-2597
Phone (651) 480-7000
Fax (651) 480-7004

DATE: April 22, 2026

TO: ISD #200 School Board

FROM: Andrew Hodges, Director of Teaching and Learning

SUBJECT: Curriculum Review for 8th Grade World Geography

Recommendation to approve the World Cultures and Geography Survey curriculum from National Geographic/Cengage curriculum for use in 8th Grade Social Studies.

Adopted curriculum will begin implementation in the 2026-27 school year, and will be purchased using assigned Teaching and Learning Curriculum funds.

Course/Program Change Approval

Section 1: Overview

Date of Request:

Name(s) of Requestion: Andrew Hodges

Position of Requestor: Director of Teaching and Learning

Detailed Summary of Proposal: 8th Grade World Geography

Section 2: Learning Plan

Detailed Course Description (registration guide summary):

In this class, we will explore the world around us by studying people, places, and environments across the globe. Together, we'll look at how geography connects to history, culture, government, and economics. You'll learn to use maps, data, and current events to understand real-world issues like migration, human rights, global conflicts, and the environment. Our focus isn't just on memorizing maps and capitals—it's about asking questions, making connections, and thinking like geographers. You'll practice skills like:
→ Reading and interpreting maps, charts, and graphs
→ Using evidence to support claims about global issues
→ Collaborating with classmates on projects and discussions
→ Applying geography to understand today's world

Course Structure (number of terms, course meeting frequency, length, etc.):
1 year for 1 class period per day

Course Understandings *"Big Ideas" for the course*	**Essential Questions** *Break down understandings, Engage students in content. Basis for formative assessment.*	**Specific Knowledge & Skills** *Instructional curriculum, how the students will engage in the learning and show their knowledge.*
Spatial Perspective: Geographers use tools and data to identify patterns and organize the world into regions.	How does where we live influence how we live? How do maps tell different "stories" about a place?	Interpret physical and political maps; analyze GIS data; identify the **Five Themes of Geography** in specific regions.
Human-Environment Interaction: Human survival and development depend on adapting to and modifying the physical environment.	How do humans balance economic needs with environmental preservation? What happens when resources become scarce?	Analyze the impact of irrigation, deforestation, and urban sprawl; evaluate sustainability efforts in diverse biomes.

Cultural Diffusion & Interconnectedness: Globalization facilitates the movement of ideas, people, and goods, creating a more linked world.	Why do people move? How does the "Global North" differ from the "Global South" in terms of development?	Identify push and pull factors of migration; define cultural traits and analyze how they spread through trade and technology.
Regional Identity: Physical features, historical events, and shared beliefs create unique identities for global regions.	What makes a region unique? How do historical legacies (like colonialism) shape a region's current status?	Compare and contrast the economic systems (Market vs. Command); identify major landforms and climate zones across continents.

Unit Breakdown:

Unit	Unit Description	Anchor Standard & Benchmark (2021 MN MDE)
1. The Essentials of Geography	Foundational skills in cartography, GIS, and the "spatial way of thinking."	**8.3.13.1:** Apply geographic tools... and geographic inquiry to solve spatial problems. **8.3.13.2:** Use geospatial technologies to examine relationships between locations.
2. North America	Physical/human characteristics of the US and Canada, focusing on urban patterns and resource use.	**8.3.14.1:** Differentiate physical regions from human regions. **8.3.15.2:** Analyze the impact of human settlement on the environment.
3. Central America & The Caribbean	Impact of colonialism, tourism, and climate vulnerability on small island states.	**8.3.14.2:** Explain how regions are defined by cultural, political, or

		economic characteristics. **8.5.24.1:** (Ethnic Studies) Analyze how power/privilege affect various groups.
4. South America	The Amazon ecosystem, Andean cultures, and the impact of deforestation.	**8.3.18.1:** Evaluate how human actions modify the physical environment. **8.3.16.1:** Analyze how the distribution of natural resources affects the economy.
5. Europe	The European Union, supranationalism, and the challenges of an aging population.	**8.3.15.1:** Analyze patterns of movement and interconnectedness within systems. **8.1.10.1:** (Civics) Explain how international organizations influence global issues.
6. Russia & the Eurasia Republics	Transition from Soviet systems to market economies and the geopolitics of energy.	**8.3.14.3:** Describe how physical features and human characteristics create regional identity. **8.2.11.1:** (Economics) Explain how trade impacts different regions.

7. Africa South of the Sahara	Resource management, rapid urbanization, and the legacy of the Berlin Conference.	**8.3.15.3:** Explain how historical events (e.g., colonialism) shaped modern spatial patterns. **8.3.17.1:** Investigate how sense of place is impacted by cultural perspectives.
8. Southwest Asia & North Africa	Water scarcity, the role of petroleum, and religious/cultural hearths.	**8.3.16.2:** Evaluate how the scarcity of resources leads to conflict or cooperation. **8.3.17.2:** Analyze how different groups view and use the same environment.
9. South Asia	Monsoon agriculture, population density, and the growth of the technology sector.	**8.3.15.4:** Analyze the impact of population growth and migration on human systems. **8.3.18.2:** Describe how physical systems (climate/monsoons) affect human activities.
10. East Asia	Economic powerhouses, manufacturing global supply chains, and environmental sustainability.	**8.2.12.1:** (Economics) Analyze the role of globalization in regional economies. **8.3.18.3:** Evaluate strategies for managing sustainable development.

11. Southeast Asia	Maritime trade routes, archipelagic geography, and the impact of the Ring of Fire.	**8.3.13.3:** Use maps to explain the relationship between physical and human systems. **8.4.21.1:** (History) Analyze how cultural interactions influenced regional change.
12. Australia, Pacific & Antarctica	Isolation, Indigenous land rights, and the localized impact of rising sea levels.	**8.3.17.3:** Analyze how Indigenous perspectives shape the understanding of the land. **8.3.18.4:** Evaluate the impact of global climate change on specific regions.

Instructional Materials that support course outcomes: *In detail, please list instructional materials that will be used as part of this course.*

Title	Author(s)	Estimated Cost
World Cultures and Geography Survey, 3rd K12 Explore	*National Geographic/Cengage*	*90 Textbooks - $134.00 ea ($12,060)* *~$25/Student online access ($7625)* *$230/teacher edition (comped)*

Total Cost: $19,685

Are there any recurring or long-term budget commitments for this proposal?
Possibly, we will analyze the use of the online materials after 1 year to determine if we continue to use them.

Section 3: Impact Analysis (for new courses only)
What has been the history, process, and needs analysis regarding this request?

How will this request impact your subject area or other departments across the school community?

How will this request benefit or otherwise impact learners?

Section 4: Approval

Reviewed by: **Signed by each after approval**
Department Head
Principal
Director of Teaching and Learning

NATIONAL GEOGRAPHIC LEARNING | Cengage

Middle School

WORLD CULTURES & GEOGRAPHY

PROGRAM OVERVIEW



HARNESS THE POWER OF EXPLORATION AND STORYTELLING TO INSPIRE CURIOSITY WITH NATIONAL GEOGRAPHIC RESOURCES



*Available in Spanish

Featuring National Geographic's stunning photography, detailed maps, and captivating storytelling along with an immersive digital course, *National Geographic World Cultures & Geography* brings the world into the classroom with a focus on critical thinking, map skills, and global citizenship. This course engages students and equips them with the knowledge and skills necessary to navigate our interconnected world. Materials are available in a comprehensive edition; N*ational Geographic World Cultures & Geography** (including all regions of the world), an Eastern Hemisphere edition, and a Western Hemisphere with Europe edition (print and digital).

National Geographic World Cultures & Geography **also includes:**

- Extraordinary visuals and an engaging narrative with powerful National Geographic storytelling that bring the world into the classroom
- Alignment to the College, Career, and Civic Life (C3) Framework approach with hands-on mapping activities and project-based learning modules that promote student inquiry and critical-thinking
- Opportunities to create real-world connections with National Geographic Explorer features that connect the human story
- An immersive, easy-to-use digital course that delivers engaging activities, robust assessments, and support tools for teachers

Effective pedagogy through classroom dialogue and questioning.

Guided learning and structured group projects.

Whole-class, small-group, partner work, and individual activities.

Critical- thinking skills and geographic analysis, research skills, maps and data literacy, and document-based questions.



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Inspire Students to Explore the World and Global Cultures 2

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Student Resources 12

Teacher Resources 13

INSPIRE STUDENTS TO EXPLORE THE WORLD AND GLOBAL CULTURES

The Power of Exploration and Storytelling Inspires Students' Curiosity

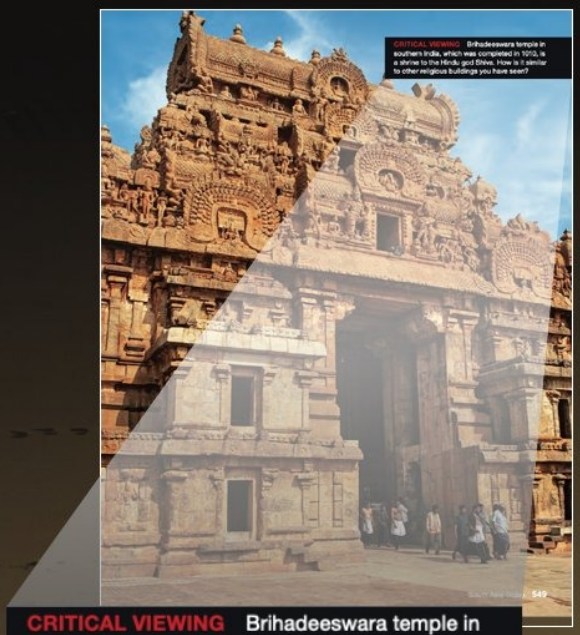


Places of Encounter

Spark students' curiosity with **Places of Encounter** that introduces diverse viewpoints and helps students recognize the interconnectedness of the world and prepare them for a global society.

Powerful Imagery and Connections to World Cultures

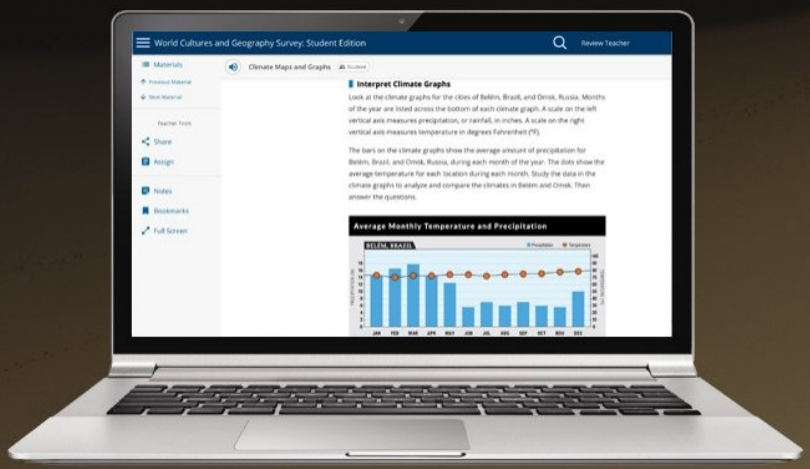
Impactful imagery invites students to engage in critical thinking, draw them into a compelling narrative, and connect with regional cultures around the world. **Critical Viewing** questions accompany the National Geographic photographs to further engage students in discussion.



CRITICAL VIEWING Brihadeeswara temple in southern India, which was completed in 1010, is a shrine to the Hindu god Shiva. How is it similar to other religious buildings you have seen?

Hands-on Mapping and Data Literacy Skills

Students will be immersed in hands-on mapping activities with **Connecting Maps and Data** end-of-unit projects, which support problem-solving skills and help students learn to interpret maps, navigate spaces, and comprehend geographic relationships.

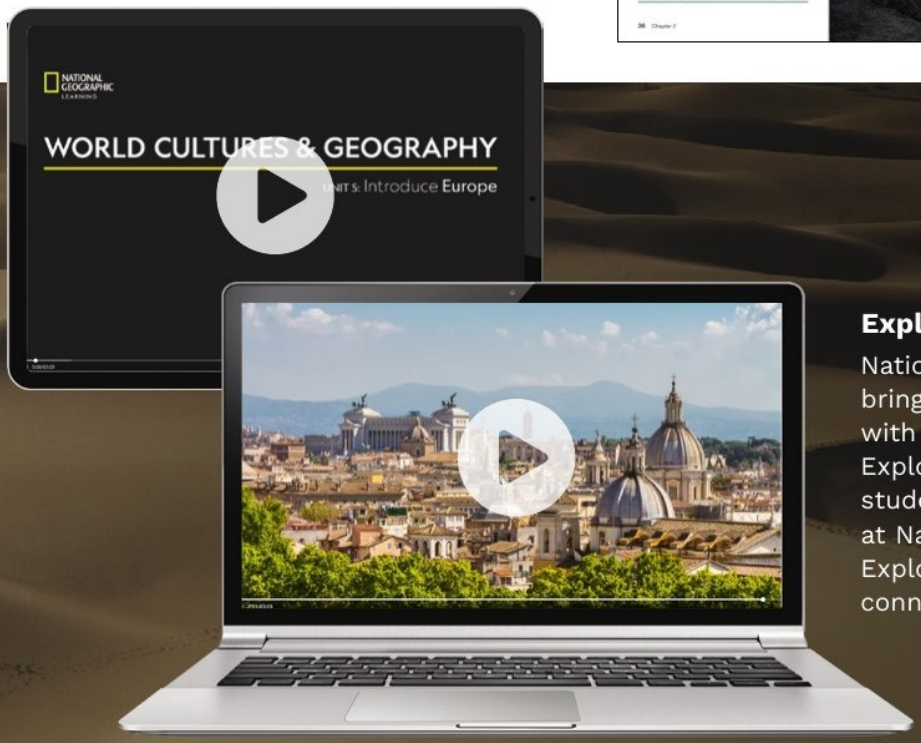


National Geographic maps are used as a teaching tool throughout the book. With these tools, students will develop the skills necessary for using geographic representations and technologies to acquire, process, and report information from a spatial perspective.

Student-Centered Learning Through Inquiry

National Geographic World Cultures & Geography supports the College, Career, and Civic Life (C3) inquiry arc through supportive features such as **Project-Based Learning**. Students experience a fresh approach to collaborative projects, and small-group, individual, or partner discussions based on **Essential questions**, **Critical Viewing questions**, **College & Career Readiness activities**, **National Geographic Connection** with **Inquire & Extend** activities, and **Connecting Maps and Data**.



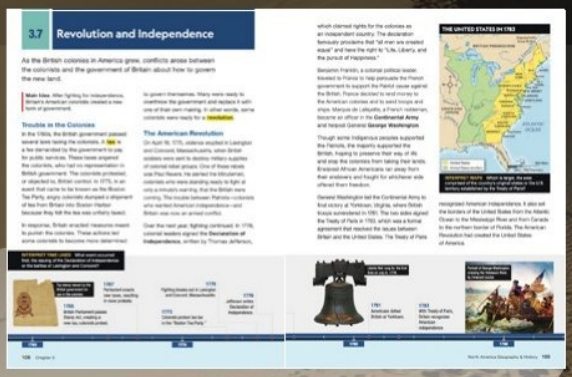


Explorer Video Library

National Geographic videos bring the classroom to life with engaging videos. The Explorer Video Library gives students an up-close look at National Geographic Explorer adventures and connects to the content.

Understand the Impact of Significant Historical Events

Historical **Time Lines** place events to further understand the human impact of a region. Each shows the chronological sequence of key dates to enhance students' visualization of important events and their impact on the world.





LEARN ABOUT THE WORLD THROUGH GEOGRAPHIC DISCOVERY

Students Critically Think, Analyze, and Connect With World Cultures



Interactive Digital Mapping Tools

Teachers and students can manipulate authentic National Geographic–produced maps via the MapMaker tool to illuminate and enhance analysis and challenge students to improve their spatial-thinking abilities.

GIS StoryMaps are state-of-the-art combinations of digital maps, graphs, and images that work together to illuminate and synthesize key content points from a chapter. Students can manipulate maps and data sets to see the connection between ideas in new and unexpected ways. There are 12 StoryMaps included in this course.


12.7 GLOBAL ISSUES
The Effects of Environmental Disasters

Some regions in the world are threatened by natural disasters, such as hurricanes and earthquakes. Some regions also face environmental disasters that happen when human activity harms the soil, plants, animals, and people who live in a place.

Main Idea Environmental disasters and human activity have severely damaged parts of Russia and the Eurasian republics.

The Chernobyl Disaster

On April 26, 1986, a nuclear reactor at a Soviet power plant in **Chernobyl**, Ukraine, exploded and caught fire. It was the worst nuclear disaster in history. A radioactive cloud rose thousands of feet into the sky and spread over parts of Ukraine, Belarus, and Russia. Something becomes **radioactive** when it gives off harmful energy caused by the breakdown of atoms, and this cloud was caused by a complete meltdown of the nuclear fuel in the power plant. Winds carried the **fallout**, or nuclear particles, into Europe.

The results were devastating. Thirty people died following the accident after being exposed to radioactive material. Eventually, thousands of people in the area developed health problems. Some children born to exposed parents carried the effects in their genes. Radioactive iodine also got into the milk of cows that grazed on **contaminated**, or infected, grass. This increased the risks of thyroid cancer found in people who drank the milk—especially children. Millions of people live on contaminated land, and officials are still studying the long-term effects of the disaster on people and the environment.

Region The Dogs of Chernobyl

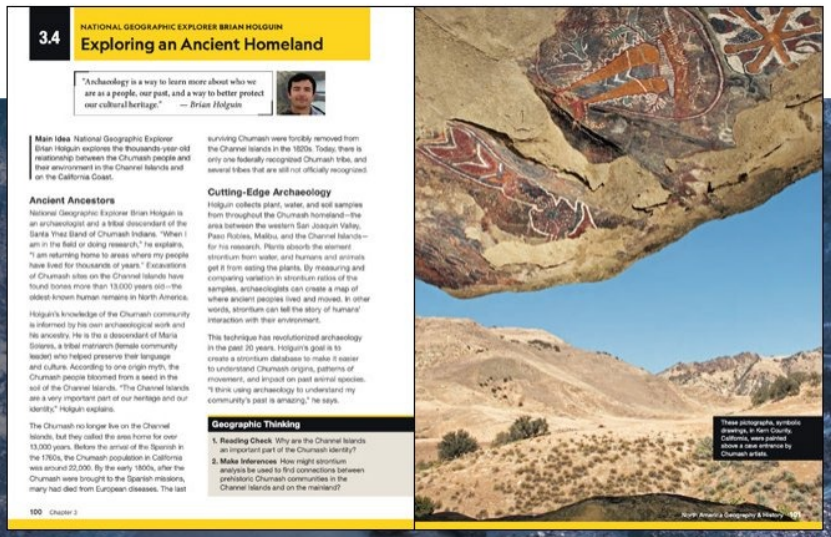
During the Chernobyl disaster, people living near the plant had to evacuate immediately. Many were forced to leave beloved pets behind. Soon after, the government banned human re-entry into an 18.6-mile radius around the plant. The animals were left on their own.

Some dogs survived, and some of their descendants have become a thriving feral, or wild, dog population. Scientists have found that these dogs are mostly German Shepherds that are related to one another. There are distinct genetic differences between them and dog populations living just a few miles away. In 2017, researchers established the Chernobyl Dog Research Initiative to provide the dogs with veterinary care and blood testing. Why do you think scientists are interested in studying the long-term effects of the disaster on the dogs?

386 Chapter 12

Encourage Students to Think Globally

Global Issues lessons provide additional reading to further explore modern-day issues facing the regions in *World Cultures & Geography*. Students are asked to form their own opinions and explain their rationale based on the information and data from the reading.


3.4 NATIONAL GEOGRAPHIC EXPLORER BRIAN HOLGUIN
Exploring an Ancient Homeland

"Archaeology is a way to learn more about who we are as a people, our past, and a way to better protect our cultural heritage." — Brian Holguin

Main Idea National Geographic Explorer Brian Holguin explores the thousands-year-old relationship between the Chumash people and their environment in the Channel Islands and on the California Coast.

Ancient Ancestors

National Geographic Explorer Brian Holguin is an archaeologist and a tribal descendant of the Santa Ynez Band of Chumash Indians. "When I am in the field or doing research," he explains, "I am returning home to areas where my people have lived for thousands of years." Excavations of Chumash sites on the Channel Islands have found bones more than 13,000 years old—the oldest-known human remains in North America.

Holguin's knowledge of the Chumash community is informed by his own archaeological work and his ancestry. He is the a descendant of Maria Solares, a tribal matriarch (female community leader) who helped preserve their language and culture. According to one origin myth, the Chumash people bloomed from a seed in the soil of the Channel Islands. "The Channel Islands are a very important part of our heritage and our identity," Holguin explains.

The Chumash no longer live on the Channel Islands, but they called the area home for over 13,000 years. Before the arrival of the Spanish in the 1760s, the Chumash population in California was around 22,000. By the early 1800s, after the Chumash were brought to the Spanish missions, many had died from European diseases. The last surviving Chumash were forcibly removed from the Channel Islands in the 1820s. Today, there is only one federally recognized Chumash tribe, and several tribes that are still not officially recognized.

Cutting-Edge Archaeology

Holguin collects plant, water, and soil samples from throughout the Chumash homeland—the area between the western San Joaquin Valley, Paso Robles, Malibu, and the Channel Islands—for his research. Plants absorb the element strontium from water, and humans and animals get it from eating the plants. By measuring and comparing variation in strontium ratios of the samples, archaeologists can create a map of where ancient peoples lived and moved. In other words, strontium can tell the story of humans' interaction with their environment.

This technique has revolutionized archaeology in the past 20 years. Holguin's goal is to create a strontium database to make it easier to understand Chumash origins, patterns of movement, and impact on past animal species. "I think using archaeology to understand my community's past is amazing," he says.

Geographic Thinking

1. **Reading Check** Why are the Channel Islands an important part of the Chumash identity?
2. **Make Inferences** How might strontium analysis be used to find connections between prehistoric Chumash communities in the Channel Islands and on the mainland?

100 Chapter 3

These pictographs, symbolic drawings, in Kern County, California, were painted above a cave entrance by Chumash artists.

National Geographic Explorers

National Geographic Explorers' experiences provide students with role models working on key geographic expeditions across the world. Students get a glimpse into the contributions to the scientific and historical record. Impactful National Geographic photography draws students into a compelling narrative of world cultures.

Document-Based Questions

Document-based questions (DBQs) can be found throughout the print and digital student editions. DBQs deepen students' investigation and evaluation of sources, including charts, graphs, maps, photographs, and primary and secondary sources.





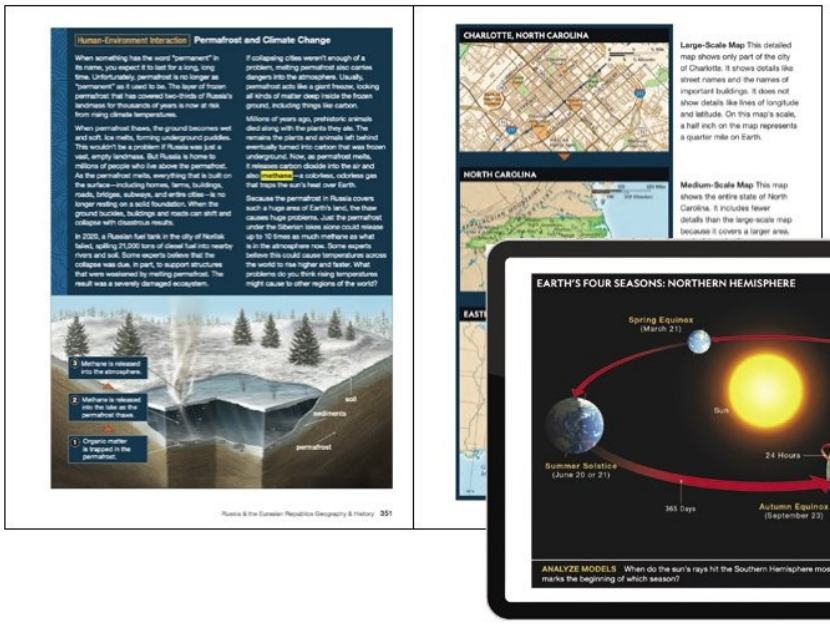
Geographic Thinking

Geographic Thinking questions at the end of each lesson are used for students to check for understanding, make inferences, draw conclusions, form opinions and analyze visuals.



Infographics, Charts, and Models

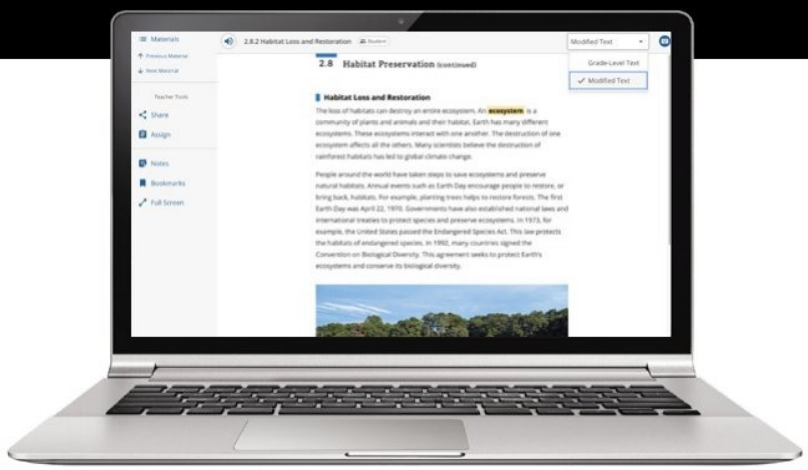
Infographics, charts, and models appear throughout the print and digital editions. Each infographic, chart, or model is accompanied by **Geographic Thinking** questions to deepen student understanding. These activities range in level of complexity and many involve more practice with interpreting data and graphing. All skills involve higher-order thinking.



▸ Visit **NGL.Cengage.com/WCG** to learn more.

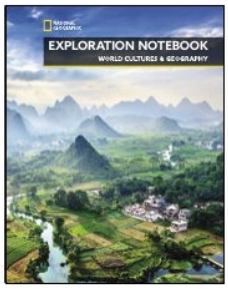
ENSURE EQUITY FOR ALL STUDENTS

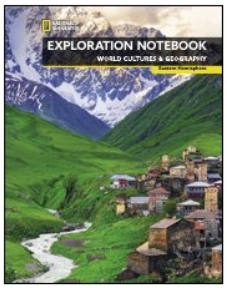
Respect for Each Student's Background and Cultural Identity Is Observed While Providing Valuable Learning Tools

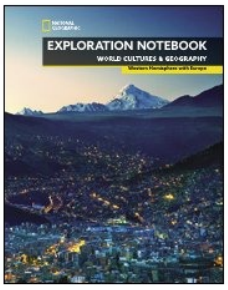


MindTap Connects Students to Accessible Materials 24/7

- Put students at the center of their own learning by providing them with **Modified Text** options. Each chapter's content is modified to two grades below reading level and accessible to teachers and students through MindTap, National Geographic Learning's digital resource.
- The **ReadSpeaker** feature reads the text aloud to students as an aid for language learners or striving readers. Students can listen to text being read as an aid to their reading comprehension.





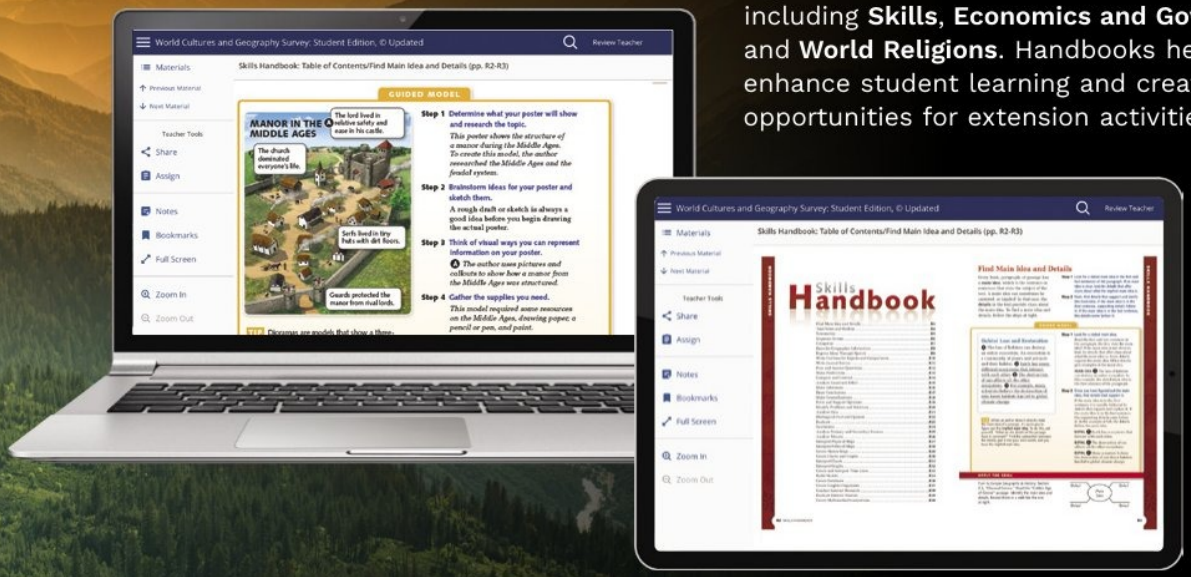


Exploration Notebook

With engaging reflection activities and vocabulary and note-taking practices, the **Exploration Notebook** will guide students on their journey around the world. These engaging activities ask students to think about issues, form opinions, and provide rationale for those opinions. Students will use the Exploration Notebook to record their thoughts about topics from the text and practice their writing, vocabulary, and map skills.

Student Handbooks

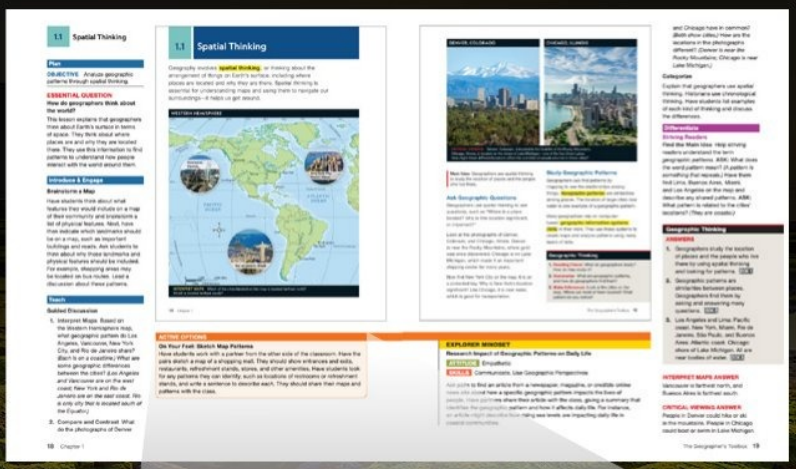
Digital editions have reference handbooks including **Skills**, **Economics and Government**, and **World Religions**. Handbooks help to enhance student learning and create opportunities for extension activities.

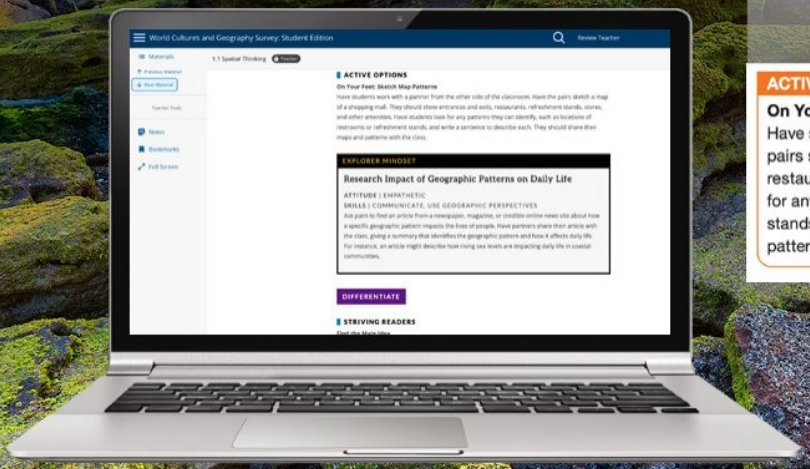


Active Learning Options

Active Learning Options and instructional strategies included in the Teacher's Edition target specific learning outcomes while engaging students with various learning styles. Suggested strategies support students in reading the text, interpreting visuals, and participating in guided discussions.

On Your Feet activities get students up and moving while they learn, and **Explorer Mindset** activities have students display the Attitudes, Skills, and Knowledge required of National Geographic Explorers.





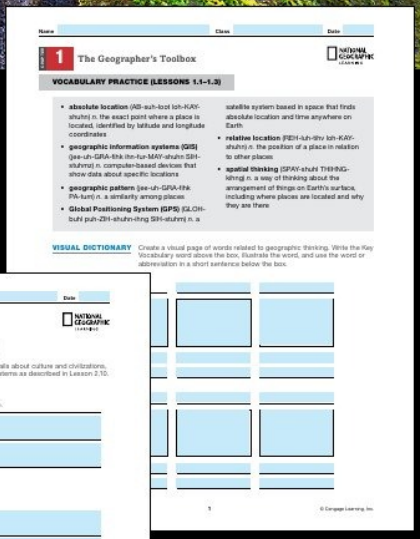
ACTIVE OPTIONS

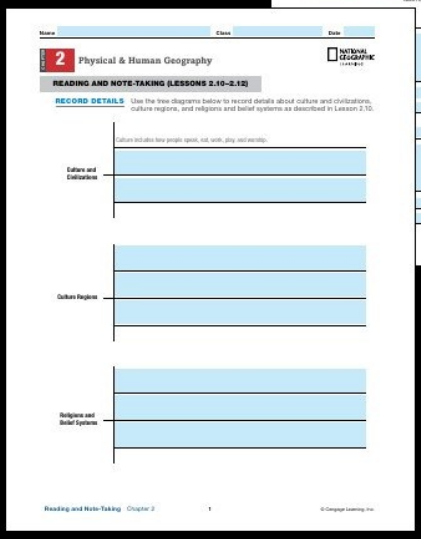
On Your Feet: Sketch Map Patterns

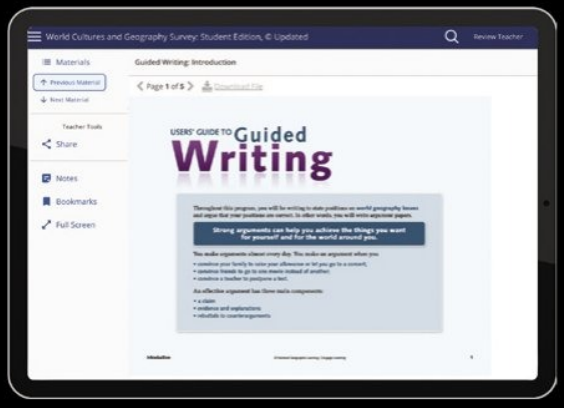
Have students work with a partner from the other side of the classroom. Have the pairs sketch a map of a shopping mall. They should show entrances and exits, restaurants, refreshment stands, stores, and other amenities. Have students look for any patterns they can identify, such as locations of restrooms or refreshment stands, and write a sentence to describe each. They should share their maps and patterns with the class.

English Language Arts Support

Students have access to vocabulary practice, reading and note-taking practice, reading strategies, and map interpretations through the Student Edition and the Exploration Notebook.







EMPOWER EDUCATORS TO SUPPORT STUDENTS

Easy-to-Use, Customizable Materials Encourage Flexibility

Ready-to-use resources, such as **Connecting Maps and Data**, **Project-Based Learning**, **Active Learning options**, and flexible and editable **PowerPoint Presentations**, provide multiple activity opportunities for students.

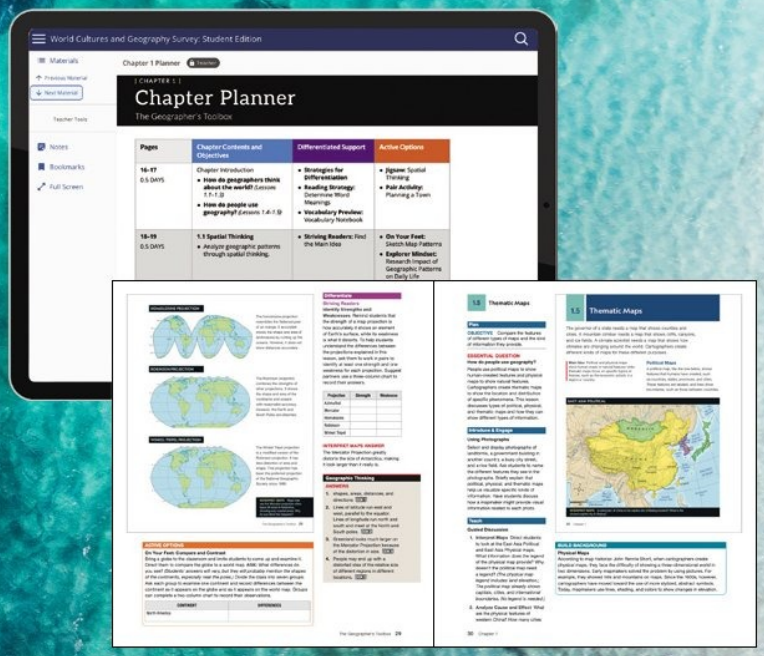


Teacher's Editions

National Geographic World Cultures & Geography, *National Geographic World Cultures & Geography Eastern Hemisphere*, and *National Geographic World Cultures & Geography Western Hemisphere* Teacher's Editions are available in print and digital. Support tools for the teacher include:

- Unit overviews
- Chapter planners
- Videos to introduce the chapter
- Discussion questions
- Strategies for differentiation for every lesson
- Vocabulary skills
- Reading strategies
- Active options
- Primary Source library
- Mapping tools
- College-and-career readiness activities
- Possible student answers and Answer keys
- National Geographic approach



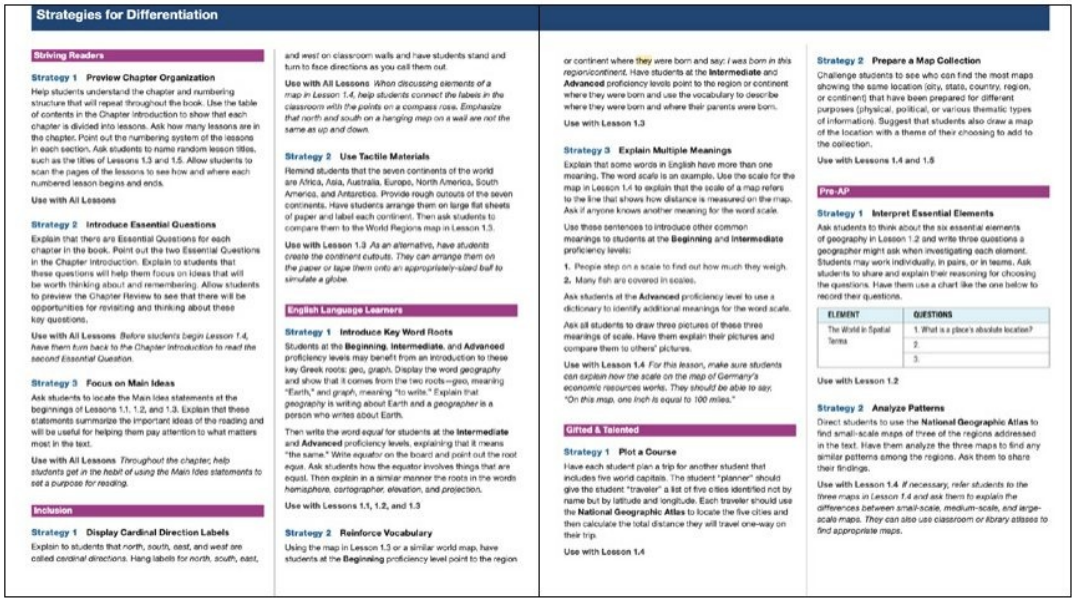


Guided and Customizable Lesson Plans

- The **Chapter Planner** in the Teacher's Edition provides an overview of the lesson support in each chapter, including the lesson objective, resources needed, **Essential Question**, discussion questions, opportunities for differentiation, and **"On Your Feet" Active Learning** options.
- Teacher features include chapter planners, assessments, resource files, discussion prompts, instruction and notes, and lesson plans.
- Possible Student Responses are provided consistently throughout the Teacher's Edition in italics after questions, discussion prompts, practices, and reviews.

Differentiation Options to Support All Students

- The **Strategies for Differentiation** in the Teacher's Edition, opens each chapter with ideas to engage various groups of students under the headings **Striving Readers**, **Inclusion**, **English Language Learners**, **Gifted & Talented**, and **Pre-AP**.



Customer Support 24/7

At National Geographic Learning, we value the importance of providing educator training and support that is:

- Connected to the National Geographic Learning instructional approach and framework.
- Focused on successful integration, access, and use of the technology platform.

Our goal is to provide:

- Training for educators, coaches, and administrators to understand and effectively implement the curriculum and resources.
- Dedicated integration support to ensure successful access for all users.
- Flexible support methods and resources for getting started with the digital resources, such as live group training sessions, 1:1 virtual hands-on educator training, on-demand support, and asynchronous Professional Development videos.

VARIETY OF ASSESSMENTS

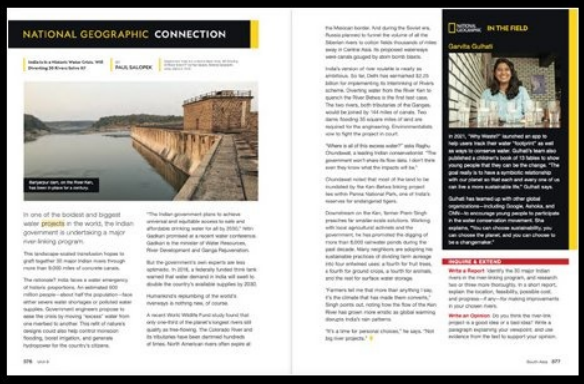
Formative and Summative Assessments Provide Actionable Data for Educators

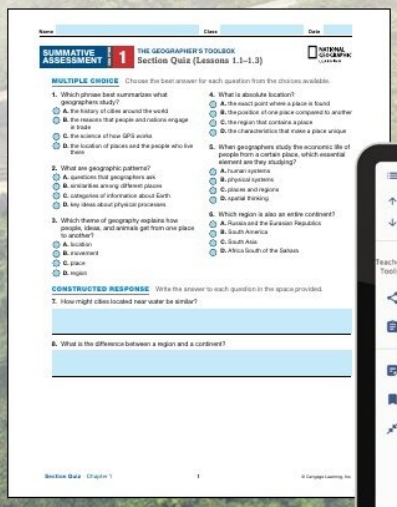
Formative Assessments

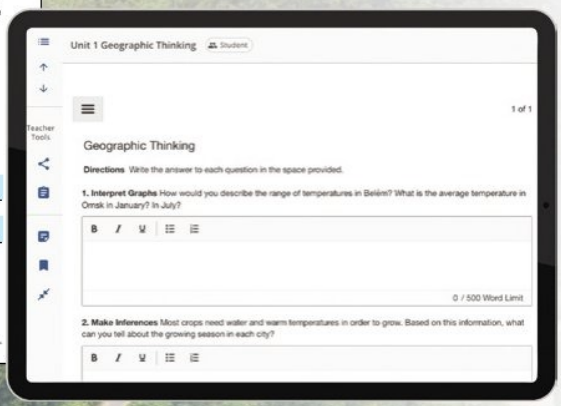
National Geographic World Cultures & Geography prepares students through multiple formative assessments and collaborative projects that enable teachers to monitor students' progress, make accommodations, and tailor instruction to individual needs. Students engage in the following:

- **DBQs** to practice working with primary and secondary source materials.
- **Geographic Thinking**, **Think About It** section reviews, and **Check Your Understanding** digital questions to revisit the main ideas, key vocabulary, skills, and concepts and to make connections.
- **Project-Based Learning** to research an important issue in the local community and provide a solution.
- **Connecting Maps and Data** to support problem-solving skills and help students learn to interpret maps, navigate spaces, and comprehend geographic relationships.
- **National Geographic Connection** that offers a fresh approach to engaging and collaborative projects with Inquire & Extend activities, which are the highest form of authentic learning and are available with every unit.
- **Critical Viewing Questions** to further engage student inquiry.
- **Essential Questions** that are covered at the beginning of each chapter and then again at the end of each chapter review to check for student understanding.









Summative Assessment

Section Quizzes, Chapter Tests, and **Unit Map Quizzes** offer a combination of open-response questions carefully designed to measure students' understanding and retention of the content. All formative and summative assessments are available in print and digital, and teachers have access to all answer keys.

EASY TO USE AND EASY TO ACCESS

Digital Resources Are Customizable in MindTap or Through Your Learning Management System (LMS)





National Geographic Learning Provides Tailored LMS Support for Your District

National Geographic Learning/Cengage and major LMSs provide an enhanced level of integration, including single sign-on, direct activity linking, and grade synchronization with MindTap. We are committed to ensuring a successful start to your school year with collaboration between our National Geographic Learning team and educators. Our Digital Solutions Team will support integrating MindTap with your LMS.

Create a Seamless Single Sign-On User Experience

With LMS integration, your students are ready to learn on the first day of school. In just a few steps, both you and your students gain access with your district LMS logins. Use our Content Selector to create a unique learning path that blends your content with links to the eBooks, learning activities, assignments, and more.

Google Classroom

schoology

NGL SYNC

canvas BY INSTRUCTURE

STUDENT RESOURCES



Student Edition (English/Spanish) and Digital Learning Path

- College-and-career readiness activities[+]
- Collaborative Projects[+]
- Unit Inquiry Extension Activities[+]
- National Geographic Photography
- Places of Encounter[+]
- GeoVideo Unit Openers[*]
- Essential Questions and Main Ideas[+]
- Check Your Understanding questions[*+]
- National Geographic Explorer Features[+]
- National Geographic Video Library[*]
- Primary Source Collection[*+]
- National Geographic Atlas[*]
- Modified Text (same content at two grade levels below the targeted reading level)[*]
- ReadSpeaker (access an audio version of the text)[*]
- Digital mapping activities with Esri® GIS StoryMaps and National Geographic MapMaker Tool[*]
- Real-world connections and Project-Based Learning[+]

Reinforcement and Practice Options

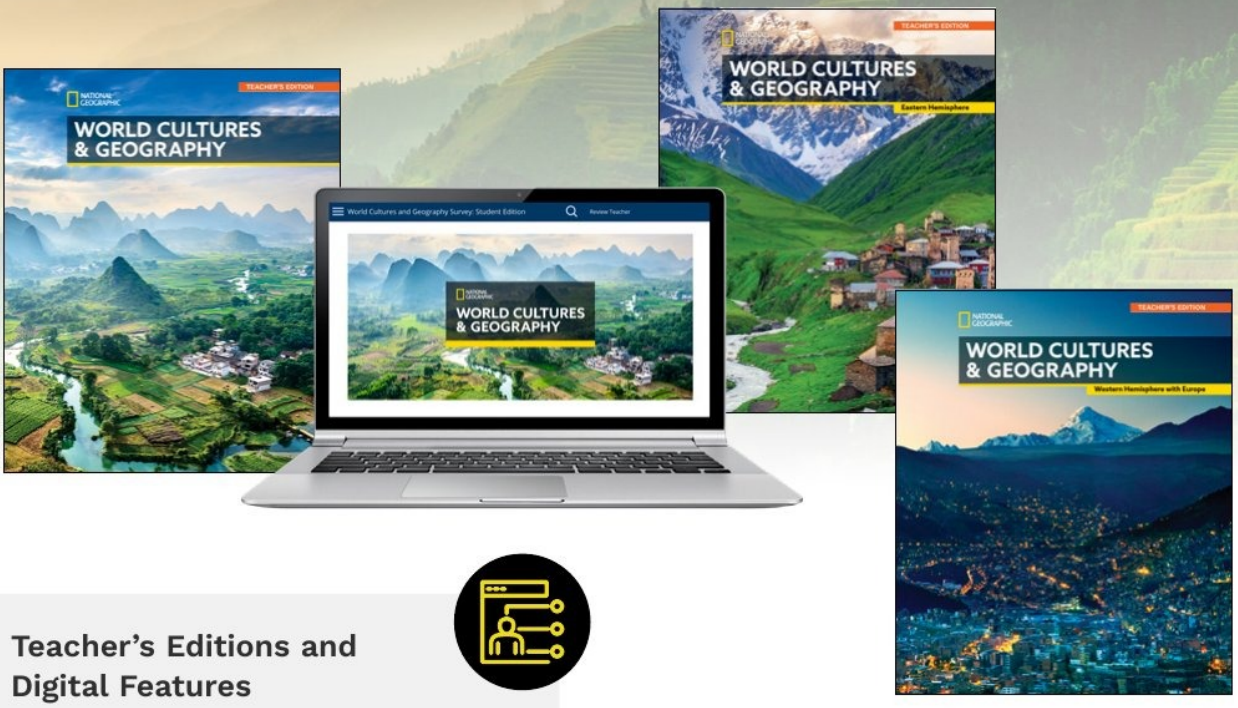
- Exploration Notebook student companion[+] (Available for *World Cultures & Geography*, *World Cultures & Geography Eastern Hemisphere*, and *World Cultures & Geography Western Hemisphere with Europe*)
- Reading and Note-Taking[+]
- Chapter and Unit Reviews[+]
- Vocabulary Practice[+]
- DBQs[+]

Extra Materials

- Video Library[*]
- English and Spanish Glossaries
- Student Handbooks[+]

[*]Indicates Digital Only
[+]Available in Spanish

TEACHER RESOURCES



Teacher's Editions and Digital Features

- Chapter and Unit Planners
- Lesson Plans, Instruction, and Guided Discussions
- English Language Arts support
- Differentiated Instruction
- Active Learning Options
- National Geographic Video Library*
- National Geographic Interactive Map Tool and Esri® GIS StoryMaps*
- College, Career and Civics Life (C3) Framework alignment
- PowerPoint Presentations and Lecture Notes*

Extra Materials

- English and Spanish Glossaries
- Student Handbooks*
- Exploration Notebook
- Answer Keys

Assessment and Practice

- Customizable test bank*
- Auto-Grading Assignments & Assessments with Gradebook*
- Assignable eAssessments*
- Usage reports and analytics for online assessments*

Cengage MindTap

*Indicates Digital Only

Visit **NGL.Cengage.com/WCG** to learn more.



For more information, visit NGL.Cengage.com/WCG

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AUGUST / 2024

ISBN-13: 979-8-214-39017-8
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CHAPTER 1

Chapter Planner

The Geographer's Toolbox

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
16–17 0.5 DAYS	Chapter Introduction • **How do geographers think about the world?** *(Lessons 1.1–1.3)* • **How do people use geography?** *(Lessons 1.4–1.5)*	• **Strategies for Differentiation** • **Reading Strategy:** Determine Word Meanings • **Vocabulary Preview:** Vocabulary Notebook	• **Jigsaw:** Spatial Thinking • **Pair Activity:** Planning a Town
18–19 0.5 DAYS	**1.1 Spatial Thinking** • Analyze geographic patterns through spatial thinking.	• **Striving Readers:** Find the Main Idea	• **On Your Feet:** Sketch Map Patterns • **Explorer Mindset:** Research Impact of Geographic Patterns on Daily Life
20–21 0.5 DAYS	**1.2 Themes and Elements** Organize geographic information into five themes and six elements.	• **Pre-AP:** Conduct Research	• **On Your Feet:** Local Human-Environment Interaction • **Explorer Mindset:** Track Movement Patterns
22–23 0.5 DAYS	**1.3 World Regions** • Understand geographic regions and the processes that shaped them.	• **Inclusion:** Interpret Maps • **Gifted & Talented:** Conduct Research	• **On Your Feet:** Conduct a Poll • **Explorer Mindset:** Compare Regions
24–29 1–2 DAYS	**1.4 Map Elements and Projections** • Understand and compare the essentials of maps and map projections.	• **Striving Readers:** Identify Strengths and Weaknesses • **Inclusion:** Learn a Mnemonic for Scale • **English Language Learners:** Develop	• **On Your Feet:** Map Game, Create a Large-Scale Map, Compare and Contrast • **Explorer Mindset:** Create a Local Map,

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
		Vocabulary	Explore Map Scale
30–33 1 DAY	**1.5 Thematic Maps** • Compare the features of different types of maps and the kind of information they provide.	**Inclusion:** Understand Population Density **English Language Learners:** Create Vocabulary Study Cards	• **On Your Feet:** Create a Physical Map, Map a Theme • **Explorer Mindset:** Create a Thematic Map Presentation
34–35 0.5 DAYS	**Chapter Review**		• **College & Career Readiness:** Create a Digital Presentation

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 1 Pretest
- Chapter 1 Reading & Note-Taking
- Chapter 1 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 1 Section Quizzes
- Chapter 1 Test A (on level)
- Chapter 1 Test B (modified)

TEACHER RESOURCES

- Chapter 1 PowerPoint
- Chapter 1 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** Introduce the Essentials of Geography
- **Image Gallery:** The Essentials of Geography
- **Unit 1 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**

- **Cognero Test Bank**

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CHAPTER 2

Chapter Planner

Physical & Human Geography

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
36–37 0.5 DAYS	Chapter Introduction • **How is Earth continually changing?***(Lessons 2.1–2.4)* • **What shapes Earth's varied environments?** *(Lessons 2.5–2.9)* • **How has geography influenced cultures around the world?** *(Lessons 2.10–2.12)*	• **Strategies for Differentiation** • **Reading Strategy:** Compare and Contrast • **Vocabulary Preview:** Knowledge Rating	• **Team Word Webbing:** Features of Earth • **Corners:** Environmental Characteristics • **Express Ideas Through Speech:** Artifacts of American Culture
38–39 0.5 DAYS	**2.1 Earth's Rotation and Revolution** • Describe how Earth's tilt, rotation, and revolution around the sun cause the four seasons.	• **English Language Learners:** Find Main Ideas and Details	• **On Your Feet:** Team Word Webbing • **Explorer Mindset:** Research Connections Between Monuments and the Sun
40–43 1 DAY	**2.2 Earth's Complex Structure** • Analyze how processes deep within Earth affect its surface.	• **Striving Readers:** Compare Earthquakes and Volcanoes • **English Language Learners:** Use Prefixes • **Gifted & Talented:** Create Charts	• **On Your Feet:** Build Models, Class Quiz • **Explorer Mindset:** Create a Public Service Announcement
44–47 1 DAY	**2.3 Earth's Physical Features** • Identify major physical features and	• **Inclusion:** Work in Pairs • **English Language Learners:** Make a	• **On Your Feet:** Fishbowl, Summarize in Groups • **Explorer Mindset:** Investigate Early

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	analyze how they affect life on Earth.	Landform Presentation • **Pre-AP:** Research the Clean Water Act	Civilizations
48–49 0.5 DAYS	**2.4 Through the Lens: Babak Tafreshi** • Analyze photos by Babak Tafreshi and explain how they contribute to an appreciation of physical geography.	• **Inclusion:** Visualize the Photograph • **Gifted & Talented:** Collage the Night Sky	• **On Your Feet:** Discuss Places to Explore
50–53 1 DAY	**2.5 Climate and Weather** • Explain how climate and weather each affect environments and describe how different climate regions affect life on Earth.	• **Striving Readers:** Write Paragraphs • **English Language Learners:** Build Climate Vocabulary • **Gifted & Talented:** Produce a Weather Report • **Pre-AP:** Research Climate Regions	• **On Your Feet:** Examine Regional Weather Patterns, Present Oral Histories • **Explorer Mindset:** Report on a Weather-Related Disaster or Challenge
54–55 0.5 DAYS	**2.6 Extreme Weather and Climate Change** • Analyze how extreme weather can cause destruction and how scientists are working to lessen its effects.	• **Gifted & Talented:** Make an Action Plan	• **On Your Feet:** Prepare a Weather Report • **Explorer Mindset:** Understand the Impact of Extreme Weather
56–57 0.5 DAYS	**2.7 Natural Resources and Sustainability** • Describe the ways in which natural resources sustain human life.	• **Striving Readers:** Use Reciprocal Teaching	• **On Your Feet:** Review with the 5Ws and How • **Explorer Mindset:** Investigate Renewable Energy Sources
58–59 0.5 DAYS	**2.8 Habitat Preservation** • Identify threats to natural habitats and efforts to reduce those threats.	• **Inclusion:** Learn About Endangered Species	• **On Your Feet:** Pair Discussion • **Explorer Mindset:** Research Local Habitat Preservation Efforts
60–61 0.5 DAYS	**2.9 National Geographic Explorer**	• **Gifted & Talented:** Conduct Online	• **On Your Feet:** Numbered Heads

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	Diva Amon:Protecting the Deep Ocean • Understand the importance of the world's deep-ocean habitats and the need to protect them.	Research	
62–65 1 DAY	**2.10 World Cultures, Languages, and Religions** • Identify elements of culture, understand how culture regions are defined, and describe major world religions and belief systems and their spread.	• **Striving Readers:** Summarize • **English Language Learners:** Make a Cultural Booklet	• **On Your Feet:** Jigsaw • **Explorer Mindset:** Report on Culture, Explore Another's Perspective
66–69 1 DAY	**2.11 Economic and Political Geography** • Understand basic economic concepts and compare different economic systems and forms of government.	• **Striving Readers:** Review Key Vocabulary • **Gifted & Talented:** Make a Flowchart • **Pre-AP:** Write a Persuasive Essay	• **On Your Feet:** Numbered Heads, Interview in Pairs • **Explorer Mindset:** Make a Country Profile, Expand the Country Profile
70–71 0.5 DAYS	**2.12 Global Issues: Protecting Human Rights** • Analyze the ideas embodied in the Universal Declaration of Human Rights and their impact.	• **Inclusion:** Use Echo Reading and Supported Reading • **Gifted & Talented:** Make a Documentary About the United Nations	• **On Your Feet:** Free Write and Share • **Explorer Mindset:** Report on a UN Body or Organization
72–73 0.5 DAYS	**Chapter Review**		• **College & Career Readiness:** Write a Public Service Announcement (PSA)

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 2 Pretest

- Chapter 2 Reading & Note-Taking
- Chapter 2 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 2 Section Quizzes
- Chapter 2 Test A (on level)
- Chapter 2 Test B (modified)

TEACHER RESOURCES

- Chapter 2 PowerPoint
- Chapter 2 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** Introduce the Essentials of Geography
- **Explorer Video:** Diva Amon
- **Photographer Video:** Babek Tafreshi
- **Image Gallery:** The Essentials of Geography
- **Unit 1 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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CHAPTER 3

Chapter Planner

North America Geography & History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
90–91 0.5 DAYS	Chapter Introduction • **How do the physical features of North America affect where people choose to live?** *(Lessons 3.1–3.4)* • **How did the United States and Canada develop as nations?** *(Lessons 3.5–3.10)* • **How have various cultures influenced Mexico's history?** *(Lessons 3.11–3.14)*	• **Strategies for Differentiation** • **Reading Strategy:** Make Inferences • **Vocabulary Preview:** Word Square	• **Roundtable:** Physical Appeal • **Numbered Heads:** Push and Pull Factors • **Corners:** Influences on Mexico
92–93 0.5 DAYS	**3.1 Physical Geography** • Identify landforms, bodies of water, and climates of North America.	• **English Language Learners:** Use Vocabulary in a Sentence • **Gifted & Talented:** Build Models	• **On Your Feet:** Travel Around the World • **Explorer Mindset:** Research Physical Locations
94–97 1 DAY	**3.2 North America's Natural Resources** • Analyze the impact of resources and climate on economic activities in North America.	• **Striving Readers:** Create Charts • **English Language Learners:** Examine Related Words • **Pre-AP:** Research Soil Conditions on the Plains	• **On Your Feet:** Match Compatible Statements; Create a Concept Web • **Explorer Mindset:** Create an Illustrated Diagram
98–99 0.5 DAYS	**3.3 Mexico's Mountains and Plateaus** • Make connections between Mexico's	• **Inclusion:** Locate Features	• **On Your Feet:** Model Mexico's Landforms • **Explorer Mindset:** Analyze Maps

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	geographic features and the country's natural resources.		
100–101 0.5 DAYS	**3.4 National Geographic Explorer Brian Holguin: Exploring an Ancient Homeland** • Understand the role archaeology plays in learning about the relationship between the Indigenous peoples of North America and their environment.	• **Pre-AP:** Form and Support Opinions	• **On Your Feet:** Design Pictographs
102–105 1 DAY	**3.5 Three Worlds Meet in the Americas** • Summarize the ways in which European settlement in the United States and Canada changed life on the continent.	• **Striving Readers:** Summarize • **Pre-AP:** Create Maps	• **On Your Feet:** Pick a Settlement Location; Turn and Talk on a Topic • **Explorer Mindset:** Trace a Path
106–107 0.5 DAYS	**3.6 Settling Quebec** • Analyze the effect of conflict between the British and French on colonies in Canada.	• **Inclusion:** Question & Answer • **English Language Learners:** Ask Either/Or Questions	• **On Your Feet:** Categorize • **Explorer Mindset:** Write an Article
108–111 1 DAY	**3.7 Revolution and Independence** • Investigate the causes and consequences of the American Revolution and independence.	• **Striving Readers:** Analyze Cause and Effect • **Gifted & Talented:** Design Icons • **Pre-AP:** Write Journal Entries	• **On Your Feet:** In This Corner; Evaluate Constitutional Principles • **Explorer Mindset:** Hold a Debate
112–113 0.5 DAYS	**3.8 Expansion and Industrialization** • Explain the causes and effects of westward expansion and the growth of industry in the 1800s.	• **English Language Learners:** Practice Vocabulary • **Pre-AP:** Compare	• **On Your Feet:** Create Time Lines • **Explorer Mindset:** Create a Fact Sheet

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
114–117 1 DAY	**3.9 The Civil War and Reconstruction** • Analyze the causes and effects of the Civil War for the North, the South, and formerly enslaved people.	• **Inclusion:** Identify Goals and Outcomes • **Gifted & Talented:** Write Journal Entries	• **On Your Feet:** History Relay; Reconstruction Questions • **Explorer Mindset:** Write Letters to the Editor
118–119 0.5 DAYS	**3.10 World Conflict** • Trace U.S. involvement in world affairs in the 20th and 21st centuries.	• **Striving Readers:** Explore Vocabulary • **Inclusion:** Find Main Ideas and Details	• **On Your Feet:** Period Piece • **Explorer Mindset:** Prepare a News Report
120–121 0.5 DAYS	**3.11 The Maya and the Aztec** • Describe cultural achievements of the Maya and the Aztec.	• **English Language Learners:** Understand Main Idea and Details • **Gifted & Talented:** Create a Multimedia Presentation	• **On Your Feet:** Vote with Your Feet • **Explorer Mindset:** Highlight a Civilization
122–123 0.5 DAYS	**3.12 The Conquistadors** • Evaluate the success of the Spanish conquistadors over the Aztec Empire.	• **Pre-AP:** Express Ideas Through Speech	• **On Your Feet:** Answer the 5Ws • **Explorer Mindset:** Identify Spanish Influence
124–127 1 DAYS	**3.13 Mexico at War** • Understand the conflicts that led to Mexico's independence and current borders.	• **Striving Readers:** Summarize • **English Language Learners:** Summarize Using Time Order Words • **Gifted & Talented:** Write an Editorial	• **On Your Feet:** Form and Support Opinions; Numbered Heads • **Explorer Mindset:** Write a Letter
128–129 0.5 DAYS	**3.14 Documents-Based Question: The Mexican Revolution** • Synthesize information about the goals, key players, and results of the Mexican Revolution from primary sources.	• **Striving Readers:** Summarize	• **On Your Feet:** Corners

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
130–131 0.5 DAYS	**Chapter Review**		• **College & Career Readiness:** Conduct Internet Research

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 3 Pretest
- Chapter 3 Reading & Note-Taking
- Chapter 3 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 3 Section Quizzes
- Chapter 3 Test A (on level)
- Chapter 3 Test B (modified)

TEACHER RESOURCES

- Chapter 3 PowerPoint
- Chapter 3 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** Introduce North America
- **Explorer Video:** Brian Holguin
- **Image Gallery:** North America
- **Unit 2 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
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- **Cognero Test Bank**

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CHAPTER 4

Chapter Planner

North America Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
132–133 0.5 DAY	Chapter Introduction • **What issues do the United States and Canada face today?** *(Lessons 4.1–4.4)* • **How has globalization affected Mexico?** *(Lessons 4.5–4.7)*	• **Strategies for Differentiation** • **Reading Strategy:** Form Opinions • **Vocabulary Preview:** Vocabulary Knowledge Rating	• **Team Word Webbing:** Challenges Facing Countries • **Corners:** Globalization and Mexico
134–137 1 DAY	**4.1 North America's Cultural Diversity** • Identify how diversity has shaped U.S. and Canadian culture.	• **English Language Learners:** Teach and Learn • **Pre-AP:** Identify Immigrant Influences	• **On Your Feet:** Show Immigration Waves, Plan an International Potluck • **Explorer Mindset:** Map Countries of Origin
138–141 1 DAY	**4.2 Transforming an Economy** • Identify changes and challenges the United States and Canada face in the new global economy and explain the influence of technology and media on culture.	• **Inclusion:** Interpret Charts • **Gifted & Talented:** Create Charts and Graphs	• **On Your Feet:** Corners • **Explorer Mindset:** Write an Article, Graph Internet Usage
142–143 0.5 DAY	**4.3 Global Issues: New Energy Sources** • Explain how the growing demand for energy has led to the development of renewable and	• **Striving Readers:** Identify Main Idea and Details	• **On Your Feet:** Play an Energy Guessing Game • **Explorer Mindset:** Diagram Energy Production

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	alternative energy innovations.		
144–145 0.5 DAY	**4.4 Civic Rights and Responsibilities** • Identify the rights and responsibilities of citizens in the United States and Canada.	• **English Language Learners:** Understand Homonyms	• **On Your Feet:** Expert Sharing • **Explorer Mindset:** Make a Policy Proposal
146–147 0.5 DAY	**4.5 Daily Life in Mexico** • Describe traditional and modern elements of daily life in Mexico.	• **Striving Readers:** Summarize	• **On Your Feet:** Write Labels • **Explorer Mindset:** Plan a Visit to Mexico City
148–151 1 DAY	**4.6 Challenges of Globalization** • Identify economic and political challenges faced by Mexico in the age of globalization.	• **Inclusion:** Analyze Data • **Pre-AP:** Create Graphs	• **On Your Feet:** Evaluate, Better, Worse, or No Different? • **Explorer Mindset:** Express Ideas Through Speech
152–153 0.5 DAY	**4.7 Through the Lens: Jason De León** • Explain how Jason De León's work reflects the impact of globalization on Mexico.	• **Inclusion:** Visualize the Photographs • **Gifted & Talented:** Create a Slide Show	• **Explorer Mindset:** Summarize a Video Clip
154–155 0.5 DAY	**Chapter Review**		• **College & Career Readiness:** Create a Multimedia Presentation

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 4 Pretest
- Chapter 4 Reading & Note-Taking
- Chapter 4 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 4 Section Quizzes
- Chapter 4 Test A (on level)
- Chapter 4 Test B (modified)

TEACHER RESOURCES

- Chapter 4 PowerPoint
- Chapter 4 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** Introduce North America
- **Explorer Video:** Jason De León
- **Image Gallery:** North America
- **Unit 2 GIS StoryMap**
- **National Geographic Atlas**
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CHAPTER 5

Chapter Planner

Central America & the Caribbean Geography & History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
162–163 0.5 DAYS	**Chapter Introduction** • **How has physical geography been a positive or negative influence on the economy of the region?** *(Lessons 5.1–5.3)* • **How have economic resources influenced the history of the region?** (*Lessons 5.4–5.6*)	• **Strategies for Differentiation** • **Reading Strategy:** Draw Conclusions • **Vocabulary Preview:** Word Map	• **Numbered Heads:** Business and Location • **Corners:** Economic Resources
164–167 1 DAY	**5.1 Physical Geography** • Identify and analyze the main geographic features of Central America and the Caribbean, including ways in which earthquakes and volcanoes affect the region.	• **Striving Readers:** Identify Main Idea and Details • **English Language Learners:** Pronounce and Practice Vocabulary • **Gifted & Talented:** Create Travel Brochures • **Pre-AP:** Research an Active Volcano	• **On Your Feet:** Team Word Webbing • **Explorer Mindset:** Map Economic Resources • **Explorer Mindset:** Make a Model of Seismic Activity
168–169 0.5 DAY	**5.2 Diverse Economies** • Identify the major economic activities of Central America and the Caribbean.	• **Inclusion:** Illustrate Milpa Farming • **Gifted & Talented:** Create Multimedia Presentations	• **On Your Feet:** Human Word Clusters • **Explorer Mindset:** Research National Economies

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
170–171 0.5 DAY	**5.3 National Geographic Explorer Sandra M. Turner: Improving Ocean Literacy** • Explain how mapping technology can help people better understand the connections between natural environments and human activities.	• **Inclusion:** Identify Main Idea and Details • **Gifted & Talented:** Conduct Research	• **Explorer Mindset:** Research Coastal Ecosystems
172–173 0.5 DAY	**5.4 Transatlantic Trade** • Describe how exploration and colonization of the Americas by Europeans gave rise to new transatlantic trade patterns.	• **English Language Learners:** Express Ideas Through Speech	• **On Your Feet:** Sequence Events Related to the Triangular Trade • **Explorer Mindset:** Research the Daily Lives of Enslaved Plantation Workers
174–175 0.5 DAY	**5.5 Document-Based Question: The Columbian Exchange** • Evaluate the impact of the Columbian Exchange, using primary and secondary sources.	• **Striving Readers:** Summarize	• **Explorer Mindset:** Explore Indigenous Viewpoints
176–179 1 DAY	**5.6 Paths Toward Independence** • Analyze and interpret information about the Central American and Caribbean independence movements.	• **Inclusion:** Interpret Charts • **English Language Learners:** Identify Main Ideas and Details	• **On Your Feet:** Human Time Line, Fishbowl • **Explorer Mindset:** Make a Product Chart
180–181 0.5 DAY	**Chapter Review**		• **College & Career Readiness:** Make a Public Awareness Campaign Poster

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 5 Map Quiz
- Chapter 5 Pretest
- Chapter 5 Reading & Note-Taking
- Chapter 5 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 5 Section Quizzes
- Chapter 5 Test A (on level)
- Chapter 5 Test B (modified)

TEACHER RESOURCES

- Chapter 5 PowerPoint
- Chapter 5 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** Central America & the Caribbean Geography & History
- **Explorer Video:** Sandra M. Turner
- **Image Gallery:** Central America & the Caribbean Geography & History
- **Unit 3 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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CHAPTER 6

Chapter Planner

Central America & the Caribbean Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
182–183 0.5 DAY	Chapter Introduction • **How do trade and globalization affect the cultures of the region today?** *(Lessons 6.1–6.3)* • **How are the people in the region trying to improve their standard of living?** *(Lessons 6.4–6.7)*	• **Strategies for Differentiation** • **Reading Strategy:** Analyze Cause and Effect • **Vocabulary Preview:** Word Web	• **Create Charts:** The Globalized Food Supply • **Roundtable:** Economic Challenges
184–189 1.5 DAYS	**6.1 Caribbean Culture and the World** • Describe the contributions made by African, European, and Indigenous cultures to Caribbean traditions, including food, music, dance, and sport.	• **Striving Readers:** Stop, Think, Paraphrase • **English Language Learners:** Identify Main Ideas and Details • **Gifted & Talented:** Create Multimedia Presentations	• **On Your Feet:** Class Quiz, Compare Descriptions • **Explorer Mindset:** Research a Creole Language, Learn About a Caribbean Dish, Research a Caribbean City
190–191 0.5 DAY	**6.2 Tourists Fly In** • Draw conclusions about the effects of tourism on the region.	• **English Language Learners:** Practice Vocabulary	• **On Your Feet:** Numbered Heads • **Explorer Mindset:** Compare Local and Tourist Populations
192–193 0.5 DAY	**6.3 Through the Lens: David Guttenfelder** • Analyze a photo taken by David Guttenfelder in Havana, Cuba.	• **Inclusion:** Analyze Photos	• **Explorer Mindset:** Develop Photojournalism Assignments
194–197	**6.4 Challenges in Costa Rica, Nicaragua, and**	• **English Language Learners:** Vocabulary	• **Explorer Mindset:** Research a Trade

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
1 DAY	**Haiti** • Compare the histories of Costa Rica, Haiti, and Nicaragua and the efforts to build their economies.	Experts • **Gifted & Talented:** Create Posters	Agreement, Compare Haiti and the Dominican Republic • **On Your Feet:** Inside-Outside Circle
198–199 0.5 DAY	**6.5 Global Issues: Feeding the World** • Explain the factors affecting food supply and the ways that countries around the world are fighting food insecurity.	• **Striving Readers:** Identify Main Ideas and Details	• **On Your Feet:** Team Word Webbing • **Explorer Mindset:** Write a Speech
200–201 0.5 DAY	**6.6 Migration and Remittances** • Analyze the push and pull factors that influence migration from Central America and the Caribbean.	• **Pre-AP:** Create Graphs	• **On Your Feet:** Map Labels • **Explorer Mindset:** Analyze Push and Pull Factors
202–203 0.5 DAY	**6.7 Conserving the Rainforest** • Describe how some economic activities depend upon rainforests but also threaten their survival.	• **English Language Learners:** Evaluate Reading	• **On Your Feet:** Roundtable • **Explorer Mindset:** Research Rainforest Reserves
204–205 0.5 DAY	**Chapter Review**		• **College & Career Readiness:** Write and Design a Web Page

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 6 Pretest
- Chapter 6 Reading & Note-Taking
- Chapter 6 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 6 Section Quizzes
- Chapter 6 Test A (on level)
- Chapter 6 Test B (modified)

TEACHER RESOURCES

- Chapter 6 PowerPoint
- Chapter 6 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** Introduce Central America & the Caribbean Today
- **Photographer Video:** David Guttenfelder
- **Image Gallery:** Central America & the Caribbean
- **Unit 3 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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CHAPTER 7

Chapter Planner

South America Geography & History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
212–213 0.5 DAY	Chapter Introduction • **How does elevation influence climate in South America?** *(Lessons 7.1–7.3)* • **How did mountains, plateaus, plains, and rivers shape the region's history?** *(Lessons 7.4–7.6)*	• **Strategies for Differentiation** • **Reading Strategy:** Identifying Main Ideas and Details • **Vocabulary Preview:** Word Map	• **Team Word Webbing:** Elevation and Climate • **Corners:** South America's Physical Features
214–217 1 DAY	**7.1 Physical Geography** • Identify the main landforms in South America and analyze the effects of wind and ocean currents on climate.	• **Inclusion:** Model a Watershed • **English Language Learners:** Pronounce and Write Vocabulary	• **On Your Feet:** Card Response • **Explorer Mindset:** Make a Diorama of a South American Physical Feature, Make a Climate Map
218–219 0.5 DAY	**7.2 National Geographic Explorer Fernando Trujillo: Exploring the Amazon** • Understand the importance of protecting the Amazon River and its rainforest ecosystem.	• **Striving Readers:** Illustrate Concepts • **Pre-AP:** Conduct Research	• **On Your Feet:** Fishbowl
220–221 0.5 DAY	**7.3 Through the Lens: Michael Melford** • Describe how the photographic work of Michael Melford aids exploration, understanding, and	• **Inclusion:** Describe the Mountains • **Gifted & Talented:** Make a Slideshow	• **Explorer Mindset:** Be the Photographer

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	conservation of the natural world.		
222–225 1 DAY	**7.4 People of the Highlands and Lowlands** • Assess how physical features affected the development of the Inca Empire and other early civilizations in South America.	• **Striving Readers:** Find Main Ideas and Details • **English Language Learners:** Complete and Write Sentences • **Gifted & Talented:** Introduce a Lowland People • **Pre-AP:** Research Geoglyphs	• **On Your Feet:** Three-Step Interview • **Explorer Mindset:** Highlight the Quechua Culture Today, Understand Challenges the Yanomami Face
226–229 1 DAY	**7.5 European Conquest and Transformation** • Analyze the impact of Spanish and Portuguese colonization on South America.	• **Striving Readers:** Take Notes • **English Language Learners:** Summarize • **Gifted & Talented:** Explore Brazil's Path to Independence	• **On Your Feet:** Living Time Line, Numbered Heads • **Explorer Mindset:** Write About Public Monuments or Memorials
230–231 0.5 DAY	**7.6 Document-Based Question: Simón Bolívar on Independence** • Summarize Bolívar's ideas about South American independence.	• **Inclusion:** Analyze Primary Sources	• **On Your Feet:** Think, Pair, Share
232–233 0.5 DAY	**Chapter Review**		• **College & Career Readiness:** Write Journal Entries

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 7 Pretest
- Chapter 7 Reading & Note-Taking
- Chapter 7 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 7 Section Quizzes
- Chapter 7 Test A (on level)
- Chapter 7 Test B (modified)

TEACHER RESOURCES

- Chapter 7 PowerPoint
- Chapter 7 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** South America Geography & History
- **Explorer Video:** Dr. Fernando Trujillo
- **Photographer Video:** Michael Melford
- **Image Gallery:** South America
- **Unit 4 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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CHAPTER 8

Chapter Planner

South America Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
234–235 0.5 DAY	Chapter Introduction • **In what ways is South America culturally diverse?** *(Lessons 8.1–8.3)* • **How is modern South America building its economies?***(Lessons 8.4–8.7)* • **How has Brazil become an economic power?** *(Lessons 8.8–8.10)*	• **Strategies for Differentiation** • **Reading Strategy:** Summarize • **Vocabulary Preview:** Word Maps	• **Paired Activity:** Cultural Factors • **Think-Pair-Share:** Economic Development • **Team Word Webbing:** Change and Growth
236–239 1 DAY	**8.1 Diverse People, Diverse Languages** • Describe the various people living in South America and how they contribute to the continent's cultural and language diversity.	• **Inclusion:** Analyze Tables • **English Language Learners:** Compare Cultures	• **On Your Feet:** Illustrate Distribution of Indigenous Languages, Guessing Game • **Explorer Mindset:** Create Audio Recording
240–241 0.5 DAY	**8.2 Daily Life** • Explain how South Americans' daily activities reflect their varied cultures.	• **Striving Readers:** Stop, Think, Summarize	• **On Your Feet:** Rotating Discussion • **Explorer Mindset:** Research South American Culture
242–243 0.5 DAY	**8.3 Global Issues: How Cultures Change** • Analyze the origins of soccer and the sport's global spread through	• **Striving Readers:** Pose and Answer Questions	• **On Your Feet:** Class Quiz • **Explorer Mindset:** Trace Cultural Diffusion

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	the process of cultural diffusion.		
244–245 0.5 DAY	**8.4 Comparing Governments** • Analyze how select governments in South America are moving toward democracy and strengthening their economies.	• **Pre-AP:** Create a Country Profile	• **On Your Feet:** Compare Governments • **Explorer Mindset:** Research South American Political Divisions
246–247 0.5 DAY	**8.5 The Pampas Economy** • Analyze South America's Pampas region and understand its importance to Argentina's growing economy.	• **Gifted & Talented:** Compare Economies Across Regions	• **On Your Feet:** Factors of Production • **Explorer Mindset:** Create Graphs
248–249 0.5 DAY	**8.6 Chile's Exports** • Identify the characteristics of Mediterranean climates and the agricultural products Chile that exports.	• **Pre-AP:** Explore an Industry	• **On Your Feet:** Roundtable • **Explorer Mindset:** Develop a Presentation on Lithium Production
250–251 0.5 DAY	**8.7 Peru's Wealth of Resources** • Analyze how the agriculture and mining industries are contributing to Peru's economic growth.	• **Inclusion:** Rephrase and Draw	• **On Your Feet:** Follow the Exports • **Explorer Mindset:** Create Informative Posters
252–253 0.5 DAY	**8.8 Brazil's Economic Strength** • Analyze how Brazil's resources and industries contribute to its diverse economy.	• **Gifted & Talented:** Create Graphs	• **On Your Feet:** Fishbowl • **Explorer Mindset:** Analyze Tourism
254–255 0.5 DAY	**8.9 São Paulo** • Identify the factors that led to the economic expansion and population	• **Striving Readers:** Take Notes and Outline	• **On Your Feet:** Cause-and-Effect Chain • **Explorer Mindset:** Compare Megacities

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	growth of São Paulo, Brazil.		
256–259 1 DAY	**8.10 Global Brazil** • Explain how Brazil's economic power and influence are felt across South America and around the world.	• **English Language Learners:** Find Main Ideas and Details • **Gifted & Talented:** Create Posters	• **On Your Feet:** Create Cause-and-Effect Charts, Pose and Answer Questions • **Explorer Mindset:** Learn About Current Events in Brazil, Research the Paris Agreement
260–261 0.5 DAY	**Chapter Review**		• **College & Career Readiness:** Create a Poster

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 8 Pretest
- Chapter 8 Reading & Note-Taking
- Chapter 8 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 8 Section Quizzes
- Chapter 8 Test A (on level)
- Chapter 8 Test B (modified)

TEACHER RESOURCES

- Chapter 8 PowerPoint
- Chapter 8 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** Introduce South America Today
- **Image Gallery:** South America
- **Unit 4 GIS StoryMap**
- **National Geographic Atlas**

- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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CHAPTER 9

Chapter Planner

Europe Geography & History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
276–277 0.5 DAY	Chapter Introduction • **How does Europe's physical geography encourage interaction with other regions?** *(Lessons 9.1–9.3)* • **How has European thought shaped Western civilization?** *(Lessons 9.4–9.7)* • **How did Europe develop and extend its influence around the world?***(Lessons 9.8–9.12)*	• **Strategies for Differentiation** • **Reading Strategy:** Sequence Events • **Vocabulary Preview:** Word Sort	• **Think, Pair, Share:** Geography and Movement • **Corners:** Western Civilization • **Roundtable:** International Influence
278–283 1–1.5 DAYS	**9.1 Physical Geography** • Describe the land regions and climates of Europe; how Europe's coastline promotes industry, settlement, and interaction with other regions; and the economic activities supported by Europe's landforms and natural resources.	• **Striving Readers:** Find Details • **Inclusion:** Locate Mountains and Seas • **English Language Learners:** Create Vocabulary Cards, Explain Multiple-Meaning Words • **Gifted & Talented:** Trace River Routes • **Pre-AP:** Compare Peninsulas	• **On Your Feet:** Stand Up and Be Counted, Three-Step Interview • **Explorer Mindset:** Connect Information on Maps, Understanding Geography and Trade Routes, Analyze Natural Resources from the Sea
284–285 0.5 DAY	**9.2 NG Explorer Enric Sala: Protecting Earth's Oceans** • Explain the importance of Earth's ocean ecosystems	• **Gifted & Talented:** Identify the Impact of Human Activities	• **On Your Feet:** Take a Stand

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	and how Dr. Enric Sala and his team at the National Geographic Pristine Seas project are working to protect these ecosystems.		
286–287 0.5 DAY	**9.3 Through the Lens: Robbie Shone** ● Describe the cave photography of Robbie Shone and its significance to understanding Europe's physical geography.	● **Inclusion:** Visualize the Photograph	● **On Your Feet:** Conduct News Interviews
288–291 1 DAY	**9.4 Roots of Democracy and Classical Greece** ● Describe the influence of the ancient Greeks on the development of democracy and explain how the achievements of classical Greece influenced the ancient and modern worlds.	● **Inclusion:** Work in Pairs ● **English Language Learners:** Summarize ● **Pre-AP:** Hold a Panel Discussion	● **On Your Feet:** Numbered Heads, Talk on a Topic ● **Explorer Mindset:** Label a Map and Draw Conclusions
292–295 1 DAY	**9.5 Ancient Rome** ● Analyze the impact of Roman government and culture on Western civilization and the rise and fall of the Roman Empire.	● **Striving Readers:** Summarize ● **English Language Learners:** Create Word Maps ● **Gifted & Talented:** Do a Roman Home Makeover ● **Pre-AP:** Write a Military Biography	● **On Your Feet:** Fishbowl, Roundtable ● **Explorer Mindset:** Research and Report
296–299 1 DAY	**9.6 The Middle Ages and the Rise of Ideas** ● Draw conclusions about life in the Middle Ages by analyzing the Roman Catholic Church, the feudal system, and	● **Striving Readers:** Make a Pyramid Chart ● **English Language Learners:** Identify Compound Words ● **Gifted & Talented:** Create an	● **On Your Feet:** Three-Step Interview, Vote with Your Feet ● **Explorer Mindset:** Analyze Art and Artifacts

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	new ideas and technologies that developed.	Advertisement • **Pre-AP:** Create Maps	
300–301 0.5 DAY	**9.7 Renaissance and Reformation** • Analyze the cultural changes in Europe during the Renaissance and Reformation.	• **Gifted & Talented:** Demonstrate Perspective	• **On Your Feet:** Corners • **Explorer Mindset:** Present a Persuasive Report
302–303 0.5 DAY	**9.8 Trade and Conquest** • Describe European voyages of exploration and the impact of colonization.	• **Gifted & Talented:** Research Caravels	• **On Your Feet:** Explorer Jigsaw • **Explorer Mindset:** Write an Op-Ed
304–305 0.5 DAY	**9.9 The Industrial Revolution** • Analyze and evaluate how industrialization changed European economies and people's way of life.	• **Pre-AP:** Research Industrial Inventors	• **On Your Feet:** Hands-On Geography • **Explorer Mindset:** Conduct a Debate
306–307 0.5 DAY	**9.10 The French Revolution** • Summarize the causes and effects of the French Revolution and Napoleon's rise.	• **Striving Readers:** Analyze Effects	• **On Your Feet:** Fishbowl • **Explorer Mindset:** Analyze Portraits of Rulers
308–309 0.5 DAY	**9.11 Document-Based Question: Declarations of Rights** • Analyze the philosophical ideas about human rights on which modern democracy is based.	• **Inclusion:** Synthesize	• **On Your Feet:** Human Rights Roundtable
310–313 1 DAY	**9.12 War in Europe** • Describe the nationalist tensions, struggles for power, and conflicts that led to World War I, World	• **Striving Readers:** Explain a Term • **English Language Learners:** Word Maps • **Gifted & Talented:** Make a Poster	• **On Your Feet:** Think, Pair, Share; Living Time Line • **Explorer Mindset:** Annotate a Map

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	War II, and the Cold War.	• **Pre-AP:** Express Persuasive Ideas	
314–315 0.5 DAY	**Chapter Review**		• **College & Career Readiness:** Plan a Virtual Tour

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 9 Pretest
- Chapter 9 Reading & Note-Taking
- Chapter 9 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 9 Section Quizzes
- Chapter 9 Test A (on level)
- Chapter 9 Test B (modified)

TEACHER RESOURCES

- Chapter 9 PowerPoint
- Chapter 9 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** Introduce Europe
- **Explorer Video:** Enric Sala
- **Photographer Video:** Robbie Shone
- **Image Gallery:** Europe
- **Unit 5 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**

- **Cognero Test Bank**

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CHAPTER 10

Chapter Planner

Europe Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
316–317 0.5 DAY	Chapter Introduction • **How is the diversity of Europe reflected in its cultural achievements?** (*Lessons 10.1–10.3*) • **What are the costs and benefits of European unification?** (*Lessons 10.4–10.6*)	• **Strategies for Differentiation** • **Reading Strategy:** Draw Conclusions • **Vocabulary Preview:** Vocabulary Knowledge Rating	• **Corners:** Culture and Diversity • **Jigsaw:** Ending Conflicts
318–319 0.5 DAY	**10.1 Languages and Cultures** • Draw conclusions about how countries preserve their languages and traditional cultures.	• **Gifted & Talented:** Explore Culture	• **On Your Feet:** Numbered Heads • **Explorer Mindset:** Recognize Cosmopolitanism and Cultural Preservation
320–323 1 DAY	**10.2 Europe's Fine Arts** • Describe styles and examples of art, music, literature, and architecture associated with periods of European history.	• **Inclusion:** Compare Genres • **English Language Learners:** Match Words and Definitions • **Gifted & Talented:** Make Literary Maps • **Pre-AP:** Write Reports	• **On Your Feet:** Meet and Greet, Literature Roundtable • **Explorer Mindset:** Write a Report About Europe's Literary Heritage
324–325 0.5 DAY	**10.3 Foodways of Europe** • Summarize the characteristics of the different regional foodways of Europe.	• **English Language Learners:** Understand Multiple-Meaning Words	• **On Your Feet:** Three-Step Interview • **Explorer Mindset:** Explore Climate and Agriculture

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
326–329 1 DAY	**10.4 The European Union** • Explain why European countries with different interests chose to form the European Union and how a unified currency has affected members of the eurozone.	• **Striving Readers:** Analyze Cause and Effect • **English Language Learners:** Create Vocabulary Cards • **Pre-AP:** Stage a Debate	• **On Your Feet:** Take a Stand, Thumbs Up/Thumbs Down • **Explorer Mindset:** Script a News Report on Brexit
330–333 1 DAY	**10.5 Challenges to Democracy** • Describes examples of democratic advances and ongoing challenges facing the European continent.	• **English Language Learners:** Use Suffixes • **Gifted & Talented:** Research Populism	• **On Your Feet:** Think-Pair-Share, Concentric Circle Quizzing • **Explorer Mindset:** Write an Article on Freedom of the Press
334–335 0.5 DAY	**10.6 Global Issues: The Impact of Migration** • Describe the impact of immigration on Europe and the United States.	• **Striving Readers:** Map Migration Routes	• **On Your Feet:** Pair Discussion • **Explorer Mindset:** Research U.S. Immigration Laws and Processes
336–337 0.5 DAY	**Chapter Review**		• **College & Career Readiness:** Write a Speech

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 10 Pretest
- Chapter 10 Reading & Note-Taking
- Chapter 10 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 10 Section Quizzes
- Chapter 10 Test A (on level)
- Chapter 10 Test B (modified)

TEACHER RESOURCES

- Chapter 10 PowerPoint
- Chapter 10 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** Introduce Europe
- **Image Gallery:** Europe
- **Unit 5 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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CHAPTER 11

Chapter Planner

Russia & the Eurasian Republics Geography & History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
346–347 0.5 DAY	Chapter 11 Introduction • **How do size and extreme climates shape Russia and the Eurasian republics?** *(Lessons 11.1–1.3)* • **How has geographic isolation influenced the region's history?** *(Lessons 11.4–11.6)*	• **Strategies for Differentiation** • **Reading Strategy:** Identify Main Idea and Details • **Vocabulary Preview:** Word Web	• **Fishbowl:** Importance of Size • **Team Word Webbing:** Isolation
348–353 1.5 DAYS	**11.1 Physical Geography and Climate** • Analyze the variety of physical features that characterize Russia and the Eurasian republics and explain how extreme climates affect people's lives in the region.	• **Striving Readers:** Summarize • **Inclusion:** Interpret Maps • **Pre-AP:** Research Permafrost, Compare Climographs	• **On Your Feet:** Inside-Outside Circle, Think-Pair-Share • **Explorer Mindset:** Make an Infographic, Research a Country's Climate Adaptations, Investigate the Taiga
354–355 0.5 DAY	**11.2 Natural Resources** • Locate important natural resources in the region and discuss why they are significant.	• **English Language Learners:** Use Word Parts	• **On Your Feet:** Complete a Word Sort • **Explorer Mindset:** Natural Resource Home Inventory
356–357 0.5 DAY	**11.3 Through the Lens: Evgenia Arbugaeva** • Describe how the photographic work of Evgenia Arbugaeva adds to our	• **Inclusion:** Describe the Arctic • **Gifted & Talented:** Create Conceptual Art	• **Explorer Mindset:** Describe an Arctic Adventure

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	understanding and appreciation of the Russian Arctic.		
358–363 1.5 DAYS	**11.4 Early History** • Describe the development of Russia from early Slavic settlements through the early 20th century.	• **Striving Readers:** Read Aloud • **Inclusion:** Understand a Map • **English Language Learners:** Answer 5Ws Questions • **Gifted & Talented:** Write a Magazine Article, Write Journal Entries • **Pre-AP:** Write a Scene About a Czar	• **On Your Feet:** Present a Period of Russian History, Write Slogans, Reenact an Invasion • **Explorer Mindset:** Create Illustrated Cartoon Panels, Interview a Subject
364–365 0.5 DAY	**11.5 Serfdom to Industrialization** • Analyze Russia's transition from serfdom to industrialization.	• **Striving Readers:** Jigsaw • **Pre-AP:** Write a Report	• **On Your Feet:** Corner • **Explorer Mindset:** Make a Revolution Time Line
366–367 0.5 DAY	**11.6 The Soviet Union** • Explain the government and economic system of the Soviet Union.	• **Inclusion:** Work in Pairs • **English LanguageLearners:** Identify Chronological Order	• **On Your Feet:** Create a Living Time Line • **Explorer Mindset:** Report on Soviet Life
368–369 0.5 DAY	**Chapter 11 Review**		• **College & Career Readiness:** Write an Email

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 11 Pretest
- Chapter 11 Reading & Note-Taking
- Chapter 11 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 11 Section Quizzes
- Chapter 11 Test A (on level)
- Chapter 11 Test B (modified)

TEACHER RESOURCES

- Chapter 11 PowerPoint
- Chapter 11 Lesson Plan

MEDIA RESOURCES

GeoVideo: Introduce Russia & the Eurasian Republics
Photographer Video: Evgenia Arbugaeva
Image Gallery: Russia & the Eurasian Republics
Unit 6 GIS StoryMap
National Geographic Atlas
National Geographic MapMaker
Primary Source Collection
Cognero Test Bank

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CHAPTER 12

Chapter Planner

Russia & the Eurasian Republics Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
370–371 0.5 DAY	Chapter Introduction • **What features, such as size and climate, influence Russia and the Eurasian republics' culture?** (*Lessons 12.1–12.3*) • **How have Russia and the Eurasian republics dealt with recent political, economic, and environmental challenges?** (*Lessons 12.4–12.7*)	• **Strategies for Differentiation** • **Reading Strategy:** Compare and Contrast • **Vocabulary Preview:** Vocabulary Study Cards	• **Corners:** The Role of Climate • **Numbered Heads:** Environment, Economics, and Politics
372–373 0.5 DAY	**12.1 Climate and Culture** • Analyze the relationship between climate and culture in Russia and the Eurasian republics.	• **English Language Learners:** Use Sentence Frames and Sentences	• **On Your Feet:** Climate Regions • **Explorer Mindset:** Write an Article
374–375 0.5 DAY	**12.2 Transportation by Rail** • Explain the importance of railroad transportation in connecting different parts of Russia.	• **Pre-AP:** Write Travel Blogs	• **On Your Feet:** True-False Questions • **Explorer Mindset:** Create a "Palace of the People" Brochure
376–377 0.5 DAY	**12.3 The Arts** • Describe how the history of Russia and the Eurasian	• **Inclusion:** Describe Photographs	• **On Your Feet**: Team Word Webbing • **Explorer Mindset:** Create an Exhibit

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	republics is reflected in their art.		
378–381 1 DAY	**12.4 Russia's Government** • Analyze the collapse of the Soviet Union and how it led to the formation of a Russian federal system of government.	• **English Language Learners:** Use Cognates • **Striving Readers:** Identify Main Idea and Details	• **On Your Feet:** Corners, Relay • **Explorer Mindset:** Create a Fact Sheet
382–383 0.5 DAY	**12.5 The Changing Energy Story** • Explain how oil and natural gas influence the economies and governments of Russia and some of the Eurasian republics.	• **Striving Readers:** Summarize	• **On Your Feet:** Three-Step Interview • **Explorer Mindset:** Compare Energy Exports
384–385 0.5 DAY	**12.6 National Geographic Explorer Rena Effendi: Searching for a Rare Butterfly** • Identify the importance of scientific discovery in the face of regional conflict.	• **Gifted & Talented:** Make a Slideshow	• **Explorer Mindset:** Create a Presentation
386–387 0.5 DAY	**12.7 Global Issues: The Effects of Environmental Disasters** • Analyze the impact of environmental problems in Russia and the Eurasian republics.	• **Inclusion:** Interpret Charts	• **On Your Feet:** Pair Discussion • **Explorer Mindset:** Create a Podcast
388–389 0.5 DAY	**Chapter Review**		• **College & Career Readiness:** Write Journal Entries

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 12 Pretest
- Chapter 12 Reading & Note-Taking
- Chapter 12 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 12 Section Quizzes
- Chapter 12 Test A (on level)
- Chapter 12 Test B (modified)

TEACHER RESOURCES

- Chapter 12 PowerPoint
- Chapter 12 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** Introduce Russia & the Eurasian Republics
- **Explorer Video:** Rena Effendi
- **Image Gallery:** Russia & the Eurasian Republics
- **Unit 6 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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CHAPTER 13

Chapter Planner

Africa South of the Sahara Geography & History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
406–407 0.5 DAY	Chapter Introduction • **How has the varied geography of Africa south of the Sahara affected people's lives?***(Lessons 13.1–13.3)* • **How did trade networks and migration influence the development of African civilizations?** *(Lessons 13.4.–13.8)*	• **Strategies for Differentiation** • **Reading Strategy:** Identify Problems and Solutions • **Vocabulary Preview:** Word Web	• **Jigsaw:** Geography of Africa • **Think-Pair-Share:** Discussion
406–413 1.5 DAYS	**13.1 Physical Geography** • Locate and analyze the physical characteristics of the diverse areas of Africa south of the Sahara.	• **English Language Learners:** Teach Compound Words, Study Word Parts • **Gifted & Talented:** Write a Feature Article • **Pre-AP:** Compare Across Regions	• **On Your Feet:** Corners, Demonstrate Deforestation and Erosion • **Explorer Mindset:** Write a Report, Research Endangered African Animals, Compare Africa's Rivers
414–417 1 DAY	**13.2 Land Use and Resources** • Describe the geography and resources of Central Africa and Southern Africa.	• **Inclusion:** Analyze Visuals • **English Language Learners:** Review Geographic Terms • **Gifted & Talented:** Create Multimedia Presentations	• **On Your Feet:** Display Card Responses, Make a Map • **Explorer Mindset:** Compare Rainforests

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
418–419 0.5 DAY	**13.3 NG Explorer Koketso Mookodi:Conserving the Okavango Delta** • Describe the geography and biodiversity of the Okavango Delta and efforts to protect the delta.	• **Gifted & Talented:** Make a Poster	• **Explorer Mindset:** Research Environmental Threats to the Okavango Delta
420–423 1 DAY	**13.4 Bantu Expansion and Early States** • Analyze the effects of Bantu expansion and trade on empires and states in Africa south of the Sahara.	• **Inclusion:** Interpret Maps • **English Language Learners:** Identify Spanish Cognates	• **On Your Feet:** Jigsaw, Living Time Line • **Explorer Mindset:** Map the Swahili Language
424–425 0.5 DAY	**13.5 Through the Lens: George Steinmetz** • Examine information about National Geographic Contributing Photographer George Steinmetz and analyze one of his distinctive aerial photos.	• **Gifted & Talented:** Analyze Photos	• **On Your Feet:** Group Discussion
426–427 0.5 DAY	**13.6 The Slave Trade in Africa** • Recognize the impact of the slave trade on the population of Africa south of the Sahara.	• **Striving Readers:** Analyze Cause and Effect • **Gifted & Talented:** Create an Effect of Slavery on Africa Presentation	• **On Your Feet:** Detail Mobiles • **Explorer Mindset:** Research African Influences
428–429 0.5 DAY	**13.7 Colonization, Independence, and Nation-Building** • Describe the effects of European colonization in Africa and events that led to African independence.	• **English Language Learners:** Study Word Parts	• **On Your Feet:** Roundtable • **Explorer Mindset:** Write a Report on African Ethnic Groups

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
430–431 0.5 DAY	**13.8 Document-Based Question: Ending Apartheid** • Synthesize viewpoints about the fight against apartheid in South Africa from primary sources.	• **Striving Readers:** Chunk Reading	• **Explorer Mindset:** Analyze a Speech
432–433 0.5 DAY	**Chapter Review**		• **College & Career Readiness:** Create Time Lines

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 13 Pretest
- Chapter 13 Reading & Note-Taking
- Chapter 13 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 13 Section Quizzes
- Chapter 13 Test A (on level)
- Chapter 13 Test B (modified)

TEACHER RESOURCES

- Chapter 13 PowerPoint
- Chapter 13 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** Introduce Africa South of the Sahara Geography & History
- **Explorer Video:** Koketso Mookodi
- **Photographer Video:** George Steinmetz
- **Image Gallery:** Africa South of the Sahara Geography & History
- **Unit 7 GIS StoryMap**
- **National Geographic Atlas**

- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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CHAPTER 14

Chapter Planner

Africa South of the Sahara Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
434–435 0.5 DAY	Chapter Introduction • **What historical and geographic factors have influenced the cultures of Africa south of the Sahara?** *(Lessons 14.1–14.4)* • **How have conflicts and government instability slowed economic development in Africa south of the Sahara?***(Lessons 14.5–14.8)*	• **Strategies for Differentiation** • **Reading Strategy:** Synthesize • **Vocabulary Preview:** Vocabulary Knowledge Rating	• **Fishbowl:** Cultures of Africa South of the Sahara • **Corners:** Economic Development
436–437 0.5 DAY	**14.1 Impacts of Colonialism** • Explain the legacy of colonialism and the steps that Africa is taking to form stable countries.	• **English Language Learners:** Teach Word Parts	• **On Your Feet:** Fishbowl • **Explorer Mindset:** Research Living Languages
438–439 0.5 DAY	**14.2 African Music Goes Global** • Describe the role of music in Africa's cultures and its influence around the world.	• **Inclusion:** Feel the Music	• **On Your Feet:** Numbered Heads • **Explorer Mindset:** Report on Musical Themes and Influences
440–441 0.5 DAY	**14.3 Exploring Indigenous Cultures** • Explain the scientific value of traditional healing methods and	• **Striving Readers:** Identify Main Ideas and Details	• **On Your Feet:** Think, Pair, Share • **Explorer Mindset:** Investigate Medicinal

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	the need to preserve indigenous cultures.		Plants in Africa South of the Sahara
442–443 0.5 DAY	**14.4 Kenya Modernizes** • Analyze the challenges Kenya has faced and the progress it has made.	• **English Language Learners:** Use Prefixes and Suffixes	• **On Your Feet:** Jigsaw • **Explorer Mindset:** Research National Parks and Ecotourism in Kenya
444–447 1 DAY	**14.5 Resource Positives and Negatives** • Describe mineral and fossil fuel resources in Africa south of the Sahara, their economic potential, and the challenges in extracting them.	• **Striving Readers:** Summarize • **Pre-AP:** Research Products	• **On Your Feet:** Card Response, Make a Living Map • **Explorer Mindset:** Assess Environmental Impacts
448–451 1 DAY	**14.6 Agriculture and Food Supply** • Describe the challenges of improving agriculture and increasing food output for Africa's growing population.	• **Striving Readers:** Use Reciprocal Teaching • **Inclusion:** Use Echo and Supported Reading	• **On Your Feet:** Roundtable, Plan a Garden • **Explorer Mindset:** Report on Microfinancing
452–453 0.5 DAY	**14.7 Global Issues: Fighting Disease** • Summarize steps Africa is taking to fight disease and improve public health.	• **English Language Learners:** Make Flashcards	• **On Your Feet:** Inside-Outside Circles • **Explorer Mindset:** Plan a Public Service Campaign
454–455 0.5 DAY	**14.8 Modern Nigeria** • Explain efforts in Nigeria to develop a modern economy while preserving elements of its traditional culture.	• **Gifted & Talented:** Report on an Election	• **On Your Feet:** Think, Pair, Share • **Explorer Mindset:** Spotlight Cultural Preservation
456–457 0.5 DAY	**Chapter Review**		• **College & Career Readiness:** Create a Chart

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 14 Pretest
- Chapter 14 Reading & Note-Taking
- Chapter 14 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 14 Section Quizzes
- Chapter 14 Test A (on level)
- Chapter 14 Test B (modified)

TEACHER RESOURCES

- Chapter 14 PowerPoint
- Chapter 14 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** Introduce Africa South of the Sahara Today
- **Image Gallery:** Africa South of the Sahara
- **Unit 7 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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CHAPTER 15

Chapter Planner

Southwest Asia & North Africa Geography & History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
464–465 0.5 DAY	Chapter Introduction • **How have climate and location influenced the region in the past and today?***(Lessons 15.1–15.2)* • **How did civilizations develop in Southwest Asia and North Africa?** *(Lessons 15.3–15.5)* • **How did an advanced civilization develop in Egypt?***(Lessons 15.6–15.8)*	• **Strategies for Differentiation** • **Reading Strategy:** Analyze Cause and Effect • **Vocabulary Preview:** Definition Chart	• **Fishbowl:** Impact of Physical Features • **Cause and Effect:** Patterns of Civilization • **Brainstorm:** Characteristics of Civilization
466–471 1.5 DAYS	**15.1 Physical Geography** • Analyze the physical geography of Southwest Asia and North Africa.	• **Inclusion:** Understand and Interpret Maps • **English Language Learners:** Pronounce and Write Words • **Gifted & Talented:** Compare Desert Formations, Create Diagrams or Infographics • **Pre-AP:** Participate in a Talk Show	• **On Your Feet:** Chart Relay, Inside-Outside Circle, Map Tectonic Plates • **Explorer Mindset:** Explore Water Solutions, Investigate and Map Seismic Activity
472–473 0.5 DAY	**15.2 Tigris and Euphrates Rivers** • Describe the features and significance of	• **Striving Readers:** Complete Sentence Starters	• **On Your Feet:** Three-Step Interview • **Explorer Mindset:** Tour the Region

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	the Tigris and Euphrates rivers.		
474–475 0.5 DAY	**15.3 Mesopotamia** • Determine the factors that supported the development of civilizations in Mesopotamia.	• **English Language Learners:** Match Key Dates and Events	• **On Your Feet:** Living Time Line • **Explorer Mindset:** Research Preservation Efforts
476–479 1 DAY	**15.4 Birth and Diffusion of Three Religions** • Compare the origins of Judaism, Christianity, and Islam, and trace the spread of the three religions.	• **Striving Readers:** Compare and Contrast • **Inclusion:** Identify Cardinal Points • **Gifted & Talented:** Make Multimedia Presentations	• **On Your Feet:** Corners, Numbered Heads • **Explorer Mindset:** Understand Religious Diffusion
480–481 0.5 DAY	**15.5 The Ottoman Empire** • Explain the historical importance of the Ottoman Empire.	• **English Language Learners:** Monitor Comprehension • **Pre-AP:** Make Annotated Maps	• **On Your Feet:** Turn and Talk • **Explorer Mindset:** Make a Virtual Exhibit
482–483 0.5 DAY	**15.6 The Nile River Valley.** • Describe the location and importance of the Nile River.	• **English Language Learners:** Teach Compound Words	• **On Your Feet:** Fishbowl • **Explorer Mindset:** Understand the Nile's Importance
484–487 1 DAY	**15.7 Egypt's Ancient Civilizations** • Draw conclusions about ancient Egypt, its contributions to civilization, and the purpose and significance of the Great Pyramids.	• **Striving Readers:** Pose and Answer Questions • **Inclusion:** Build Models • **Gifted & Talented:** Conduct an Engineering Challenge • **Pre-AP:** Create Photo Displays	• **On Your Feet:** Jigsaw, Class Quiz Line-Up • **Explorer Mindset:** Investigate Archaeological Expeditions
488–489 0.5 DAY	**15.8 Through the Lens: Ken Garrett** • Analyze the work done by photographer Ken Garrett and the importance of	• **Inclusion:** Describe the Photo • **English Language Learners:** Chart Key Words	• **Explorer Mindset:** Tell Their Stories

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	photography in preserving cultural heritage.		
490–491 0.5 DAY	**Chapter Review**		• **College & Career Readiness:** Research Archaeological Sites

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 15 Pretest
- Chapter 15 Reading & Note-Taking
- Chapter 15 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 15 Section Quizzes
- Chapter 15 Test A (on level)
- Chapter 15 Test B (modified)

TEACHER RESOURCES

- Chapter 15 PowerPoint
- Chapter 15 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** Introduce Southwest Asia & North Africa
- **Photographer Video:** Ken Garrett
- **Image Gallery:** Southwest Asia & North Africa
- **Unit 8 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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CHAPTER 16

Chapter Planner

Southwest Asia & North Africa Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
492–493 0.5 DAY	Chapter Introduction • **How have resources and migration shaped culture in Southwest Asia and North Africa?** *(Lessons 16.1–16.4)* • **What forces have affected the development of modern countries in the region?** *(Lessons 16.5–16.8)*	• **Strategies for Differentiation** • **Reading Strategy:** Determine Word Meanings • **Vocabulary Preview:** Word Sort Chart	• **Corners:** Resources and Migration • **Roundtable:** International Conflict
494–495 0.5 DAY	**16.1 Migration and Trade** • Analyze trends in trade and migration in Southwest Asia and North Africa.	• **Gifted & Talented:** Write Documentary Scripts	• **On Your Feet:** Three-Step Interview • **Explorer Mindset:** Map Migration Routes
496–497 0.5 DAY	**16.2 National Geographic Explorer Shabana Basij-Rasikh: Risking It All for Education** • Evaluate the ways that Shabana Basij-Rasikh has worked to ensure the education of girls in Afghanistan.	• **Striving Readers:** Use Reciprocal Teaching	• **On Your Feet:** Card Responses
498–499 0.5 DAY	**16.3 Istanbul: Bridging East and West** • Describe the location and cultural	• **English Language Learners:** Identify Spanish Cognates	• **On Your Feet:** 5Ws and H Search • **Explorer Mindset:** Identify Istanbul's

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	importance of Istanbul.		Earthquake-Prone Areas
500–501 0.5 DAY	**16.4 Qatar: Advancing Toward the Future** • Describe how Qatar has grown to become one of the wealthiest countries in the world.	• **Inclusion:** Visualize a Photograph	• **On Your Feet:** Rotating Discussion • **Explorer Mindset:** Research the Kafala System
502–503 0.5 DAY	**16.5 Comparing Governments** • Analyze similarities and differences among governments in Southwest Asia and North Africa.	• **Pre-AP:** Evaluate a Government	• **On Your Feet:** Turn and Talk on Topic • **Explorer Mindset:** Investigate the Arab Spring's Aftermath
504–505 0.5 DAY	**16.6 Oil and Wealth** • Summarize the importance of oil in the economies of Southwest Asia and North Africa.	• **Inclusion:** Find Information on Maps	• **On Your Feet:** Think, Pair, Share • **Explorer Mindset:** Create a Chart
506–511 1.5 DAYS	**16.7 Conflict in Southwest Asia** • Explain the causes of conflict in Southwest Asia.	• **Striving Readers:** Set a Purpose for Reading • **English Language Learners:** Build Vocabulary, Explain the Suffix *-ist* • **Gifted & Talented:** Investigate Kurdistan	• **On Your Feet:** Prepare for a Peace Conference, True-False Questions, Jigsaw • **Explorer Mindset:** Annotate a Time Line of Iraq's Modern History, Create Maps
512–513 0.5 DAY	**16.8 Global Issues: Making the Desert Bloom** • Analyze the problem of water scarcity and the technologies used to address it.	• **Pre-AP:** Investigate Drip Irrigation	• **On Your Feet:** Inside-Outside Circle • **Explorer Mindset:** Diagram Technologies
514–515 0.5 DAY	**Chapter Review**		• **College & Career Readiness:** Write Discussion Questions

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 16 Pretest
- Chapter 16 Reading & Note-Taking
- Chapter 16 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 16 Section Quizzes
- Chapter 16 Test A (on level)
- Chapter 16 Test B (modified)

TEACHER RESOURCES

- Chapter 16 PowerPoint
- Chapter 16 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** Introduce Southwest Asia & North Africa
- **Explorer Video:** Shabana Basij-Rasikh
- **Image Gallery:** Southwest Asia & North Africa
- **Unit 8 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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CHAPTER 17

Chapter Planner

South Asia Geography & History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
522–523 0.5 DAY	Chapter Introduction • **How do South Asia's water systems affect how people in the region live?** *(Lessons 17.1–17.3)* • **How have physical features, religion, and empires shaped South Asia's borders?***(Lessons 17.4–17.7)*	• **Strategies for Differentiation** • **Reading Strategy:** Identify Main Ideas and Details • **Vocabulary Preview:** Definition Chart	• **Corners:** The Role of Water • **One-on-One Interviews:** South Asia's Borders
524–527 1 DAY	**17.1 Physical Geography** • Analyze how South Asia's physical features, seasonal monsoons, and river systems affect its population and how well people in the region have adapted to them.	• **Striving Readers:** Compare and Contrast • **English Language Learners:** Pronounce and Write Vocabulary	• **On Your Feet:** Fishbowl, String and Web • **Explorer Mindset:** Investigate the Effects of Tectonic Activity
528–531 1 DAY	**17.2 Land Use and Conservation** • Analyze the impact of land use and conservation efforts on India's economy and environment.	• **Striving Readers:** Understand Initialisms • **Inclusion:** Interpret Maps • **English Language Learners:** Use Word Parts • **Gifted and Talented:** Conduct a City Search	• **On Your Feet:** Numbered Heads; Cause, Effect, and Solution Chain • **Explorer Mindset:** Sustainable Farming

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
532–533 0.5 DAY	**17.3 South Asia's Water Crisis** • Analyze the extent of South Asia's water problems, including pollution, drought, and flooding.	• **Striving Readers:** Summarize	• **On Your Feet:** Turn and Talk on Topic • **Explorer Mindset:** Write About Pollution in South Asia's Water
534–537 1 DAY	**17.4 Civilizations and Empires** • Examine ancient civilizations and historic empires in South Asia and the geographic features that shaped their development and borders.	• **Striving Readers:** Identify Main Ideas and Details • **English Language Learners:** Complete and Write Sentences • **Pre-AP:** Research Akbar the Great	• **On Your Feet:** Living Time Line, Present an Empire • **Explorer Mindset:** Create a Map of Mohenjo-Daro
538–539 0.5 DAY	**17.5 Religion in South Asia** • Compare and contrast the characteristics of the major religions of South Asia.	• **Striving Readers:** Use Your Own Words • **Gifted and Talented:** Create Multimedia Presentations	• **On Your Feet:** One-on-One Interviews • **Explorer Mindset:** Research a South Asian Religion
540–541 0.5 DAY	**17.6 Colonialism to Partition** • Describe events leading to India's independence and Partition as well as the role of geography in the conflict over Kashmir.	• **Inclusion:** Match Key Dates and Events	• **On Your Feet:** True-False Quiz • **Explorer Mindset:** Write an Article
542–543 0.5 DAY	**17.7 Gandhi and the Bhagavad Gita** • Synthesize information about Hinduism from the Bhagavad Gita and other primary source documents.	• **Inclusion:** Use Supported Reading	• **Explorer Mindset:** Research the Concept of Karma
544–545 0.5 DAY	**Chapter Review**		• **College & Career Readiness:** Write a Presentation on Sustainable Farming

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 17 Pretest
- Chapter 17 Reading & Note-Taking
- Chapter 17 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 17 Section Quizzes
- Chapter 17 Test A (on level)
- Chapter 17 Test B (modified)

TEACHER RESOURCES

- Chapter 17 PowerPoint
- Chapter 17 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** Introduce South Asia Geography & History
- **Image Gallery:** South Asia Geography & History
- **Unit 9 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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CHAPTER 18

Chapter Planner

South Asia Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
546–547 0.5 DAY	Chapter Introduction • **How is diversity reflected in South Asia's cultures?** *(Lessons 18.1–18.3)* • **Why has India experienced an economic boom?** *(Lessons 18.4–18.5)* • **What are some effects of South Asia's rapid changes?***(Lessons 18.6–18.9)*	• **Strategies for Differentiation** • **Reading Strategy:** Identify Problems and Solutions • **Vocabulary Preview:** Word Map	• **Paired Research, Group Web:** Cultural Factors • **Numbered Heads:** Economic Development • **Jigsaw:** The Challenge of Change
548–551 1 DAY	**18.1 Religion Shapes Lives** • Analyze the importance of belief systems to culture in South Asia.	• **Striving Readers:** Categorize Information • **Inclusion:** Elicit Oral Responses • **English Language Learners:** Use Context Clues • **Gifted & Talented:** Write a Feature Article	• **On Your Feet:** Think, Pair, Share; Compare and Contrast • **Explorer Mindset:** Virtually Tour Religious Sites in South Asia
552–555 1 DAY	**18.2 Daily Life and Popular Culture** • Describe traditions that remain part of South Asia's modern culture as well as aspects of popular culture that help shape the daily lives	• **English Language Learners:** Make Word Connections • **Pre-AP:** Make Multimedia Presentations	• **On Your Feet:** Tell Me More, Inside-Outside Circle • **Explorer Mindset:** Report on Elements of Culture

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	of the people of the region.		
556–557 0.5 DAY	**18.3 Through the Lens: Ami Vitale** • Analyze the purpose and impact of Ami Vitale's photography.	• **Gifted & Talented:** Prepare a Photo Gallery	• **On Your Feet:** Find a Partner
558–559 0.5 DAY	**18.4 The Largest Democracy** • Examine the structure of India's government and draw conclusions about the challenges India faces as the world's largest democracy.	• **English Language Learners:** Use Word Roots	• **On Your Feet:** Think, Pair, Share • **Explorer Mindset:** Develop a Citizens' Guide to Government
560–563 1 DAY	**18.5 Economic Growth** • Summarize factors that have contributed to India's rapid economic growth and efforts to improve its infrastructure.	• **Striving Readers:** Use Word Parts • **Inclusion:** Make Connections • **Pre-AP:** Express Ideas Through Speech	• **On Your Feet:** Top Five, Talk Show Interviews • **Explorer Mindset:** Report on Economic Activity
564–565 0.5 DAY	**18.6 The Impact of Urbanization** • Identify the effects of rapid urbanization and population growth on infrastructures in South Asia.	• **Striving Readers:** Use Examples	• **On Your Feet:** Analyze Push and Pull Factors • **Explorer Mindset:** Investigate Urban Solutions
566–567 0.5 DAY	**18.7 Pakistan's Changing Government** • Analyze the effects of Pakistan's military and civilian governments.	• **Striving Readers:** Scan the Text	• **On Your Feet:** Compare Governments • **Explorer Mindset:** Consider Human-Environment Interactions
568–569 0.5 DAY	**18.8 Fighting Poverty in Bangladesh** • Analyze the causes of poverty in Bangladesh and identify ways the	• **Pre-AP:** Write a Paragraph	• **On Your Feet:** Share Views • **Explorer Mindset:** Report on Natural Disaster Mitigation Projects

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	country is developing its economy.		
570–571 0.5 DAY	**18.9 National Geographic Explorer Sonika Manandhar: Empowering Women to Change the World** • Explain how Sonika Manandhar's technologies empower women entrepreneurs.	• **Striving Readers:** Chart the Lesson	• **On Your Feet:** Fishbowl Brainstorming
572–573 0.5 DAY	**Chapter Review**		• **College & Career Readiness:** Write a Letter

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 18 Pretest
- Chapter 18 Reading & Note-Taking
- Chapter 18 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 18 Section Quizzes
- Chapter 18 Test A (on level)
- Chapter 18 Test B (modified)

TEACHER RESOURCES

- Chapter 18 PowerPoint
- Chapter 18 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** Introduce South Asia
- **Explorer Video:** Sonika Manandhar
- **Photographer Video:** Ami Vitale
- **Image Gallery:** South Asia

- **Unit 9 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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CHAPTER 19

Chapter Planner

East Asia Geography & History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
588–589 0.5 DAY	Chapter Introduction • **How did geographic factors affect population distribution?** *(Lessons 19.1–19.2)* • **What influences, beliefs, and encounters helped shape China?***(Lessons 19.3–19.7)* • **What factors had an impact on the histories of Japan and Korea?***(Lessons 19.8–19.9)*	• **Strategies for Differentiation** • **Reading Strategy:** Sequencing Events • **Vocabulary Preview:** Word Maps	• **Corners:** Geography and Population • **Roundtable:** Influences, Beliefs, and Encounters • **Word Webbing:** History
590–591 0.5 DAY	**19.1 Physical Geography** • Analyze how East Asia's physical features and climate have influenced population patterns.	• **English Language Learners:** Use Geographic Terms	• **On Your Feet:** Stage a Quiz Show • **Explorer Mindset:** Write a Report
592–597 1.5 DAYS	**19.2 Varied Landscapes** • Draw conclusions about how East Asia's geography has affected where and how people live.	• **Striving Readers:** Take Notes, Pose and Answer Questions • **Inclusion:** Interpret Maps • **Pre-AP:** Research the Grand Canal	• **On Your Feet:** Fishbowl, Create a Problem-Solution Chain • **Explorer Mindset:** Debate the Three Gorges Dam, Create a Photo Exhibit, Make a Picture Book

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
598–599 0.5 DAY	**19.3 Early Dynasties** • Describe the development of the early Chinese dynasties.	• **English Language Learners:** Read in Pairs • **Gifted & Talented:** Create a Top Ten List	• **On Your Feet:** Build a Wall • **Explorer Mindset:** Research Inventions from Ancient China
600–601 0.5 DAY	**19.4 Through the Lens: Ira Block** • Learn about photographer Ira Block and analyze a photo of the terra-cotta army from ancient China's Qin dynasty.	• **Inclusion:** Analyze the Photo • **Gifted & Talented:** Make Art in the Style of Ancient China	• **Explorer Mindset:** Study a Photo
602–603 0.5 DAY	**19.5 Confucianism** • Identify the main ideas of Confucianism and how they influenced Chinese society.	• **English Language Learners:** Simplify Teachings of Confucius • **Pre-AP:** Write Confucius' Profile	• **On Your Feet:** Code of Conduct Roundtable • **Explorer Mindset:** Research Confucius' Teachings
604–607 1 DAY	**19.6 Trade, Exploration, and Isolation** • Explain how China connected to other parts of the world through trade and exploration but then withdrew into isolation.	• **Striving Readers:** Understand Bartering • **Inclusion:** Analyze the Visual • **Gifted & Talented:** Write a Skit, Write Travel Posts	• **On Your Feet:** Team Word Webbing, Role-Play Exploration • **Explorer Mindset:** Research Silk Roads Trade Goods
608–609 0.5 DAY	**19.7 Communist Revolution** • Explain how the Communist Revolution in China changed the country's government and economy.	• **Striving Readers:** Use Reciprocal Teaching • **Pre-AP:** Compare Revolutions	• **On Your Feet:** Determine Points of View • **Explorer Mindset:** Analyze Political Propaganda
610–613 1 DAY	**19.8 Japan's Changing Society** • Analyze Japan's transformation from a feudal society to a modern industrialized nation.	• **Striving Readers:** Ask and Answer Questions • **English Language Learners:** Make Word Cards • **Gifted & Talented:**	• **On Your Feet:** Model Japanese Feudal Society, Three-Step Interview • **Explorer Mindset:** Research a Japanese Industry

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
		Write a Samurai Blog • **Pre-AP:** Prepare Oral Reports	
614–617 1 DAY	**19.9 Korea's History** • Explain how Korea developed a distinct culture and how the once-united land became divided in the 20th century.	• **Striving Readers:** Summarize • **Inclusion:** Use Visuals • **English Language Learners:** Complete Sentence Frames • **Pre-AP:** Analyze the Effect of Geography on War	• **On Your Feet:** Corners—Kingdoms and Dynasties, Conduct Talk Show Interviews • **Explorer Mindset:** Analyze a Presidential Address
618–619 0.5 DAY	**Chapter Review**		• **College & Career Readiness:** Write a Speech

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 19 Pretest
- Chapter 19 Reading & Note-Taking
- Chapter 19 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 19 Section Quizzes
- Chapter 19 Test A (on level)
- Chapter 19 Test B (modified)

TEACHER RESOURCES

- Chapter 19 PowerPoint
- Chapter 19 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** Introduce East Asia
- **Photographer Video:** Ira Block
- **Image Gallery:** East Asia

- **Unit 10 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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CHAPTER 20

Chapter Planner

East Asia Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
620–621 0.5 DAY	Chapter Introduction • **How do traditions and modernization create a unique way of life in East Asia?** *(Lessons 20.1–20.4)* • **What problems does East Asia face today, and what are its opportunities?** *(Lessons 20.5–20.11)*	• **Strategies for Differentiation** • **Reading Strategy:** Form an Opinion • **Vocabulary Preview:** Word Web	• **Fishbowl:** Blending Traditions and Modernization • **Corners:** Problems and Opportunities
622–623 0.5 DAY	**20.1 Religious Traditions** • Explain how religious traditions have blended in East Asia.	• **English Language Learners:** Use Word Parts	• **On Your Feet:** Class Quiz • **Explorer Mindset:** Research a Religion
624–625 0.5 DAY	**20.2 China's Inventions** • Describe important Chinese inventions.	• **Gifted & Talented:** Describe a Modern Chinese Invention	• **On Your Feet:** Explore Movable Type • **Explorer Mindset:** Research Other Chinese Inventions
626–627 0.5 DAY	**20.3 Exporting Pop Culture** • Describe anime, manga, and K-pop and explain why they have become so popular.	• **Pre-AP:** Write a Review	• **On Your Feet:** Think, Pair, Share • **Explorer Mindset:** Research and Discuss the Korean Wave
628–629 0.5 DAY	**20.4 Bullet Trains** • Explain how high-speed rail service	• **English Language Learners:** Understand Comparisons	• **On Your Feet:** Comparing Types of Transport • **Explorer Mindset:** Research High-Speed

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	developed in East Asia.		Rail Plans
630–633 1 DAY	**20.5 China's Economy** • Explain how China's strategy for growth has helped the country become a leader in the global economy.	• **Striving Readers:** Understand Abbreviations • **Gifted & Talented:** Outline Reports • **Pre-AP:** Create a Presentation	• **On Your Feet:** Pose and Answer Questions • **Explorer Mindset:** Research an Economic Development Zone, Research the U.S.–China Trade War
634–635 0.5 DAY	**20.6 Global Issues: China's Population Policy** • Analyze the effects of China's population policy on Chinese society.	• **English Language Learners:** Understand Main Ideas	• **On Your Feet:** Team Word Webbing • **Explorer Mindset:** Research Population Change
636–637 0.5 DAY	**20.7 China's Autonomous Regions** • Identify China's autonomous regions and the ethnic minority groups that inhabit these location.	• **Inclusion:** Read the Map	• **On Your Feet:** Identify Autonomous Regions of China • **Explorer Mindset:** Create a Time Line
638–639 0.5 DAY	**20.8 National Geographic Explorer Losang Rabgey: Building a Stronger Future for Tibetans** • Recognize how National Geographic Explorer Dr. Losang Rabgey and her nonprofit group Machik are working to improve the lives of Tibetans.	• **Striving Readers:** Pose and Answer Questions	• **Explorer Mindset:** Learn More About Machik
640–641 0.5 DAY	**20.9 Republic of China (Taiwan)** • Describe Taiwan's government and economy and explain its relationship with China.	• **English Language Learners:** Look for Signal Words	• **On Your Feet:** Corners: Taiwan • **Explorer Mindset:** Research Taiwan–China Relations

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
642–643 0.5 DAY	**20.10 Japan's Economic Future** • Explain why Japan's economy has declined and identify the country's challenges.	• **Inclusion:** Use Supported Reading	• **On Your Feet:** Japan's Economy Concept Web • **Explorer Mindset:** Research Japan's Demographic Challenges
644–645 0.5 DAY	**20.11 Comparing North and South Korea** • Compare the different governments and economic systems of North Korea and South Korea.	• **Striving Readers:** Compare and Contrast	• **On Your Feet:** Role-Play Cultural Exchange • **Explorer Mindset:** Make Posters
646–647 0.5 DAY	**Chapter Review**		• **College & Career Readiness:** Create a Web Page

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 20 Pretest
- Chapter 20 Reading & Note-Taking
- Chapter 20 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 20 Section Quizzes
- Chapter 20 Test A (on level)
- Chapter 20 Test B (modified)

TEACHER RESOURCES

- Chapter 20 PowerPoint
- Chapter 20 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** Introduce East Asia

- **Explorer Video:** Losang Rabgey
- **Image Gallery:** East Asia
- **Unit 10 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
- **Cognero Test Bank**

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CHAPTER 21

Chapter Planner

Southeast Asia Geography & History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
654–655 0.5 DAY	Chapter Introduction • **What are the geographic conditions that divide Southeast Asia into many different parts?** *(Lessons 21.1–21.3)* • **How have physical barriers in Southeast Asia influenced its history?***(Lessons 21.4–21.7)*	• **Strategies for Differentiation** • **Reading Strategy:** Make Inferences • **Vocabulary Preview:** Knowledge Rating Chart	• **Corners:** The Impact of Being Divided • **Team Word Webbing:** Physical Barriers
656–661 1.5 DAYS	**21.1 Physical Geography** • Analyze the location and physical geography of Southeast Asia.	• **Striving Readers:** Outline and Take Notes, Compare Countries • **Inclusion:** Analyze Visuals • **English Language Learners:** Word Squares • **Gifted & Talented:** Virtually Tour the Rainforest	• **On Your Feet:** Talk on Topic, Find Answers, Make a Living Venn Diagram • **Explorer Mindset:** Investigate the Impact of Climate, Debate Issues
662–663 0.5 DAY	**21.2 Parallel Rivers** • Explain the importance of Southeast Asia's major rivers for sustaining life in the region.	• **Striving Readers:** Identify Main Idea and Details • **English Language Learners:** Model and Draw Meanings	• **On Your Feet:** Turn and Talk • **Explorer Mindset:** Map Dam Projects in the Region

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
664–665 0.5 DAY	**21.3 Global Issues: Protecting Biodiversity in Southeast Asia** • Describe threats to natural habitats and species in Southeast Asia.	• **English Language Learners:** Identify Endangered Species • **Gifted & Talented:** Write and Illustrate a Picture Book	• **On Your Feet:** 5Ws and H Search • **Explorer Mindset:** Research Photo Ark Animals
666–667 0.5 DAY	**21.4 Ancient Valley Kingdoms** • Analyze the role of physical geography in the history and culture of Southeast Asia.	• **Striving Readers:** Sharing Notes	• **On Your Feet:** Discuss Kingdoms and Empires • **Explorer Mindset:** Tracking Cultural Diffusion
668–669 0.5 DAY	**21.5 Through the Lens: Kike Calvo** • Explain the significance of photographer Kike Calvo's work and the temple complex of Angkor Wat.	• **English Language Learners:** Describe Angkor Wat • **Gifted & Talented:** Learn More About Angkor Wat	• **On Your Feet:** Concentric Circles
670–673 1 DAY	**21.6 Trade and Colonialism** • Explain the effects of colonialism in Southeast Asia.	• **Striving Readers:** Identify Main Idea and Details • **Inclusion:** Create Time Lines • **English Language Learners:** Identify Synonyms • **Pre-AP:** Research the Spice Trade	• **On Your Feet:** Make a Living Map of Colonial Rule, Similarities and Differences • **Explorer Mindset:** Make an Illustrated Time Line
674–675 0.5 DAY	**21.7 Document-Based Question: The Vietnam War** • Analyze primary sources to determine the political reasons for the Vietnam War.	• **English Language Learners:** Identify Main Idea and Details • **Pre-AP:** Research the Vietnam War	• **Explorer Mindset:** Analyze More Primary Sources
676–677 0.5 DAY	**Chapter Review**		• **College & Career Readiness:** Write a Press Release

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 21 Pretest
- Chapter 21 Reading & Note-Taking
- Chapter 21 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 21 Section Quizzes
- Chapter 21 Test A (on level)
- Chapter 21 Test B (modified)

TEACHER RESOURCES

- Chapter 21 PowerPoint
- Chapter 21 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** Introducing Southeast Asia Geography & History
- **Photographer Video:** Kike Calvo
- **Image Gallery:** Southeast Asia
- **Unit 11 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
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CHAPTER 22

Chapter Planner

Southeast Asia Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
678–679 0.5 DAY	Chapter Introduction • **How have local traditions and outside influences shaped cultures in Southeast Asia?** *(Lessons 22.1–22.3)* • **How are Southeast Asia's governments trying to unify their countries?***(Lessons 22.4–22.6)*	• **Strategies for Differentiation** • **Reading Strategy:** Analyze Cause and Effect • **Vocabulary Preview:** Vocabulary Knowledge Rating	• **Corners:** Methods of Cultural Diffusion • **Numbered Heads:** Finding Unity
680–685 1.5 DAYS	**22.1 Cultural Practices, Local Traditions** • Describe the variety of religions, languages, and cultural practices that have developed and spread throughout Southeast Asia over time.	• **Striving Readers:** Categorize Information • **Inclusion:** Describe Visuals • **English Language Learners:** Compare and Contrast • **Gifted & Talented:** Debate the Issue • **Pre-AP:** Research Communities	• **On Your Feet:** Talking Circles, Build a Summary, Rotating Discussion • **Explorer Mindset:** Map Languages, Write a Proposal
686–687 0.5 DAY	**22.2 National Geographic Explorer Llenel Gonzales de Castro: Making History Personal** • Examine how archaeology can become more accessible to everyone.	• **Inclusion:** Use Supported Reading • **Pre-AP:** Plan an Exhibit	• **On Your Feet:** Think, Pair, Share

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
688–689 0.5 DAY	**22.3 Elephant Conservation** • Analyze the factors that cause the Asian elephant to be endangered.	• **English Language Learners:** Explore Vocabulary	• **On Your Feet:** Finish the Thought • **Explorer Mindset:** Examine Elephants' Significance
690–691 0.5 DAY	**22.4 Governing Fragmented Countries** • Compare the problems of governing Indonesia, Malaysia, and the Philippines.	• **Pre-AP:** Report on Other Countries	• **On Your Feet:** Turn and Talk on Topic • **Explorer Mindset:** Research Nusantara
692–693 0.5 DAY	**22.5 Migration Within Indonesia** • Explain the process of internal migration and describe its effects.	• **Gifted & Talented:** Graph Population Density	• **On Your Feet:** Model Migration • **Explorer Mindset:** Write a Letter
694–695 0.5 DAY	**22.6 Singapore's Growth** • Analyze how Singapore's free market is related to its economic success.	• **Inclusion:** Make Vocabulary Cards	• **On Your Feet:** Explore Contributing Factors • **Explorer Mindset:** Research Structures
696–697 0.5 DAY	**Chapter Review**		• **College & Career Readiness:** Write a Culture Article

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 22 Pretest
- Chapter 22 Reading & Note-Taking
- Chapter 22 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 22 Section Quizzes
- Chapter 22 Test A (on level)

- Chapter 22 Test B (modified)

TEACHER RESOURCES

- Chapter 22 PowerPoint
- Chapter 22 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** Introduce Southeast Asia Today
- **Explorer Video:** Llenel Gonzales de Castro
- **Image Gallery:** Southeast Asia
- **Unit 11 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
- **Primary Source Collection**
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CHAPTER 23

Chapter Planner

Australia, the Pacific Realm & Antarctica Geography & History

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
704–705 0.5 DAY	Chapter Introduction • **How did geographic isolation influence the development of this region?***(Lessons 23.1–23.4)* • **How did geographic isolation shape the history of Australia and the Pacific Realm?***(Lessons 23.5–23.6)*	• **Strategies for Differentiation** • **Reading Strategy:** Summarize • **Vocabulary Preview:** Word Maps	• **Fishbowl:** The Effects of Geographic Isolation • **Discussion:** Isolation Over Time
706–709 1 DAY	**23.1 Physical Geography** • Explore the geographic isolation of Australia, New Zealand, the Pacific Realm, and Antarctica, and describe the physical processes that formed the Pacific islands.	• **Striving Readers:** Compare and Contrast • **English Language Learners:** Complete and Write Sentences	• **On Your Feet:** Know Your Facts, Mix and Match • **Explorer Mindset:** Create a Precipitation Map
710–713 1 DAY	**23.2 Native Plants and Animals** • Analyze the impact of geographic isolation and invasive species on native species.	• **Inclusion:** Use Supported Reading • **Gifted & Talented:** Write Journal Entries	• **On Your Feet:** Corners • **Explorer Mindset:** Research Native Species in New Zealand, Present Solutions for Invasive Species
714–715 0.5 DAY	**23.3 National Geographic Explorer Ariel Waldman: Life**	• **English Language Learners:** Teach	• **Explorer Mindset:** Design Science Hacks

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
	Under the Antarctic Ice • Explain efforts to document microorganisms hidden in Antarctic ice and apply knowledge about them to an understanding of life on other planets.	Compound Words	
716–717 0.5 DAY	**23.4 Through the Lens: Ariel Waldman** • Describe how Ariel Waldman's photography supports our understanding of life on Antarctica.	• **Inclusion:** Describe Photographs	• **Explorer Mindset:** Research Geographic Features in Antarctica
718–721 1 DAY	**23.5 Indigenous Populations** • Analyze how the languages and cultures of the Indigenous people of Australia and the Pacific Realm developed.	• **Striving Readers:** Preview Text • **Pre-AP:** Give Reports	• **On Your Feet:** Roundtable, Inside-Outside Circle • **Explorer Mindset:** Create a Stick Chart
722–723 0.5 DAY	**23.6 From Exiles to Colonists** • Describe the impact of British colonialism on the development of Australia.	• **Striving Readers:** Take Notes and Outline	• **On Your Feet:** Question and Answer • **Explorer Mindset:** Write a Journal Entry
724–725 0.5 DAY	**Chapter Review**		• **College & Career Readiness:** Write a Letter

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 23 Map Quiz
- Chapter 23 Pretest

- Chapter 23 Reading & Note-Taking
- Chapter 23 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 23 Section Quizzes
- Chapter 23 Test A (on level)
- Chapter 23 Test B (modified)

TEACHER RESOURCES

- Chapter 23 PowerPoint
- Chapter 23 Lesson Plan

MEDIA RESOURCES

- **GeoVideo:** Introduce Australia, the Pacific Realm & Antarctica Geography & History
- **Explorer Video:** Ariel Waldman
- **Photographer Video:** Ariel Waldman
- **Image Gallery:** Australia, the Pacific Realm & Antarctica
- **Unit 12 GIS StoryMap**
- **National Geographic Atlas**
- **National Geographic MapMaker**
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CHAPTER 24

Chapter Planner

Australia, the Pacific Realm & Antarctica Today

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
726–727 0.5 DAY	Chapter Introduction • **How are Australia, the Pacific Realm, and Antarctica becoming connected to the rest of the world?** *(Lessons 24.1–24.4)* • **What new economic patterns are emerging in the region?** *(Lessons 24.5–24.7)*	• **Strategies for Differentiation** • **Reading Strategy:** Draw Conclusions • **Vocabulary Preview:** Definition Chart	• **Jigsaw:** Preview Content • **Think, Pair, Share:** Global Goods
728–731 1 DAY	**24.1 Internal and External Migration** • Analyze causes and effects of rural-to-urban migration and immigration into Australia.	• **Striving Readers:** Write Summary Sentences • **Gifted & Talented:** Make Multimedia Presentations • **Pre-AP:** Compare Droughts	• **On Your Feet:** String and Web, Inside-Outside Circles • **Explorer Mindset:** Produce a Human-Environment Report
732–733 0.5 DAY	**24.2 Rights for Indigenous People** • Summarize efforts to secure the rights of Indigenous people in Australia and New Zealand.	• **Inclusion:** Use Context Clues	• **On Your Feet:** Synonym Pairs • **Explorer Mindset:** Report on Indigenous Treaties and Rights

Pages	Chapter Contents and Objectives	Differentiated Support	Active Options
734–735 0.5 DAY	**24.3 Pacific Cultures** • Analyze the history and cultural characteristics of Micronesia, Melanesia, and Polynesia.	• **Inclusion:** Monitor Comprehension	• **On Your Feet:** Word Chain • **Explorer Mindset:** Investigate Examples of Cultural Preservation
736–737 0.5 DAY	**24.4 Antarctica** • Describe the history of human involvement in Antarctica.	• **English Language Learners:** Stump the Expert	• **On Your Feet:** Make a Children's Book • **Explorer Mindset:** Investigate Natural Resources in Antarctica
738–739 0.5 DAY	**24.5 New Trade Patterns** • Explain how trade has influenced the economies of Australia, New Zealand, and Pacific island countries.	• **Striving Readers:** Summarize	• **On Your Feet:** Group Think Tank • **Explorer Mindset:** Research and Report on Trade
740–741 0.5 DAY	**24.6 Global Issues: Reefs and Tourism** • Analyze the impact of adventure tourism and efforts to preserve the Great Barrier Reef.	• **English Language Learners:** Monitor Comprehension	• **On Your Feet:** Numbered Heads • **Explorer Mindset:** Make a Mock Conservation Website
742–743 0.5 DAY	**24.7 Crisis Response and Resilience** • Analyze efforts by the governments of Australia and New Zealand to address environmental and public health crises.	• **Striving Readers:** Identify Main Ideas and Details	• **On Your Feet:** True-False Cards • **Explorer Mindset:** Develop a PSA About Bushfire Preparations
744–745 0.5 DAY	**Chapter Review**		• **College & Career Readiness:** Write a Travelogue

DIGITAL RESOURCES

FORMATIVE ASSESSMENT

- Chapter 24 Pretest
- Chapter 24 Reading & Note-Taking
- Chapter 24 Vocabulary Practice

SUMMATIVE ASSESSMENT

- Chapter 24 Section Quizzes
- Chapter 24 Test A (on level)
- Chapter 24 Test B (modified)

TEACHER RESOURCES

- Chapter 24 PowerPoint
- Chapter 24 Lesson Plan

MEDIA RESOURCES

GeoVideo: Introduce Australia, the Pacific Realm & Antarctica

Image Gallery: Australia, the Pacific Realm & Antarctica

Unit 12 GIS StoryMap

National Geographic Atlas

National Geographic MapMaker

Primary Source Collection

Cognero Test Bank

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Hastings
Public Schools

Curriculum Proposals

Prepared by Andrew Hodges

Students are the heart of all we do

Curriculum to be Considered

Hastings
Public Schools

8th World Geography

Adoption of new curricular materials from Cengage/National Geographic: World Cultures and Geography Survey.

HHS History of Sport

A new high school social studies course (10-12th grade) designed to be of high interest and engage students in the study of how sports impact society.

8th Grade World Studies

01

Process

Teachers reviewed alongside other options, including TCI: Geography Alive, and SAVVAS myWorld Interactive World Geography. Teachers engaged in deep standards learning and then applied that knowledge to analyzing curricular options to determine what would fit their needs.

02

The Curriculum

Built on a study of the world and it's cultures, World Cultures and Geography Survey takes students around the world to see the impact of humans on the history and how we continue to impact the future of our surrounding world. Students also take on the role of Geographer, learning to use tools and language of the trade.

8th Grade World Studies

03

Feedback

Both teachers highly recommended the curriculum and believed it was the best option. Feedback from parents was that they thought it provided a full learning experience of the world. Some questions were around how teachers would handle sensitive issues, however it was noted those would come up with any curriculum.

04

Recommendation

It is recommended that Hastings Middle School 8th Grade Adopt World Cultures and Geography Survey as the curriculum beginning in the 2026-27 school year.

History of Sport

01

Process

Mr. Pottinger set out to create a course that would engage students in learning about history through a lens that hasn't been explored at HHS, as well as how to meet some of the new social studies standards related to historically marginalized groups.

02

The Curriculum

Mr. Pottinger studied how courses like this are built in other districts and at the collegiate level. He then built the course into units and reviewed anchor texts and media that could be used to engage students.

History of Sport

03

Feedback

The feedback from families was that they wished they had a course like this in high school, with one parent saying “this is probably the coolest course I’ve seen” and another who said they did not like history classes that “I would definitely have taken this”. Student feedback was that this course would be very fun and expected to be popular.

04

Recommendation

It is recommended that Hastings High School adopt this History of Sport Curriculum.

Questions?



BRIDGE TO SUCCESS

Hastings Public Schools
INDEPENDENT SCHOOL DISTRICT 200
1000 11TH STREET WEST
HASTINGS, MN 55033-2597
Phone (651) 480-7000
Fax (651) 480-7004

DATE: April 22, 2026

TO: ISD #200 School Board

FROM: Andrew Hodges, Director of Teaching and Learning

SUBJECT: Curriculum Review for HHS History of Sport

Recommendation to approve the presented teacher created curriculum for 10th Grade History of Sport.

The adopted curriculum will begin implementation in the 2026-27 school year.

Curriculum Proposal Form

Section 1: Overview

Date of Request:

Name(s) of Requestion: Cole Pottinger

Position of Requestor: High School Social Studies Teacher

Detailed Summary of Proposal: History of Sport

Section 2: Learning Plan

Detailed Course Description (registration guide summary):

Step into the past and explore how sports throughout the world shaped—and were shaped by—history. From the Olympics of ancient Greece to the civil rights struggles fought on the playing field, this course reveals how sports mirror society's triumphs, tensions, and transformations. Students will dive into key historical moments through famous athletes, landmark events, and global competitions. Through discussions, projects, and media analysis, you'll discover that every game tells a story far bigger than the score.

Course Structure (number of terms, course meeting frequency, length, etc.):
1 semester for 1 class period a day

Course Understandings *"Big Ideas" for the course*	**Essential Questions** *Break down understandings, Engage students in content. Basis for formative assessment.*	**Specific Knowledge & Skills** *Instructional curriculum, how the students will engage in the learning and show their knowledge.*
Sports as a Mirror: Sports are not just games, they reflect the values, social hierarchies, and political tensions of the era in which they are played.	1.Why do humans play, and how do ancient sports reveal the environmental and spiritual values of a civilization? 2.How did the Cold War turn the playing field into a "bloodless" battlefield for competing ideologies (Capitalism vs. Communism)?	1. Students will learn, teach and play ancient sports to help understand the values and environments of early civilizations. 2. Students will learn about the 1980 Olympics alongside the Cold War to analyze the ideologies and how sports were a part of the Cold War.
Narrative Power: The story of an athlete or a game can either reinforce or challenge dominant societal norms regarding race, gender, and class.	3.Can a sporting event (like the 1936 Olympics) be an effective tool for state propaganda or resistance? 4.How do individual athletes navigate the Civil Rights Movement by using sports?	3. Students will be able to describe the major players of the 1936 Olympics and how both sides were using them for either propaganda or resistance. 4. Students will be able to explain

		the challenges Jackie Robinson faced and how he used his struggle in Baseball to create change in America.
Globalization: The spread of sports is linked to colonialism, industrialization, and the development of global media.	5.In an era of global conflict, can international sports foster diplomacy, or do they simply heighten nationalism?	5. Students will analyze and explain how Ping Pong Diplomacy and Nelson Mandela were both used politically.

Unit Breakdown:

Unit	Unit Description	Anchor Standard	Benchmark
Unit 1: The Passion of Sports	In this unit we will look at how and why sports were created. We will also look at how sports mirror society throughout history.	**9.4.18.1** Evaluate different narratives about how human migration led to environmental changes and human adaptation.	
Unit 2: The First Sports	In this unit we will look at the first sports from around the world and have kids research, teach and play ancient sports.	**9.4.18.2** Examine dominant and non-dominant narratives about the development of cities, societies, and empires in Asia, the Americas, and Africa.	
Unit 3: Industrialization & Modernization of Sports	In this unit we will look at how the Industrial Revolution was mirrored through the spread of sports.	**9.4.18.5** Evaluate conflicting narratives about the causes and the regional and global impact of the Industrial Revolution.	
Unit 4: World Wars & Great Depression	In this unit we will look at how the World Wars & Great Depression were mirrored in the Olympics and the Boxing Ring.	**9.4.18.14** Analyze the connections between nationalism, Fascism, and World War II on a global scale and in the United States.	
Unit 5: The Civil Rights Era	In this unit we will look at how America was using sports to help fight for the Civil Rights Movement.	**9.4.18.15** Analyze complex and interacting factors within the Long Civil Rights Movement, identifying obstacles and strategies	

		used by various groups.	
Unit 6: Women in Sports & The Cold War	In this unit we will look at how title IX and the battle of the sexes mirrored the fight for gender equality in America. We will also examine how the Olympics and Miracle on Ice might have been a part of fighting the Cold War.	**9.4.18.7** Identify how ideas and norms about gender and sexuality have changed over time and how groups have advocated for equality.	
Unit 7: Sports in Modern Times	In this unit we will look at global conflict and how sports helped to solve these conflicts.	**9.4.18.6** Examine conflicting narratives about the past and identify how these narratives can lead to global conflict.	

Instructional Materials that support course outcomes: *In detail, please list instructional materials that will be used as part of this course.*

Title	**Author(s)**	**Estimated Cost**
Base Ball: A Journal of the Early Game *Chapter: Antebellum Growth & Spread of the New York Game*	*Richard Hershberger*	*$0.0*
Teaching U.S. History Through Sports *Chapter: The Shaping of "Women's Sport"*	*Brad Austin & Pamela Grundy*	*$0.0*
Hastings High School Library Resources		*$0.0*
		Total Cost:

Are there any recurring or long-term budget commitments for this proposal?
There are no budget commitments for this proposal related to curriculum or textbooks needed.

Section 3: Impact Analysis

What has been the history, process, and needs analysis regarding this request?
This course will offer an option to those students who are not interested in other social studies or school wide elective options. We do not have another course that talks about sports although sports are one of the most popular activities in the world.

How will this request impact your subject area or other departments across the school community?

I would expect this course to be widely popular from day one and I think it will help draw students who are just taking an elective course for the purpose of taking a course and will instead give them an option they are actually interested in.

How will this request benefit or otherwise impact learners?

Similar to above, we do not offer anything remotely close to this option. I think it will give students the option to learn about American and World history through the lens they are most interested in, sports.

Section 4: Approval

Reviewed by: **Signed by each after approval**
Department Head
Principal
Director of Teaching and Learning

Hastings
Public Schools

Curriculum Proposals

Prepared by Andrew Hodges

Students are the heart of all we do

Curriculum to be Considered

Hastings
Public Schools

8th World Geography

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01

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8th Grade World Studies

03

Feedback

Both teachers highly recommended the curriculum and believed it was the best option. Feedback from parents was that they thought it provided a full learning experience of the world. Some questions were around how teachers would handle sensitive issues, however it was noted those would come up with any curriculum.

04

Recommendation

It is recommended that Hastings Middle School 8th Grade Adopt World Cultures and Geography Survey as the curriculum beginning in the 2026-27 school year.

History of Sport

01

Process

Mr. Pottinger set out to create a course that would engage students in learning about history through a lens that hasn't been explored at HHS, as well as how to meet some of the new social studies standards related to historically marginalized groups.

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Recommendation

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Questions?



MEMORANDUM OF UNDERSTANDING (MOU)

Worksite Wellness Support Services

This Memorandum of Understanding ("MOU") is entered into by and between **HealthSource Solutions** and **ISD 200 McAuliffe Elementary School.**

1. Purpose

The purpose of this MOU is to outline the agreement between the HealthSource Solutions and ISD 200 McAuliffe Elementary School for the project consisting of worksite wellness support services aimed at improving staff wellbeing at McAuliffe Elementary School.

2. Term of Agreement

This MOU shall be effective upon execution and remain in effect through **October 31, 2026**, unless terminated earlier in writing.

3. Scope of Services

HealthSource Solutions agrees to provide worksite wellness support services, including assessment, planning, implementation support, and evaluation designed to enhance staff wellbeing.

4. Deliverables and Timeline

McAuliffe Elementary project lead(s) agree to complete the following deliverables according to the timeline below:

Deliverable	Completion Date
Organizational Assessment: Pre-assessment (e.g., employee survey)	
Pre-photo (baseline, if applicable)	
Baseline Assessment SHIP Employee Wellness Assessment (SEWA) (optional)	
Work Plan Development	
Regular Check-ins (as needed)	
Post-photo (after change completion, if applicable)	

Post-assessment SEWA (optional)	
Organizational Assessment: Post-assessment	
Exit Documents: Change and Testimonial Tracker and Sustainability Checklist	
New or Revised Policy or Guideline (including prior version if revised)	

SUSTAINABILITY CHECKLIST

Select one box per item:	Yes	No	Notes
There is leadership support for the initiative post-SHIP funding.	☐	☐	
There are opportunities for staff to participate in sustaining this initiative (e.g., assist with implementation, offer feedback, receive/provide training).	☐	☐	
This initiative aligns with our organization's strategic plan.	☐	☐	
There are opportunities to partner with other agencies/ vendors to support this initiative (e.g., share expertise, receive/provide training, expand networks, collaborate).	☐	☐	
We have identified potential funding sources or are able to draw from internal resources (e.g., staff time, part of our operational budget) to support this initiative.	☐	☐	
This initiative will meet the needs of our target audience.	☐	☐	
This initiative will be sustainable post SHIP funding.	☐	☐	
What other approaches, if any, are you considering to sustain this initiative?			
What leadership support(s) are in place to sustain this initiative?			
Have any other funds been received during this reporting period to support the project, list the amount and source:			
List and describe any barriers:			
Estimated amount of funding spent (including any funding outside of the grant used to support the project):			

CHANGE AND TESTIMONIAL TRACKER

Organizational Supports *(i.e., Leadership Support, Wellness Committee, Communication Strategies, etc.)*	
Policy Changes *(i.e., New/Updated Policies, Addition of Breastfeeding Friendly Policy, etc.)*	
System Changes *(i.e., committee charters, processes and procedures, program documents, employee handbooks, resource organizations, new hire processes, intranet sites, mission/vision statements, etc., branding, etc.)*	
Environmental Changes *(i.e., New/Updated facilities, spaces, equipment, signage, vending, tangible items, etc., pictures are encouraged)*	
Additional Items/Wellness Activities *(i.e., social support activities, tracking, surveys, etc.)*	

List 1-2 Employee Testimonials or Stories about how these changes personally affected them.		

5. Compensation

HealthSource Solutions agrees to provide a total payment of **$2,000** to ISD 200 McAuliffe Elementary School upon completion of the deliverables outlined in this agreement, unless otherwise agreed upon in writing.

Intended Use of Funds*

Funds provided through this agreement are intended to support staff wellbeing through improvements to the physical work environment. Allowable purchases may include:

- Furniture and workspace enhancements (e.g., tables, chairs, flexible workstations)
- Materials and furnishings to support staff collaboration and shared or exchangeable resource areas
    - Woo Crew (wellness committee) bulletin board for updates and resources

- Sustainable modifications to create comfortable or quiet spaces
- General aesthetic improvements (e.g., divider for quiet space, curtains)
  *All purchases will be agreed upon via Healthsource Solution and ISD 200 liaison prior to purchase

Additional project outcomes

- Increased sense of inclusion and connection among newer staff through engagement with the Woo Crew initiative
- Consistent, proactive communication through a weekly "snapshot" announcement to share updates and highlight upcoming activities

6. Roles and Responsibilities

HealthSource Solutions shall:

- Provide expertise, tools, and guidance for wellness initiatives
- Support creation of assessments, technical assistance, and educational content as it relates to the focus area of the project.
- Support creation of the work plan
- Assist with work plan goals, documentation, and policy development
- Provide guidance on budgeting
- Facilitate regular check-ins and provide ongoing support
- Issue payment as outlined in this agreement

ISD 200 McAuliffe Elementary School shall:

- Participate in and coordinate organizational assessments and wellness initiatives, as appropriate.
- Attend regular check in meetings and actively engage in ongoing communication (emails, meetings) to support coordination and project progress
- Provide timely updates on project milestones, implementation progress, and other relevant project success or challenges.
- Coordinate internal communication and engagement to support successful project implementation.
- Collaborate to complete all required deliverables.
- Perform additional reasonable tasks and provide necessary support to ensure successful completion of the deliverables.

7. Modification and Termination

This MOU may be modified at any time by mutual written agreement of both partners. Either partner may terminate this agreement with written notice, provided that any completed work is compensated accordingly.

8. Non-Binding Agreement

This MOU is intended to outline the understanding between the partners and does not constitute a legally binding contract.

9. Signatures

By signing below, the partners acknowledge and agree to the terms outlined in this Memorandum of Understanding.

HealthSource Solutions

Signature: _____

Name: _____

Title: _____

Date: _____

ISD 200 McAuliffe Elementary School

Principal

Signature: Matt Esterby

Name: MATT ESTERBY

Title: Principal

Date: 4/15/26

Director of Finance

Signature: _____

Name: _____

Title: Director of Finance

Date: _____

Approval of District 200 Donations
March 2026

Date	Donor	Building	Description	Amount
3/4/26	Hastings Girls Hockey Club	High School	Girls Hockey Coaches	$5,500.00
3/6/26	Hastings Boys Hockey Club	High School	Boys Hockey Bus	$487.00
3/10/26	Hastings Dance Team Club	High School	Dance Team Assist Coach	$3,107.59
3/10/26	thrivent Charitable	High School	PLG Scholarship	$10,000.00
3/11/26	Hastings Boys Hockey Club	High School	Boys Hockey Coaches	$10,648.82
3/11/26	Hastings Girls Hockey Club	High School	Girls Hockey Bus	$1,123.85
3/11/26	Hastings Basketball Boosters	High School	Boys Basketball Bus	$163.00
3/11/26	John & Kristina Viktora-Croke	High School	Nordic Ski Donation	$500.00
3/19/26	The Blackbaud Giving Fund-Employee Giving Campaign	McAuliffe	McAuliffe Donation-Appropriate Expenditures	$25.00
3/19/26	McAuliffe Parent Teacher Connection	McAuliffe	McAuliffe Field Trips	$6,500.00
3/23/26	Hastings Basketball Boosters	High School	Boys Basketball Assistant Coaches	$2,250.00
3/23/26	High School Staff	High School	High School Faculty Scholarship	$82.00
3/23/26	Hastings Boys Hockey Club	High School	Boys Hockey Bus	$427.00
3/24/26	Dakota County	Middle School	SHIP Award-Cafeteria Sound Panels	$10,002.04
3/24/26	Kennedy Parents	Kennedy	Kennedy Book Fair Donations	$17.43
3/26/26	Hastings Show Choir Booster Association	High School	Lin & Kathy Warren Music Scholarship	$1,000.00
3/26/26	Hastings Band Boosters	High School	Marching Band Cub Bagging Fundraiser Proceeds	$759.66
3/26/26	Dakota County Technical College	High School	Dakota Electric Association Scholarship	$10,000.00
			Total Monthly Donations	**$62,593.39**

In-Kind Donations - Values are approximate per information available

3/24/26	Dakota County	Food Service-District Wide	Kitchen Items:Carts, Racks, Tubs, Totes	$3,314.53
3/31/26	DonorsChoose	High School	Classroom Essentials/Supplies	$31.98

Donation Acceptance Resolution

I, _____, introduce the following resolution and move for its adoption:

WHEREAS, School Board Policy 706 establishes guidelines for the acceptance of gifts and donations to the District;

WHEREAS, Minnesota Statutes Section 465.03 states that the School Board may accept a gift, grant, or devise of real or personal property in accordance with the terms prescribed by the donor only by the adoption of a resolution approved by two-thirds of its members; and

WHEREAS, the referenced donations in the District 200 Donations Report from March 2026.

_____ duly seconded the motion for the adoption of the foregoing resolution.

Voting in favor of the resolution:

Voting against:

THEREFORE, BE IT RESOLVED by the Hastings Public School District School Board to gratefully accept these gifts.