Hastings Area Public Schools - ISD 200
School Board Meeting Agenda

Wednesday, June 17, 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**
VI. Public Comment
VII. **Reports and Discussions**
   a. Superintendent Report
   b. Superintendent End-of-Year Evaluation Summary
   c. Spring Fastbridge Presentation
   d. Curriculum Proposal
      - 6th Grade Social Studies
   e. Radon Testing Report
   f. Operating Referendum Board Presentation
   g. Building Construction Fund Project Update
   h. Legal: Data Request Update
   i. School Board Representatives/Committees
      i. ISD 917 School Board Representative Update
      ii. AMSD Update
      iii. Community Collaboration Committee Update
      iv. Facilities Committee Update
         - No meeting held since last update.
      v. Finance Committee Update
      vi. Joint Powers Committee Update
      vii. NAPAC Committee Update
      viii. Student School Board Committee Update
         - No meeting held since last update.
      ix. Policy Committee Update
   j. Policies
      i. First Readings
         - 204 School Board Meeting Minutes
         - 205 Open Meetings and Closed Meetings
         - 206 Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations
         - 207 Public Hearings
         - 209 Code of Ethics (new)
         - 213 School Board Committees
         - 220 Student School Board Representatives
      ii. Second Readings
         - None
VIII. **Action Items**
   a. Consent Agenda

i. Approval of the Minutes from the:
   - 05.20.2026 Regular Board Meeting Minutes
   - 06.10.2026 Closed Board Meeting Minutes

ii. Bills Payable
iii. Personnel Report
iv. Approval of Reclassification of HR Generalist Position to HR Supervisor Position
v. Replacement & Removal from Policy Manual
   - 203.1PR School Board Procedures; Rules of Order
   - 203.2PR Order of the Regular School Board Meeting Procedure
   - 203.5PR School Board Meeting Agenda Procedure
   - 203.6PR Consent Agenda Procedure

vi. Procedures for Adoption:
   - 200 Board Member Handbook
   - 203.1PR School Board Meeting Procedures
   - 206.1FRM Public Participation at School Board Meetings- Procedure & Request Form
   - 206.2PR Public Comment Procedures
   - 213.1PR School Board Commitee Procedures
   - 220.1PR Student School Board Committee (SSBC) Operations

vii. Policies 2nd Reading / Adoption
   - 511 Student Fundraising

viii. Policies 3rd Reading / Adoption
   - 203 Operation of the School Board - Governing Rules
   - 302 Superintendent Contract, Duties, and Evaluation
   - 410 Family and Medical Leave

ix. Approval of MSBA & BoardBook Renewal
x. Approval of Management Plan for Lead-In-Water
xi. Approval of Management Plan for Indoor Air Quality
xii. Approval of Property/Casual and Workers Compensation Insurance Rates for 2026-2027

b. Items for Individual Action
i. Presentation and Approval: FY28 Long Term Facilities Maintenance (LTFM) Ten-Year Plan
ii. Presentation and Approval: 2026-2027 Adopted Budget
iii. Curriculum Approval: Functional Morphology
iv. Presentation and Approval: 2026-2027 Local Literacy Plan
v. Presentation and Approval: 2026-2027 Superintendent Goals
vi. Approval of 2026-2027 Gymnastics location at Farmington Gymnastics & Cheer
vii. Personnel Report - Kennedy Elementary 4th Grade Teacher Approval
viii. Resolution Calling General Election
ix. Resolution to Approve the 2026 Community Education Census Certification
x. Resolution to Approve 2026-2027 MSHSL Membership
xi. Approval of SitelogIQ Contract
xii. Resolution to Accept the Donations

IX. **Future Meetings**
X. **Adjournment**

Dr. Wehrkamp Herman's Performance Evaluation Summary

June 2026

Goal	Score	Summary Comments
#1: Improve Student Outcomes Through Data-Driven and Equitable Instruction	3.6	Board members recognized strong progress in MTSS implementation, effective use of resources, and a focus on equity and belonging. They noted particular success at the elementary level and understand the work will continue at the secondary level.
#2: Strenthen Teaching and Leadership Through Professional Learning	3.9	Board members praised the district's professional development efforts, noting strong participation, alignment to district priorities, and a focus on instructional growth.
#3: Expland Student Pathways and Real-World Readiness	4.0	Board members expressed strong support for the growth of Pathways and career readiness opportunities, highlighting the value of partnerships, career exploration, and tools that help students connect their interests to future opportunities.
#4: Implement district-wide practices that ensure emotional and physical safety	3.6	Board members recognized strong progress in student and staff safety, positive school culture, and student support initiatives. They appreciated the district's proactive approach and encouraged continued staff engagement and communication.
#5: Ensure Effective, Transparent, and Aligned Operations	3.9	Board members expressed confidence in the district's financial planning, transparency, and long-term stewardship. They appreciated the focus on aligning resources with strategic priorities while maintaining fiscal responsibility.
General Comments	3.8	Board members expressed strong appreciation for Superintendent Wehrkamp Herman's leadership during her first year in the district. They highlighted her collaborative approach, accessibility, transparency, and commitment to continuous improvement. Members noted the significant progress made across the district's strategic priorities and valued her ability to build strong relationships while establishing a solid foundation for long-term success. There is excitement and confidence in the district's direction under her leadership and in the opportunities ahead for students, staff, and the community.

Scale:

1 - Did Not Meet Expectations

2 - Partially Met Expectations

3 - Met Expectations

4 - Exceeded Expectations

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Spring Fastbridge Presentation

June 17, 2026

Prepared by Andrew Hodges

Students are the heart of all we do

What is Fastbridge?

- Universal screening tool used to evaluate the strength of Tier 1 instruction and identify the need for tiered levels of instructional support.
- Progress monitoring tool to measure success of intervention work at the Tier 2 and Tier 3 level.

Kindergarten + 1st Grade	2nd + 3rd Grade	4th - 9th Grade
earlyReading	aReading CBMreading	aReading AUTOreading
earlyMath	aMath	aMath

Fastbridge Benchmarks

FAST Benchmarks are test-specific scores that indicate the student's risk of performing below a future (usually end of year) performance target.

- high-risk: below the 15th percentile
- some-risk: 15th - 39th percentile
- low-risk:
  - 40th - 99th percentile (earlyReading + earlyMath, AUTOreading)
  - 40th - 70th percentile (aReading, aMath + CBMreading)
- exceeds: 71-99th percentile
  - aReading, aMath + CBMreading

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LITERACY

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Spring Longitudinal Literacy Data:

earlyReading + aReading

	K	1	2	3	4	5	6	7	8	9
21/22	NA	NA	57%	59%	60%					
22/23	49%	54%	53%	62%	56%	NA				
23/24	59%	62%	62%	58%	62%	NA	NA			
24/25	72%	62%	59%	64%	61%	53%	64%	63%	51%	
25/26	79%	66%	67%	73%	66%	55%	62%	66%	64%	60%

Reading Intervention Growth:

Percent of students in intervention making typical or aggressive growth

Reading screener Fall → Spring aReading growth			
	Typical Growth	Aggressive Growth	**TOTAL**
KEL	53%	14%	67%
PEL	22%	29%	51%
MEL	35%	45%	80%
5th grade	24%	18%	42%
6th grade	53%	24%	77%

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MATH

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Spring Longitudinal Math Data:

earlyMath + aMath

	K	1	2	3	4	5	6	7	8	9
21/22	NA	NA	52%	58%	60%					
22/23	NA	NA	55%	63%	54%					
23/24	NA	NA	51%	59%	62%	NA				
24/25	77%	79%	61%	64%	56%	68%	68%	70%	57%	
25/26	75%	79%	63%	72%	59%	66%	72%	68%	70%	67%

HMS Math Intervention Growth:

Percent of students in intervention making typical or aggressive growth

Math screener Fall → Spring aMath growth			
	Typical Growth	Aggressive Growth	**TOTAL**
5th grade	56%	11%	67%
6th grade	55%	9%	64%

26-27 Shifts

The following changes are being implemented based on guidance from MDE. CAPTI is being tested whole school at HMS to determine if we move forward with replacing Fastbridge with CAPTI beginning the 27-28 school year in grades 4-8, and as a gated screener for HHS students.

Summary:

- HMS - Removing Winter Fastbridge and replacing with CAPTI
- HHS - Discontinuing the Fastbridge pilot and using a gated screener with CAPTI

Why: CAPTI is believed to provide better data for actionable use in grades 4-12 per MDE.

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Spring Fastbridge Data

July 17, 2026

Prepared by Andrew Hodges

Students are the heart of all we do

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LITERACY

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earlyReading

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Assessment of Foundational Literacy Skills

earlyReading Composites by Grade Level + Assessment Window			
	Fall	**Winter**	**Spring**
K	Concepts of Print Onset Sounds Letter Names Letter Sounds	Onset Sounds Letter Sounds Word Segmenting Decodable Words	Letter Sounds Word Segmenting Decodable Words Sight Words - 50
1	Word Segmenting Decodable Words Sight Words - 150 Sentence Reading	Word Segmenting Decodable Words Sight Words - 150 CBMreading	Word Segmenting Decodable Words Sight Words - 159 CBMreading

aReading: Grade 2-9

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- Assess a student broad reading ability including phonics, vocabulary, comprehension and morphology/
- Provides estimate of overall reading skills
- Computer adaptive test (CAT)
- Not timed
- Items start at student's grade level
  - 30 items total
- Adjusts to be easier or harder based on student response

CBMreading: Grade 2 + 3

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- Directly assesses Oral Reading Fluency
- Accuracy with decoding, sight words, etc.
- Automaticity (rate: words per minute)
- Grades 1-8
- Predicts overall reading achievement

AUTOreading: Grades 4-9

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Grade Level	Phonics	Fluency	Vocabulary
4	Encoding	Word Identification	Vocabulary
5-12	Decoding	Word Identification	Matching Synonyms Word Morphology

Spring Longitudinal Literacy Data:

earlyReading + aReading

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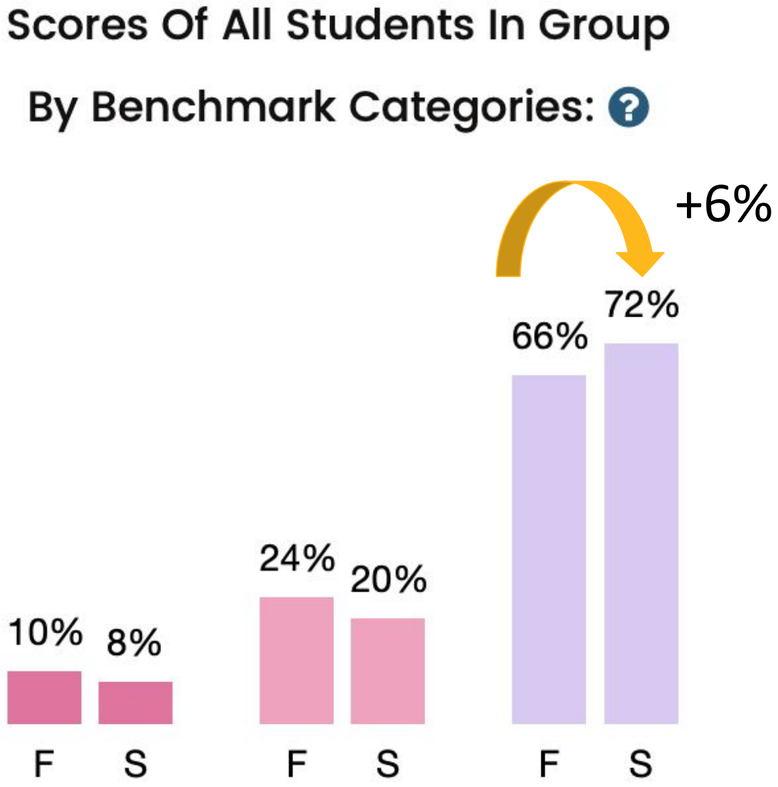
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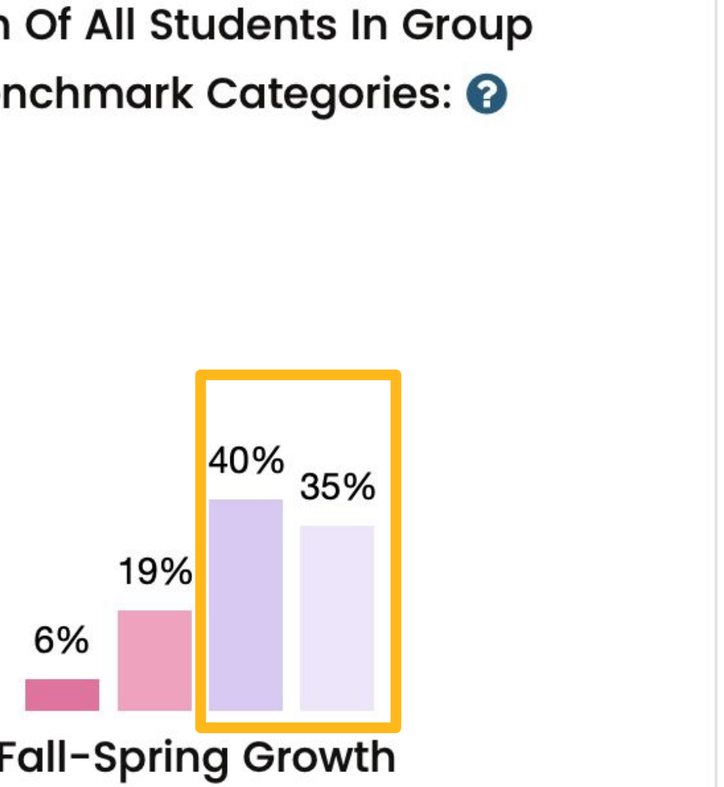
earlyReading

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earlyReading: K + 1

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Student Median %ile:

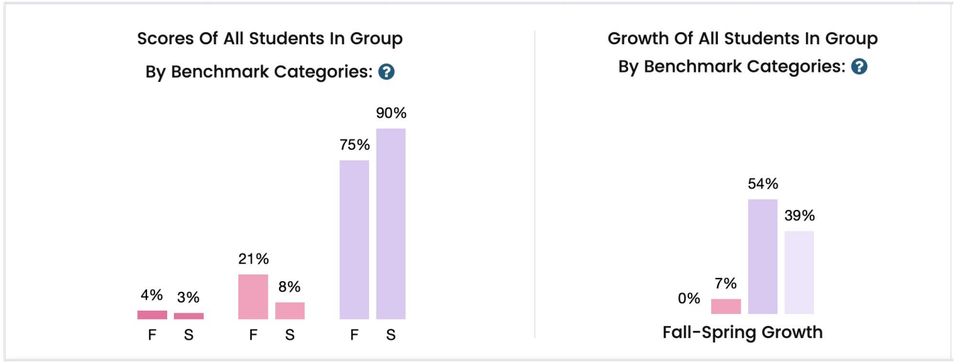
high risk | some risk | low risk | Exceeds

Student Median Growth %ile:

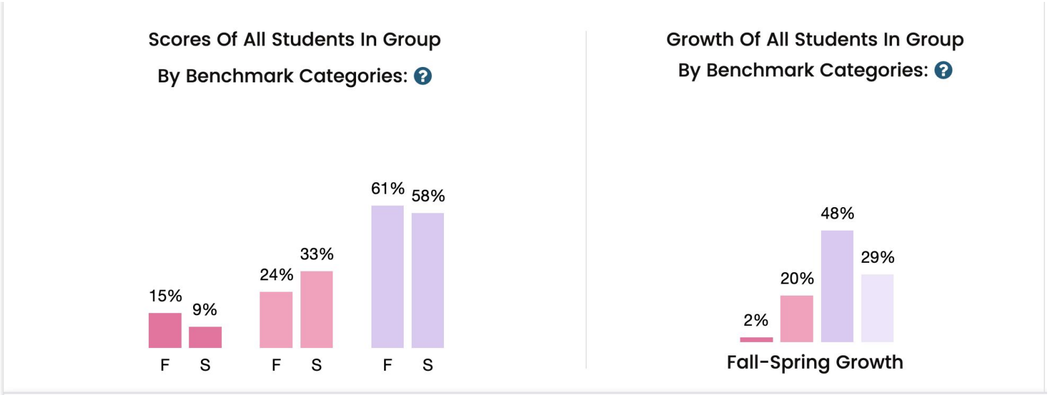
flat growth | modest growth | typical growth | aggressive growth

Kindergarten earlyReading: Growth Data

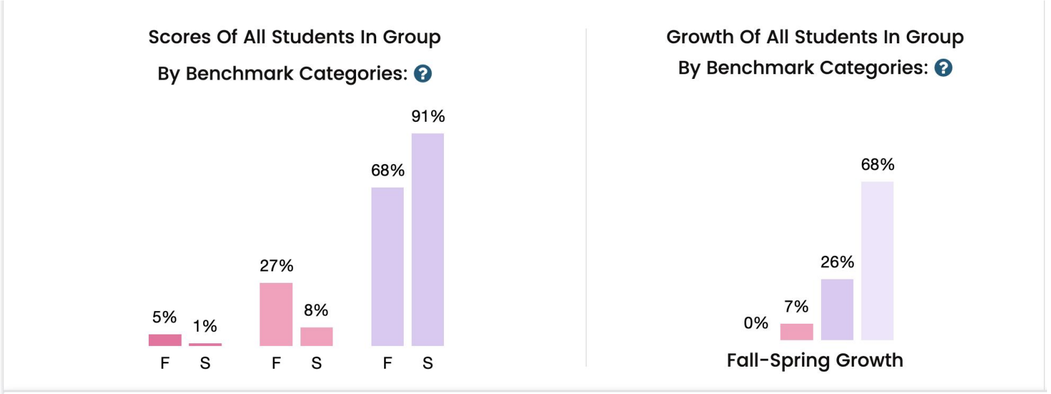
McAuliffe



Kennedy

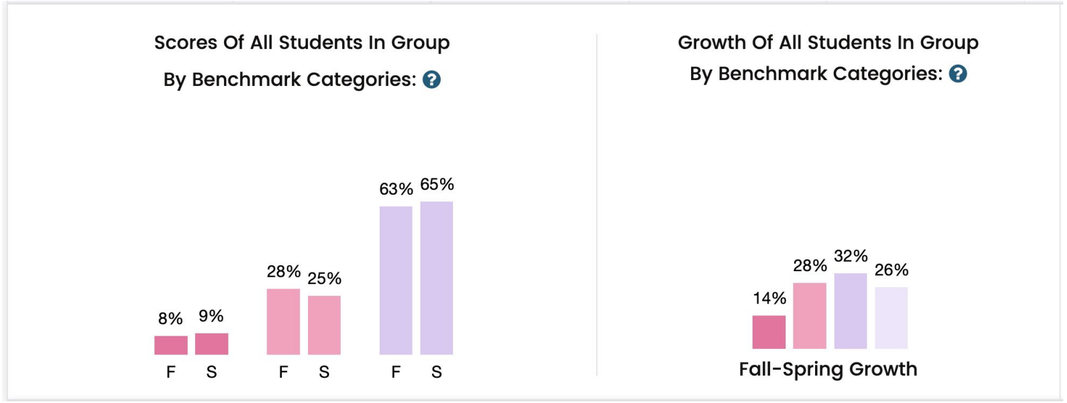


Pinecrest

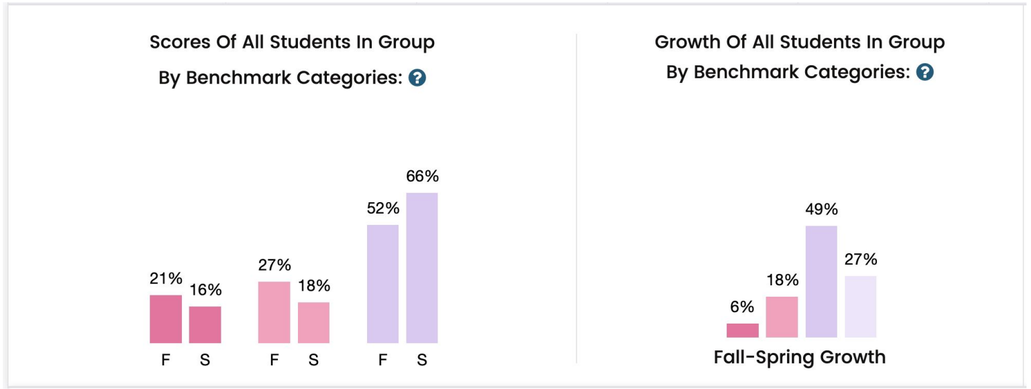


1st Grade earlyReading: Growth Data

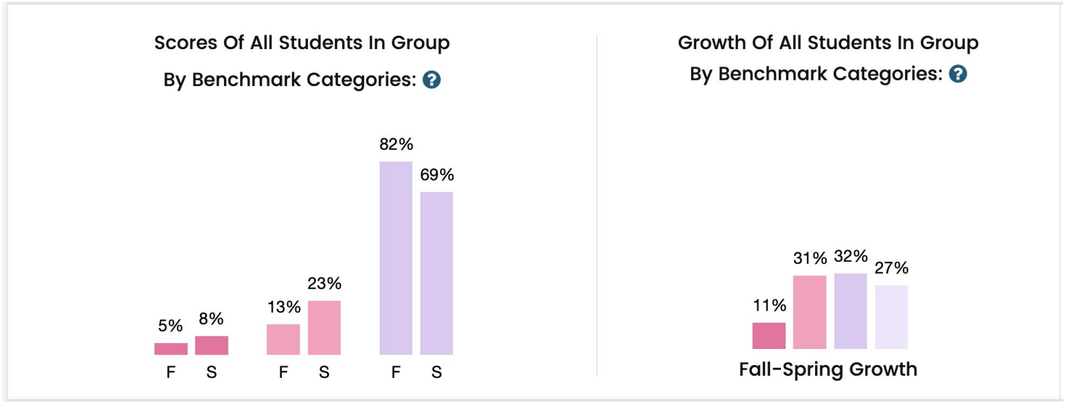
McAuliffe



Kennedy



Pinecrest



earlyReading Analysis:

- Districtwide we are seeing that 75% of students are in K/1 are making expected growth.

- Our earlyReading data indicates that our Tier 1 instructional programming of Heggerty and UFLI is having the desired impact.

- Our high risk and some risk cohort of students has decreased in kindergarten showing the positive impact of early intervention.

- Our proficiency and growth data is slightly lower in first grade. It is important to note the demand of the winter 1st grade assessment. This is the first time students are assessed on oral reading fluency with a connected text. We will continue to collaborate on how to best support students successfully through this increased demand.

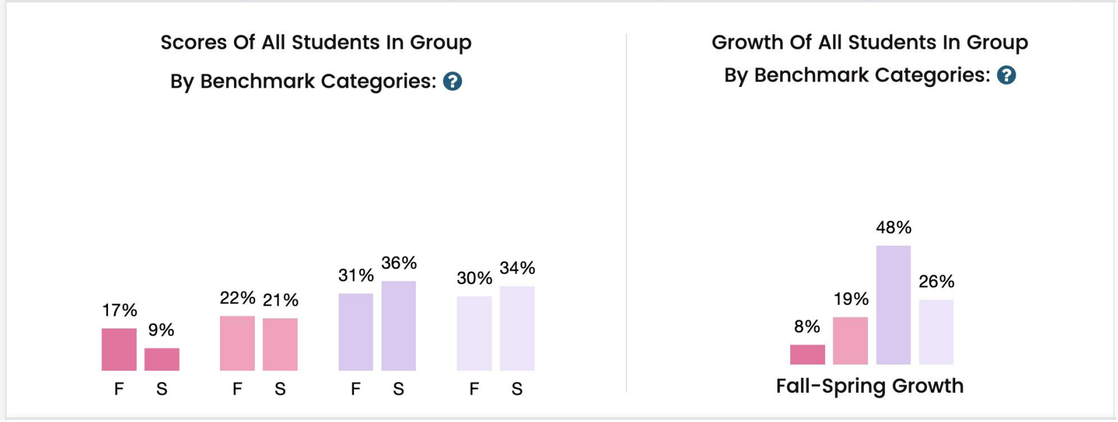
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Public Schools

aReading

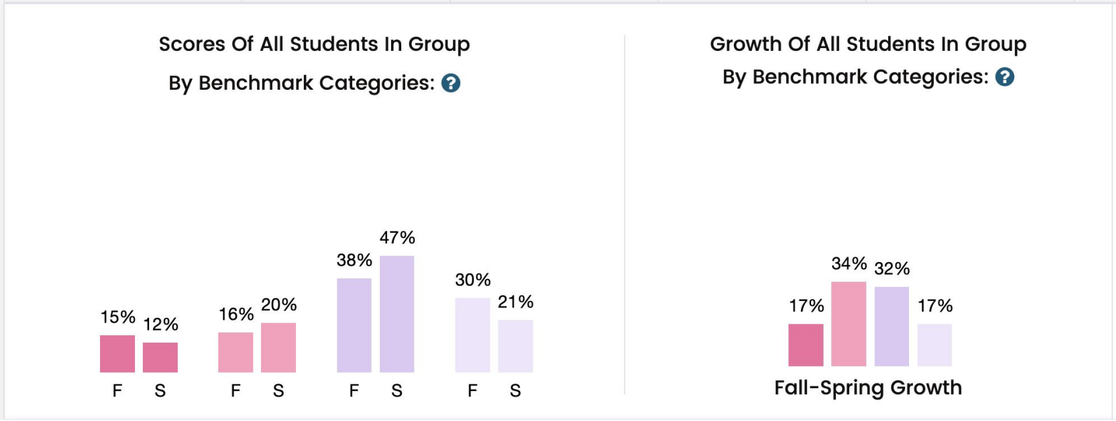
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2nd Grade:
Growth Data

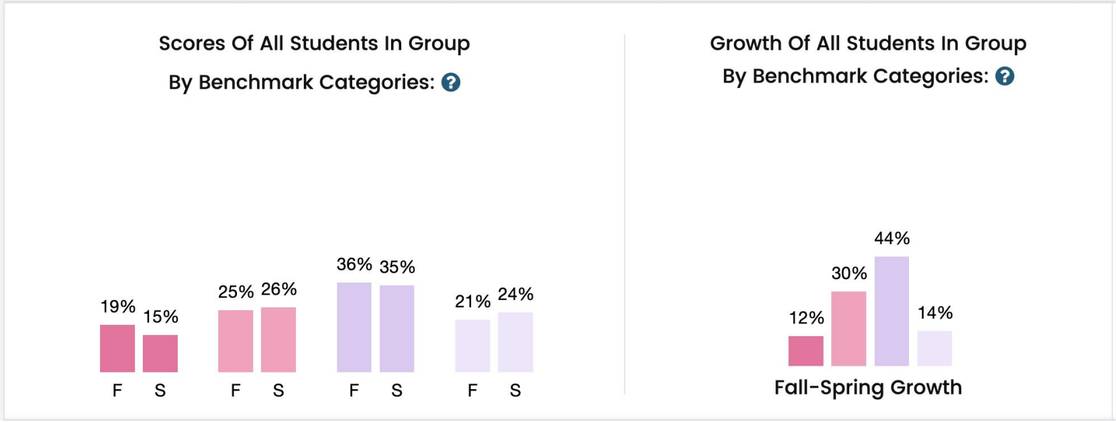
McAuliffe



Kennedy



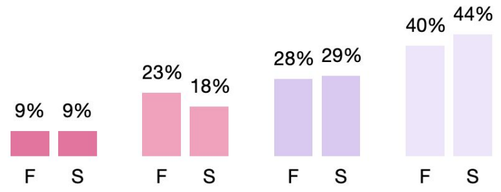
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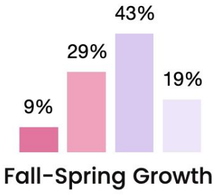
3rd Grade:
Growth Data

McAuliffe

Scores Of All Students In Group
By Benchmark Categories:

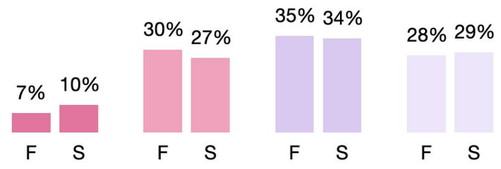


Growth Of All Students In Group
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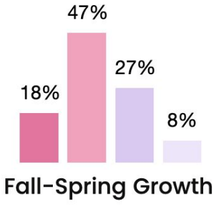


Kennedy

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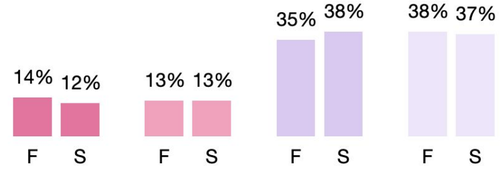


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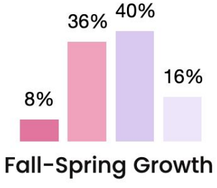


Pinecrest

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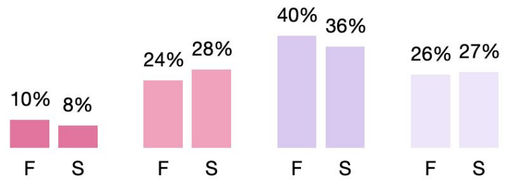
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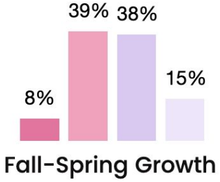
4th Grade:
Growth Data

McAuliffe

Scores Of All Students In Group By Benchmark Categories:

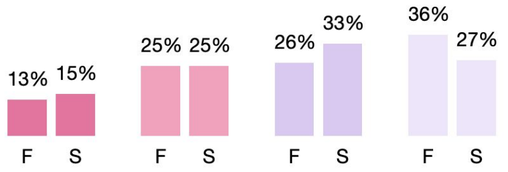


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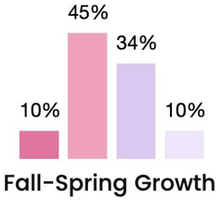


Kennedy

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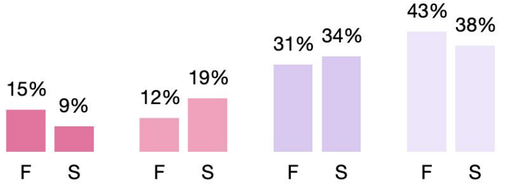


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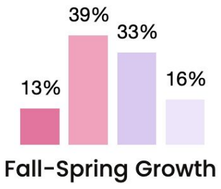


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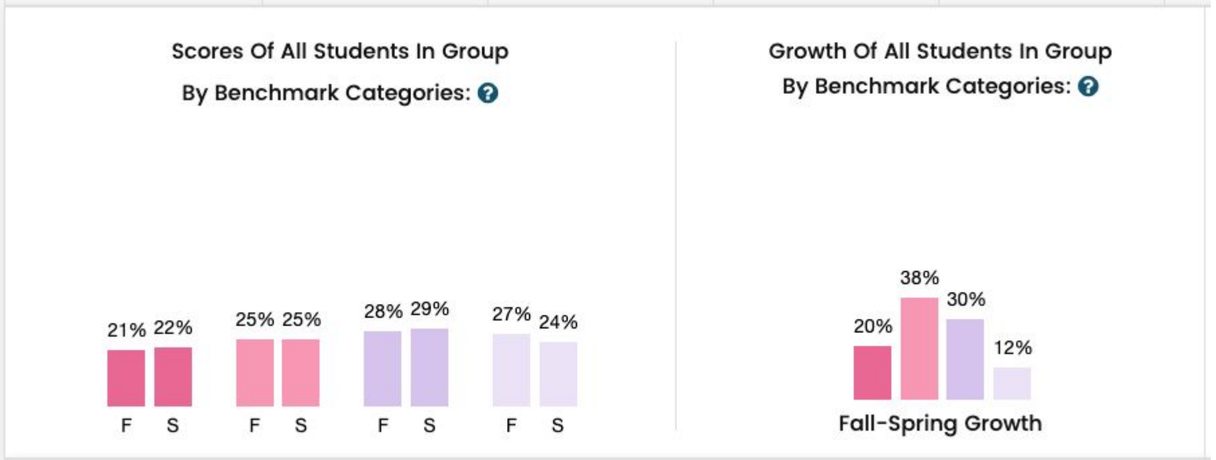
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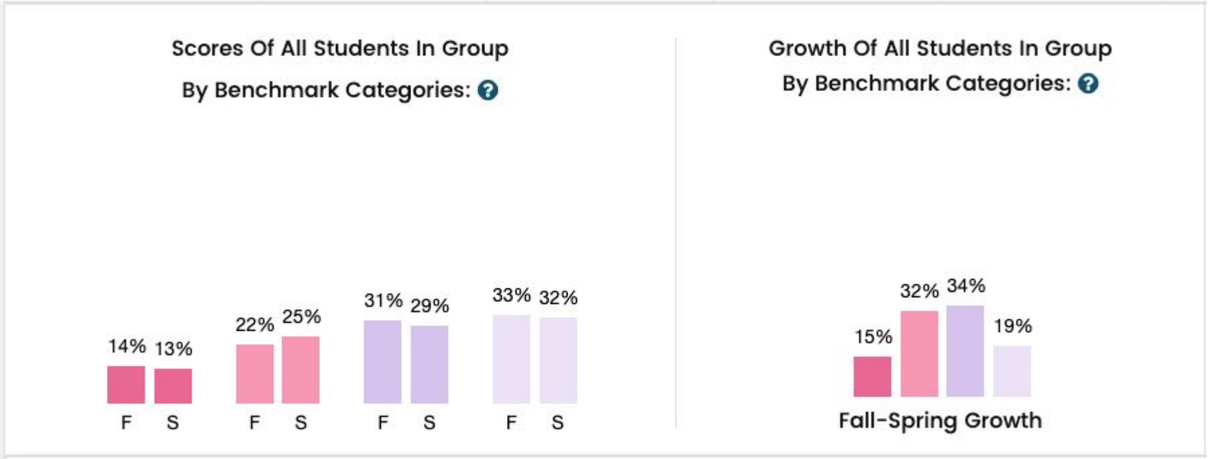
HMS: Data

**There is no growth data generated for this assessment.*

5th grade



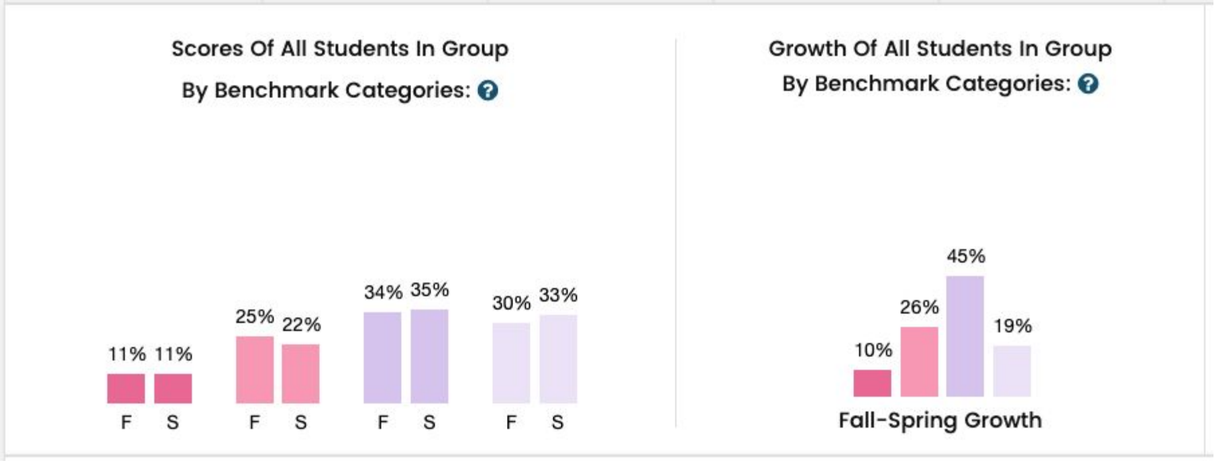
6th grade



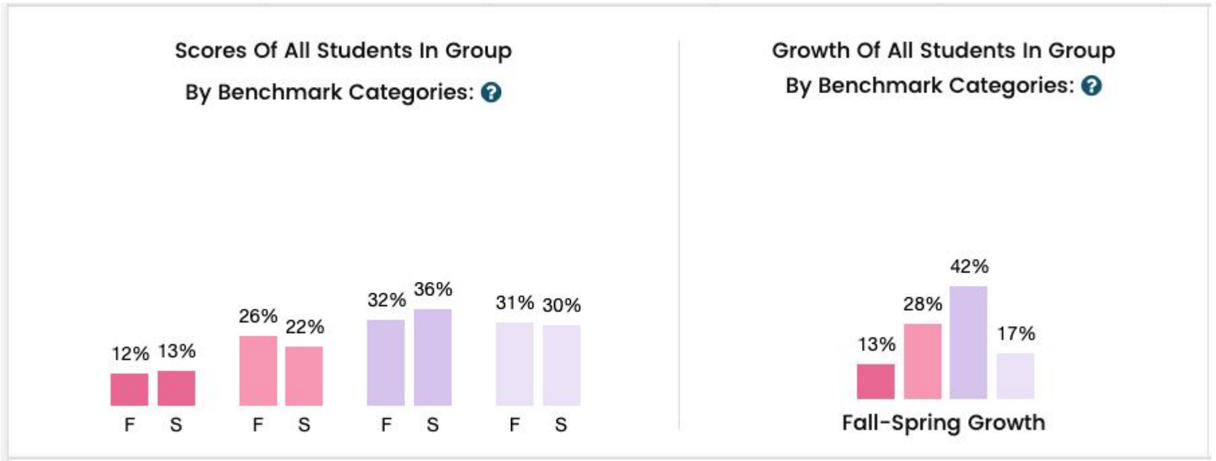
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7th grade



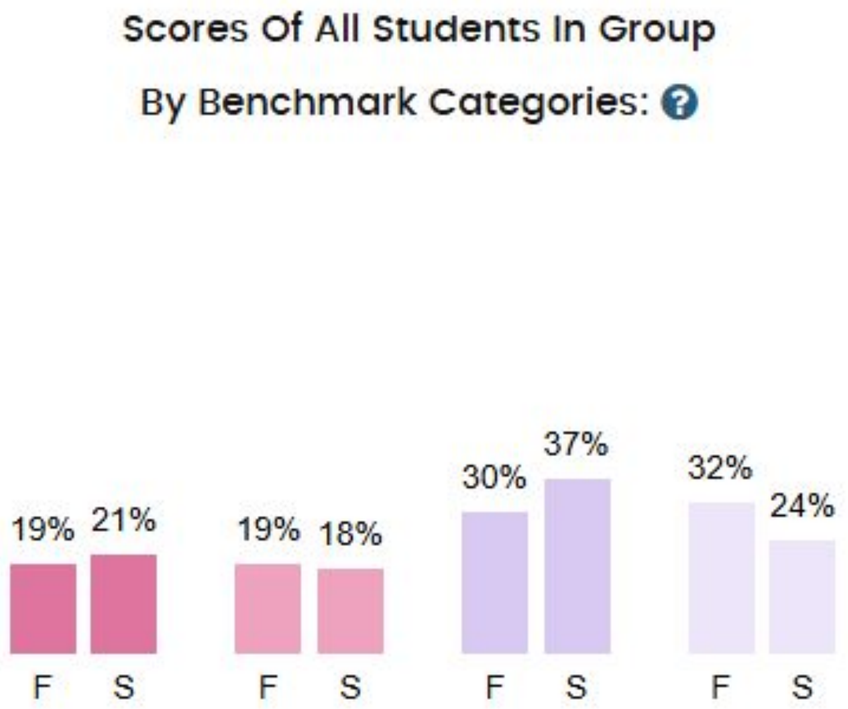
8th grade

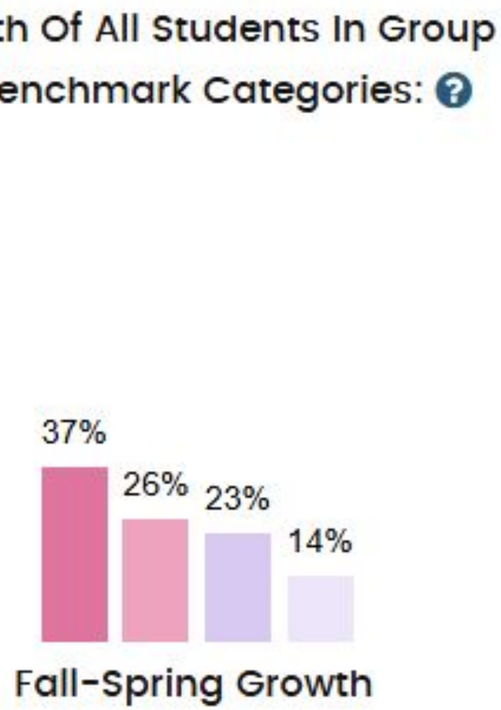


HHS Building:

Growth Data

Grade 9 only





aReading Analysis:

- Since kindergarten, our current 2nd and 3rd grade cohorts have demonstrated **strong longitudinal growth**, with an **average 20% increase** in the number of students performing **at or above grade level**.
- **63% of students in grades 2–4 and 47% of students in grades 5-8 are made typical or accelerated progress**, indicating that the majority of our learners are growing as expected or faster
  - Our **most intensive interventions are producing results**—students receiving targeted, intensive support are **showing accelerated growth**, reflecting effective use of our tiered systems.
- Currently, **68% of students in grades 2–4 and 63% of students in grades 5-8 are achieving at or above grade-level expectations**
- As our system continues to strengthen, we are **refining Tier 1 instructional practices** to ensure that students who are on grade level are also challenged to grow at an accelerated pace.
- Moving forward, we will **continue to leverage a strong, data-driven tiered instructional model** to both close gaps and push all students toward higher levels of achievement.

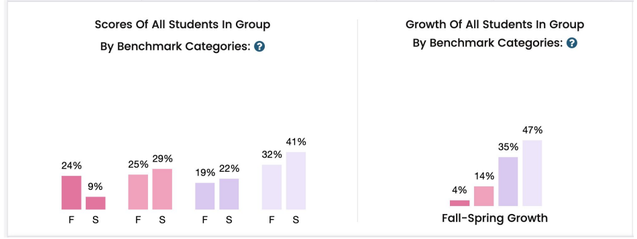
Hastings
Public Schools

CBMreading

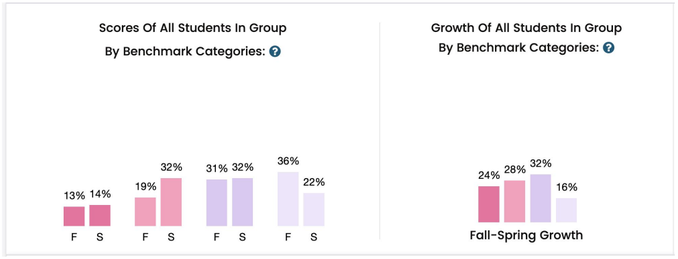
Students are the heart of all we do

2nd Grade:
Growth Data

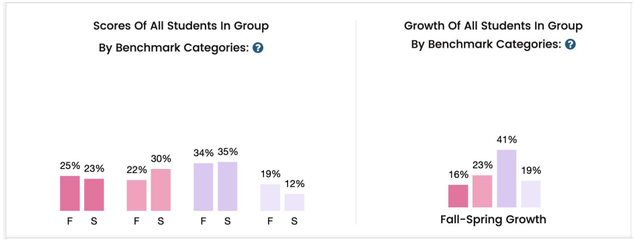
McAuliffe



Kennedy

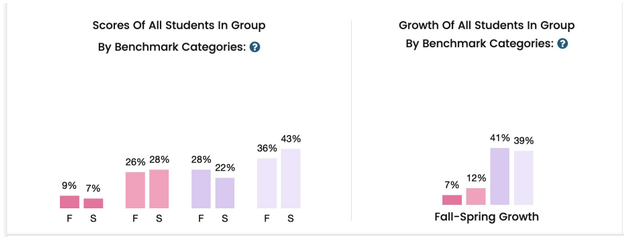


Pinecrest

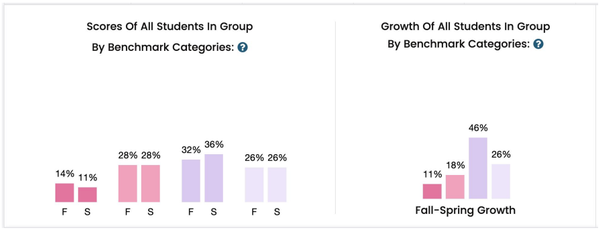


3rd Grade:
Growth Data

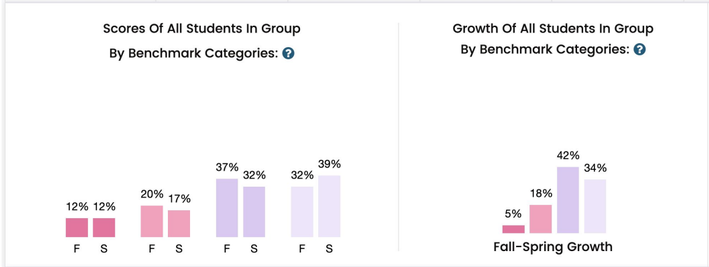
McAuliffe



Kennedy



Pinecrest



CBMreading Elementary Analysis:

- A deeper analysis of our CBM reading data demonstrates strong outcomes from our reading intervention programming, particularly for students at risk of not meeting grade-level benchmarks.
- Students receiving targeted intervention are showing meaningful growth and positive response to instruction.
- The data also signals an opportunity to increase the rigor and complexity of independent assignments for students performing at or above grade level.
- Our fluency homework initiative through Wit and Wisdom will continue to to reinforce this work.

Hastings
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AUTOreading

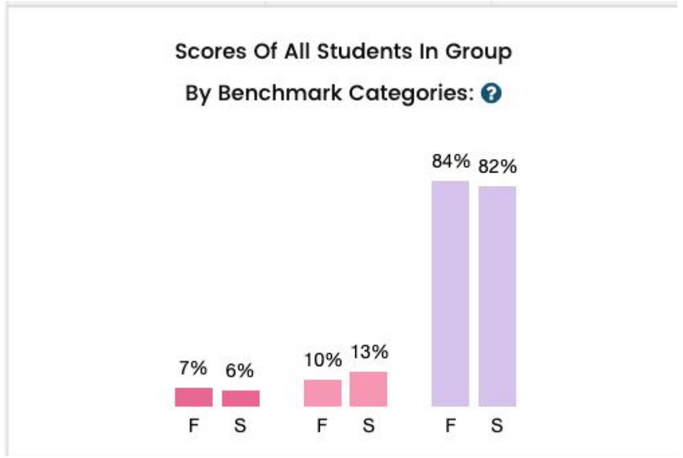
Students are the heart of all we do

4th Grade:

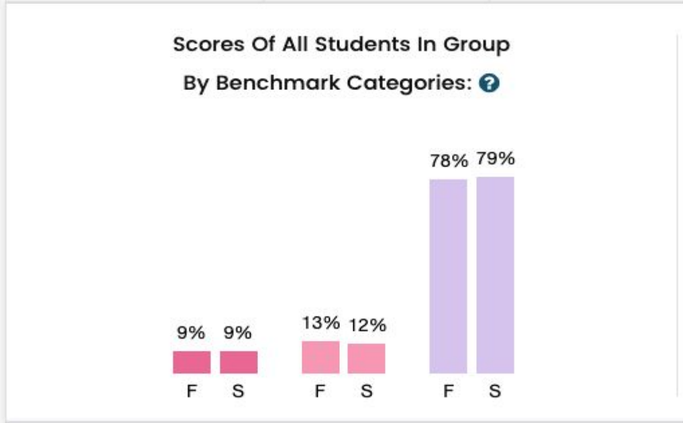
Data

**There is no growth data generated for this assessment.*

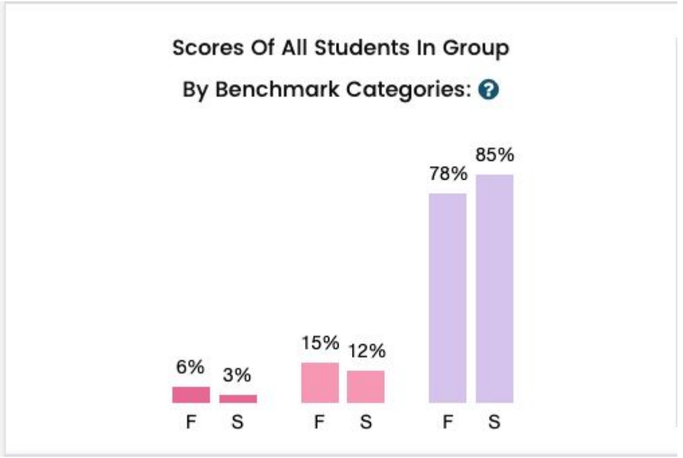
McAuliffe



Kennedy



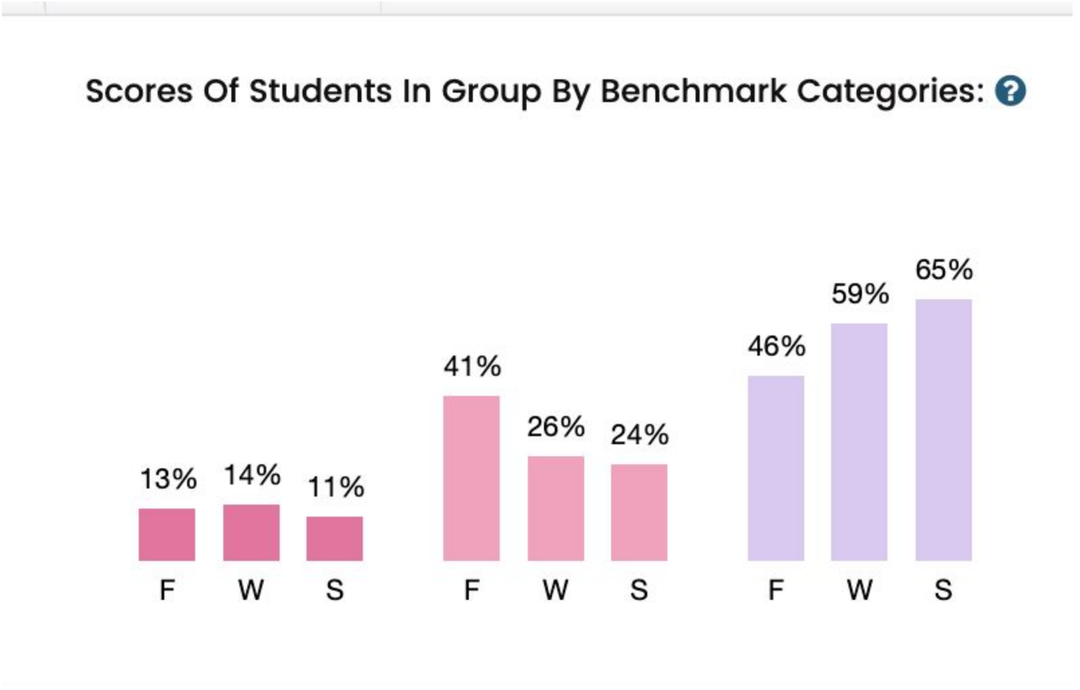
Pinecrest



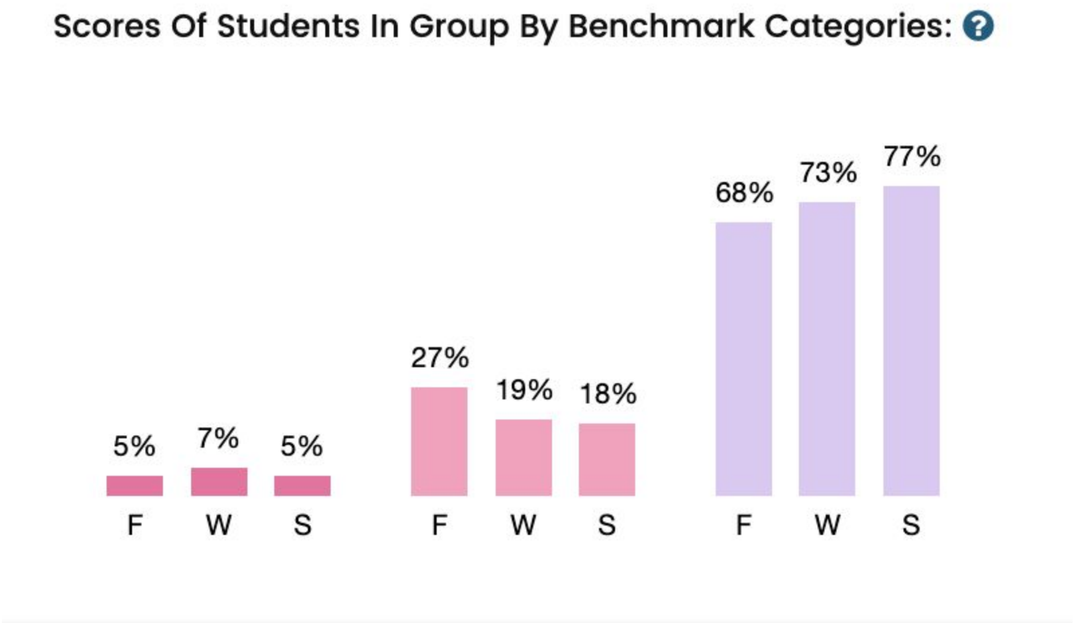
HMS: Data

**There is no growth data generated for this assessment.*

5th grade



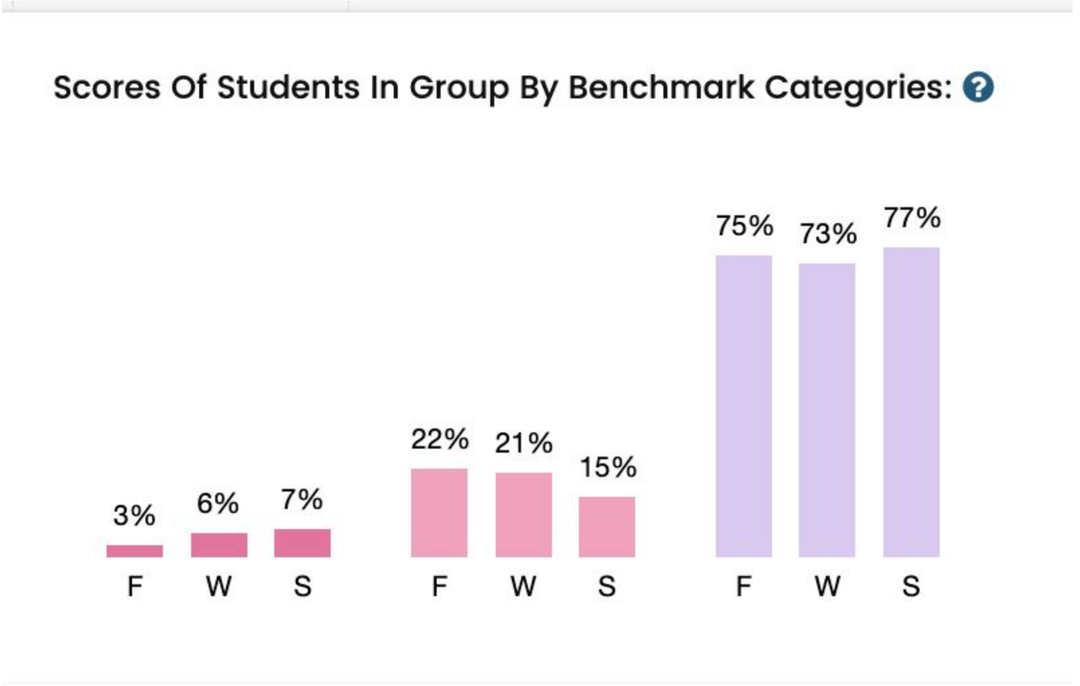
6th grade



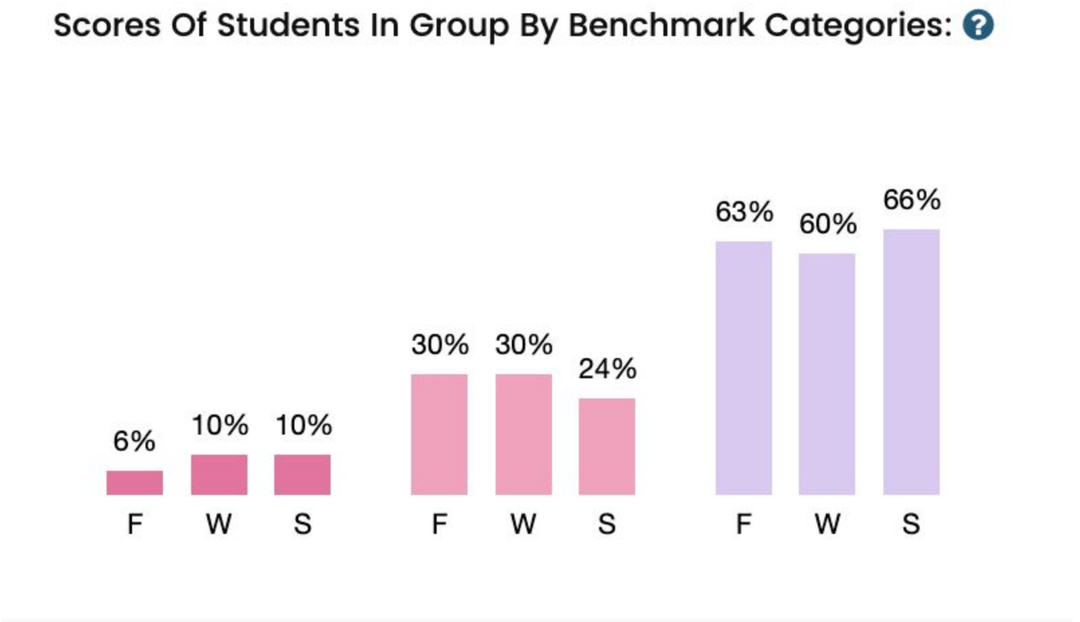
HMS: Data

**There is no growth data generated for this assessment.*

7th grade



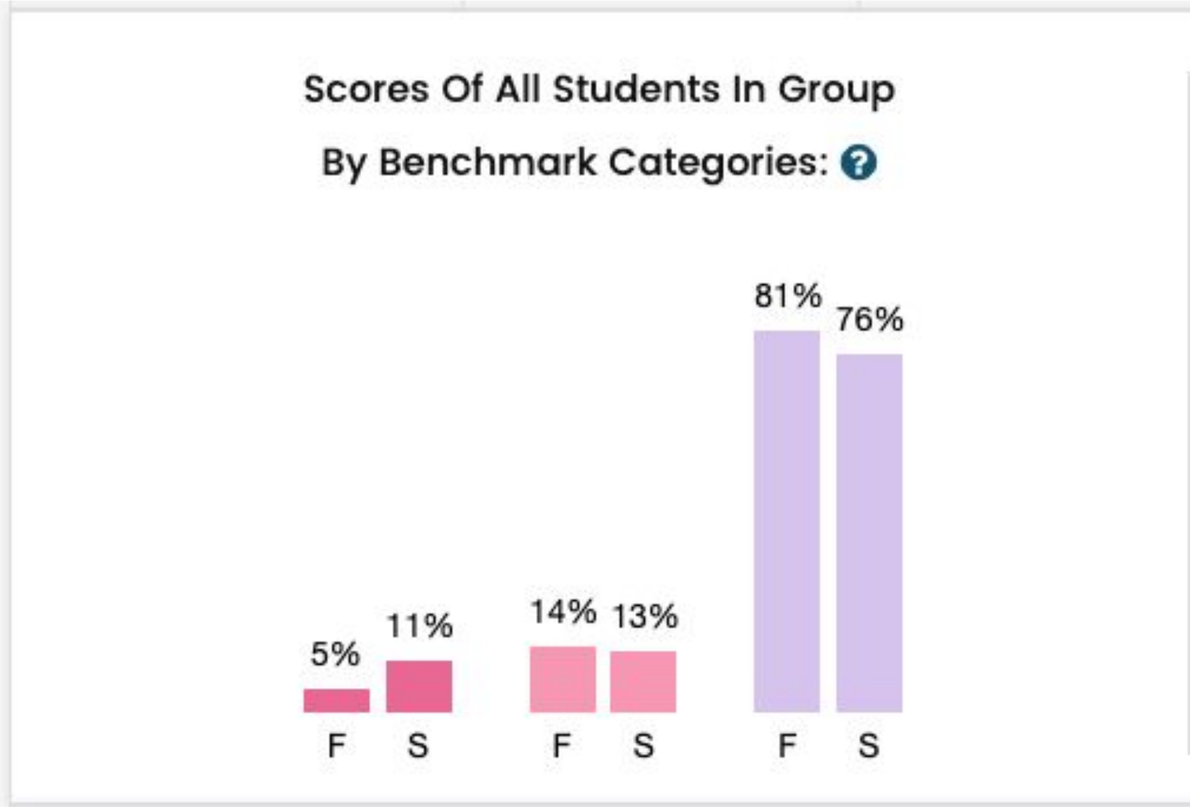
8th grade



HHS: Data
Fall only

**There is no growth data generated for this assessment.*

9th grade



AUTOreading Analysis:

- Currently, **82% of students in grades 2–4 and 72% of students in grades 5-8 are achieving at or above grade-level expectations.**
- Paired with aReading scores, we are continuing to use this data at secondary to identify students for intervention and the subtest scores to better identify students' reading needs.

Elementary:

- AUTOreading data indicates that students demonstrate a relative strength in encoding and decoding skills.
- This suggests that our Tier 1 phonics instruction, paired with intensive interventions, is producing the intended long-term impact.
- Morphology has emerged as a relative area of need across grade levels.
- To address this, we are piloting **Functional Morphology**, a well-vetted resource specifically designed to strengthen morphological awareness and word analysis skills.
- This targeted focus will help deepen vocabulary development and support continued growth in reading comprehension.

HMS Tier 3:
Reading Lab (Daily 20-minute intervention)

CBM reading screener fall → winter growth				
	Flat Growth	Modest Growth	Typical Growth	Aggressive Growth
Grade 5	4 students	2 students	5 students	6 students
Grade 6	4 students	2 students	4 students	5 students

Instructional shifts:

- Implementing UFLI phonics instruction, Functional Morphology
- Small group setting, intentional scheduling, intervention + MTSS + curriculum teaming

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MATH

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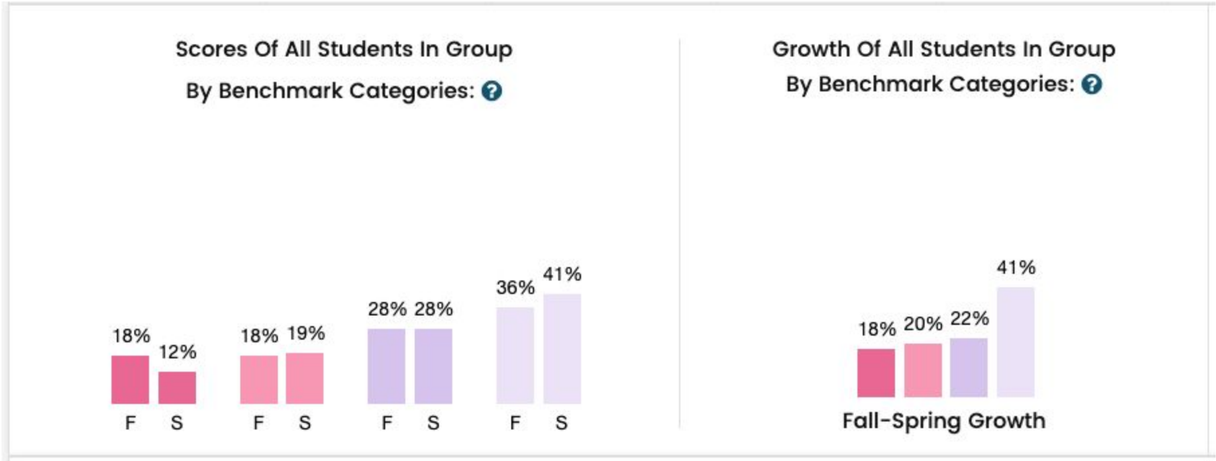
earlyMath:

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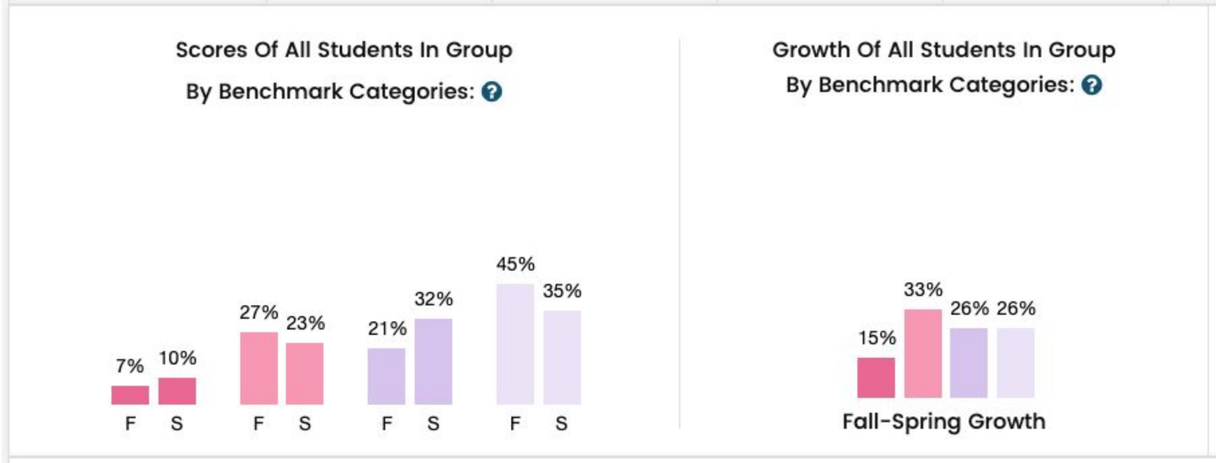
earlyMath Composites by Grade Level + Assessment Window			
	Fall	**Winter**	**Spring**
K	Matching Quantity Number Sequence Numeral Identification	Decomposing Numbers Number Sequence Numeral Identification	Decomposing Numbers Number Sequence Numeral Identification
1	Decomposing Numbers Number Sequence Numeral Identification	Decomposing Numbers Number Sequence Place Value	Decomposing Numbers Place Value Story Problems

2nd Grade:
Growth Data

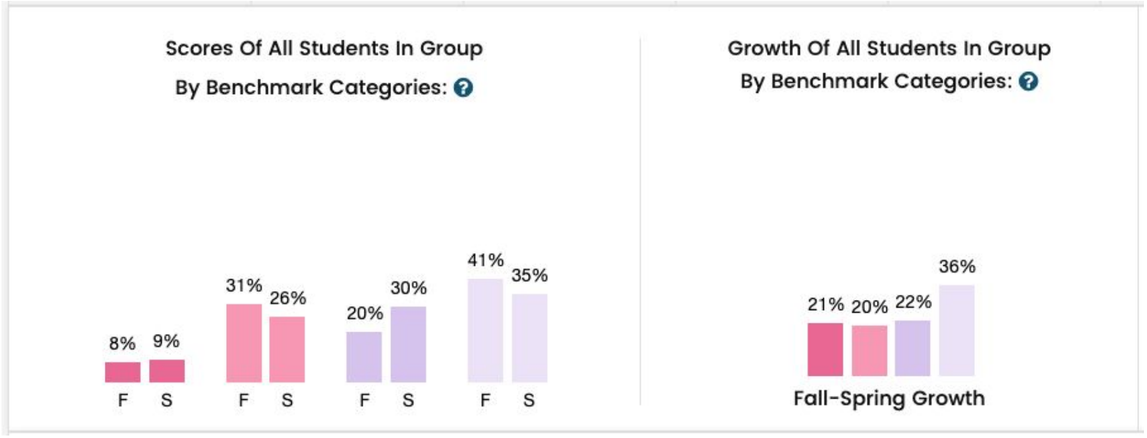
McAuliffe



Kennedy

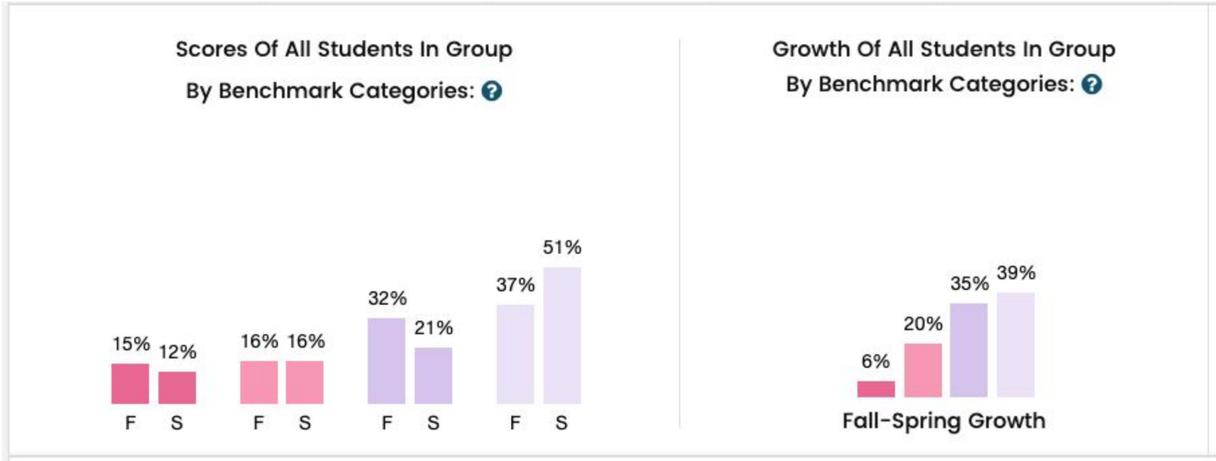


Pinecrest

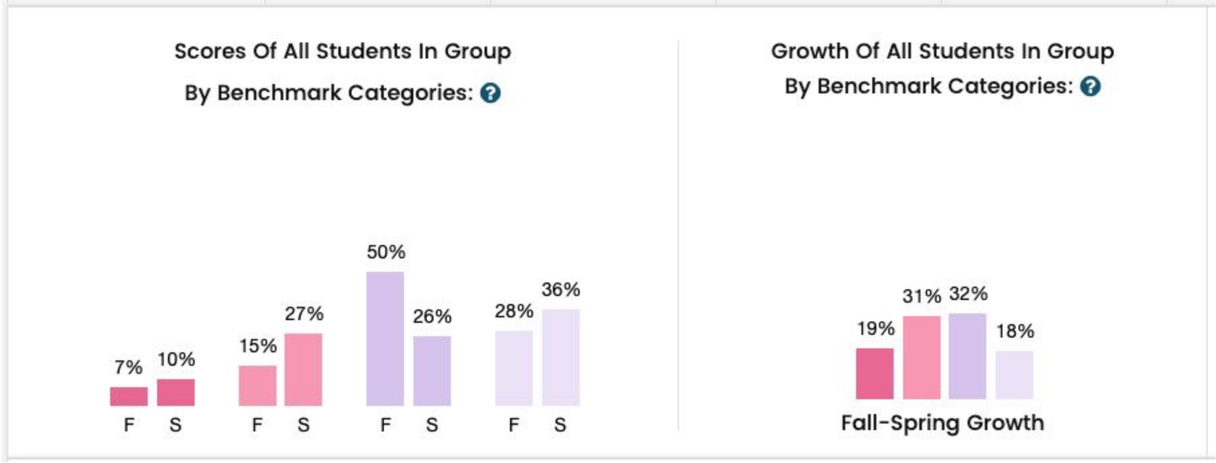


3rd Grade:
Growth Data

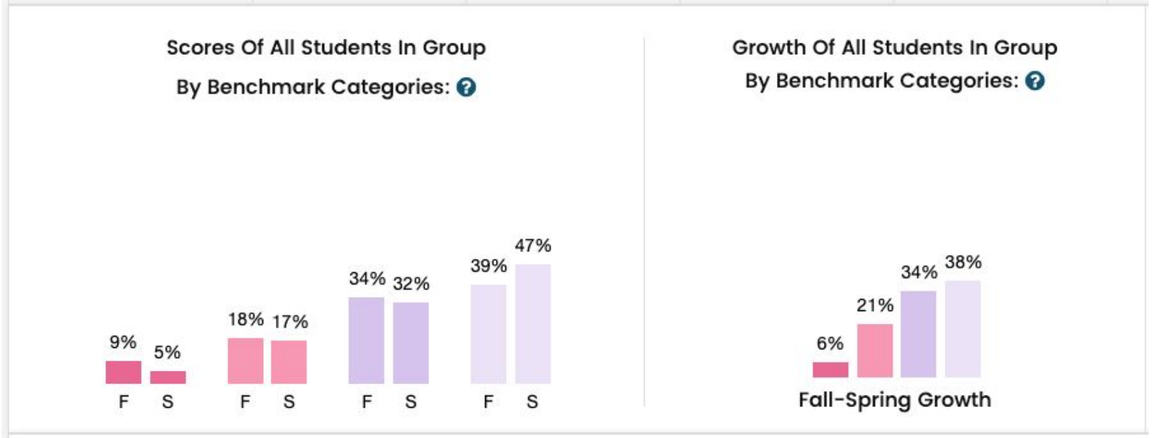
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Kennedy

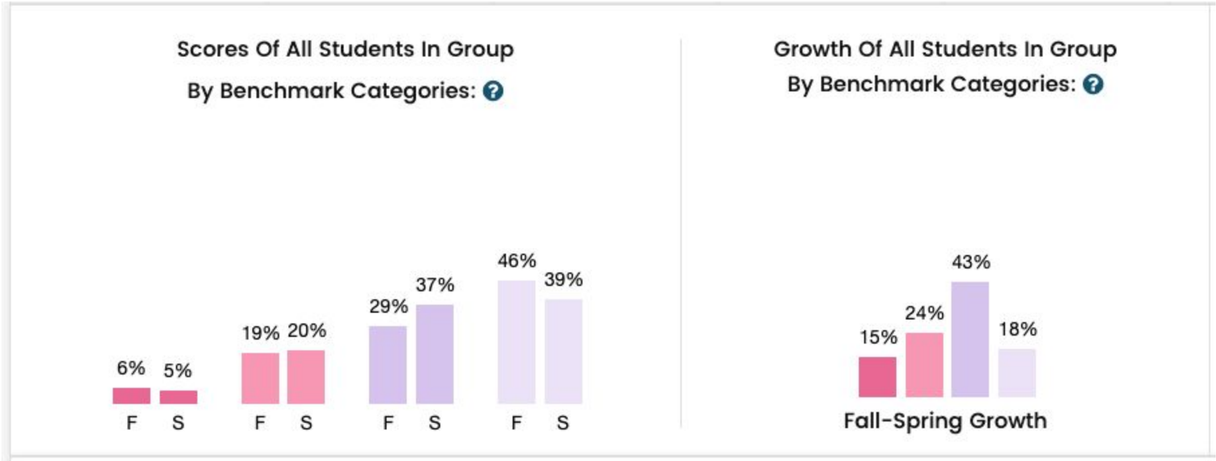


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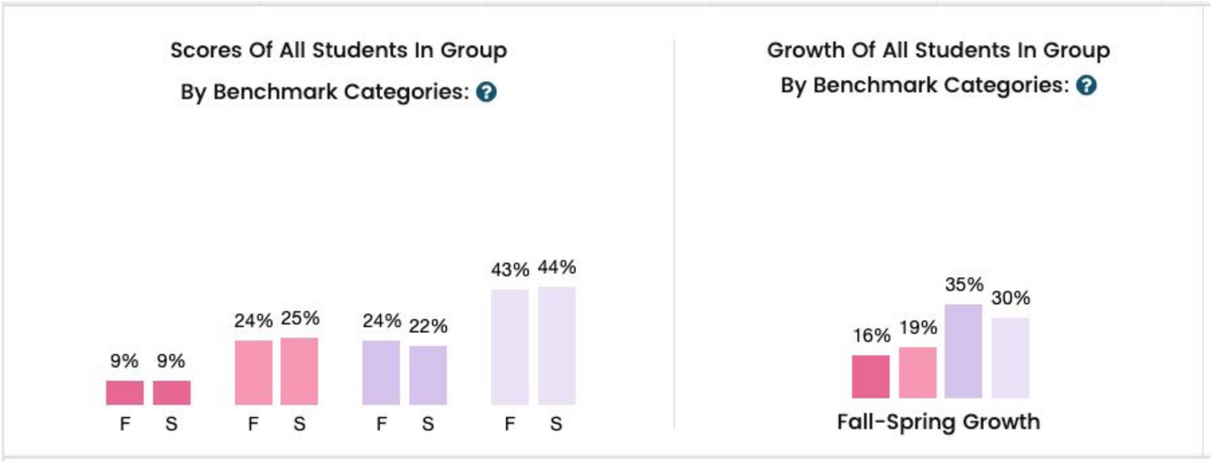


4th Grade:
Growth Data

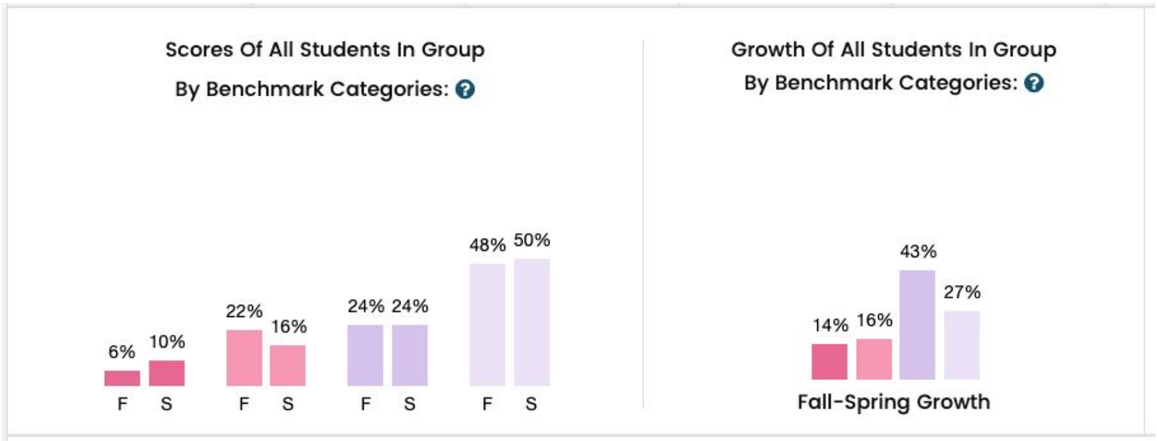
McAuliffe



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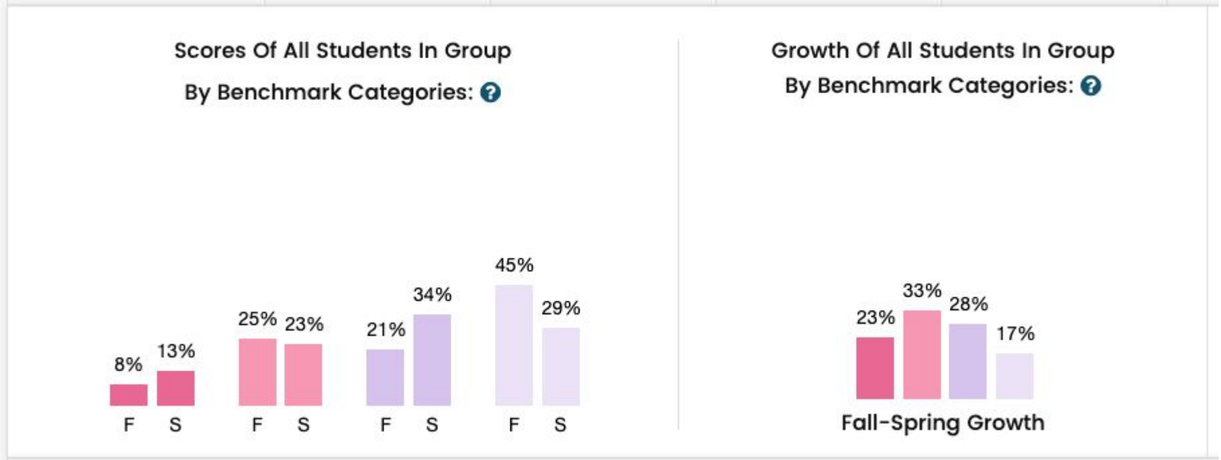
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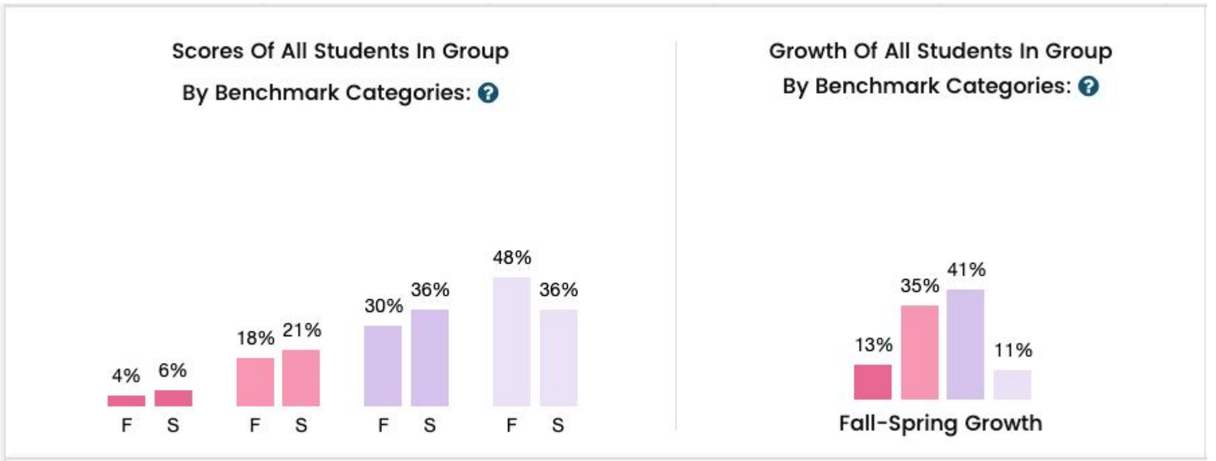
HMS: Data

**There is no growth data generated for this assessment.*

5th grade



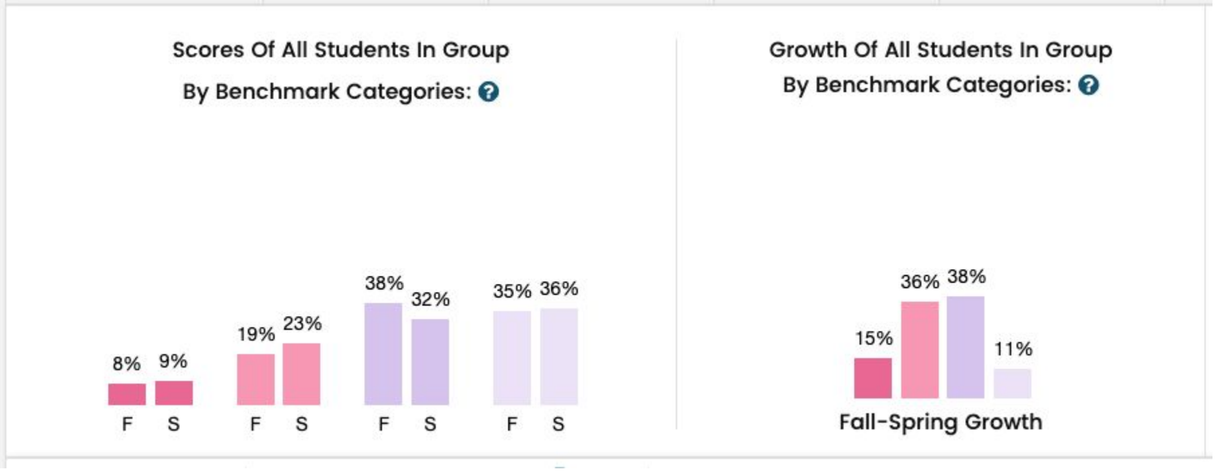
6th grade



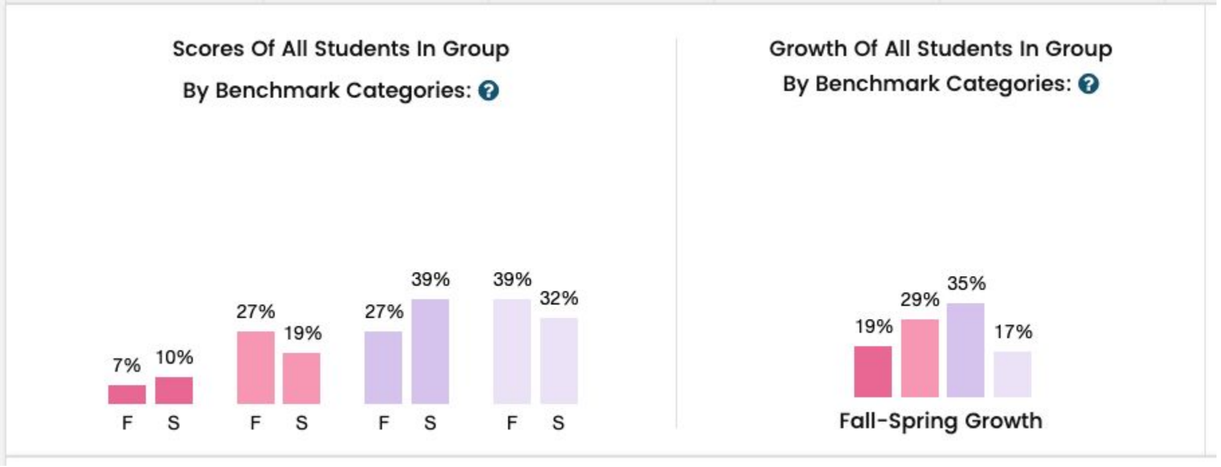
HMS: Data

**There is no growth data generated for this assessment.*

7th grade



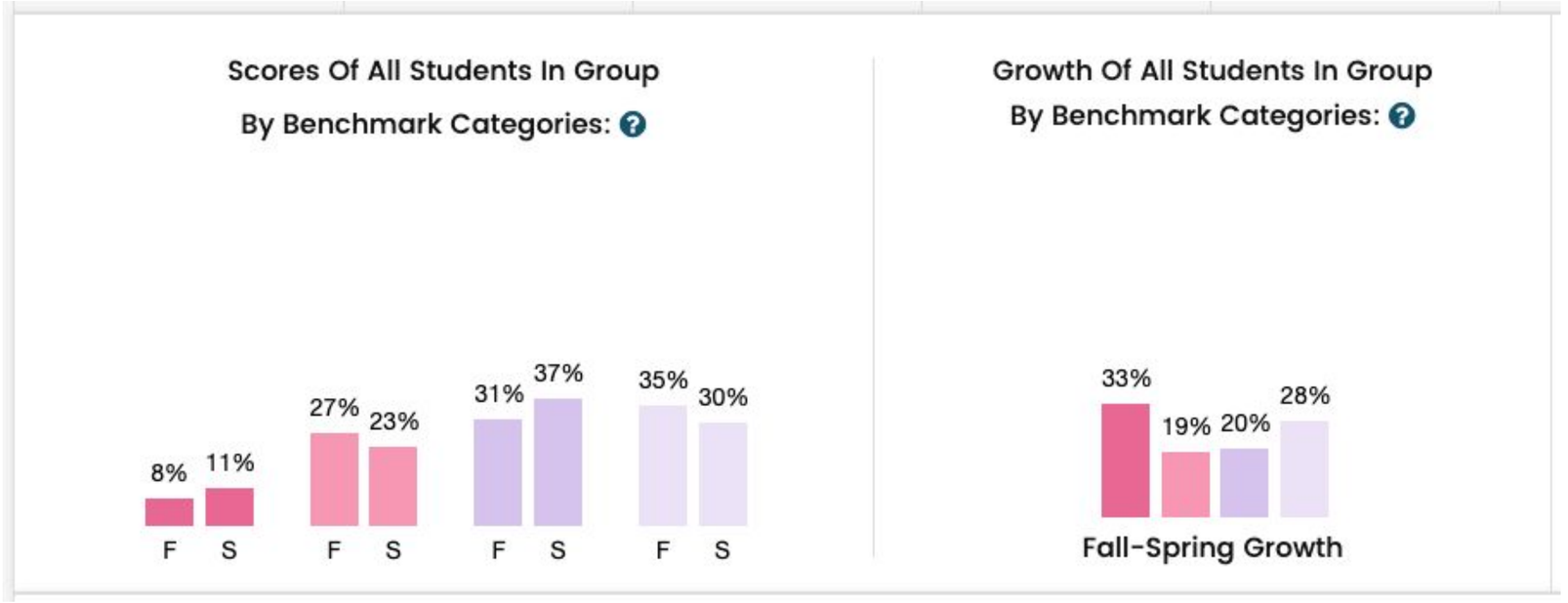
8th grade



HHS Building:

Growth Data

Grade 9 only



aMath: Grade 2-9

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- Assess a student broad reading ability including phonics, vocabulary, comprehension and morphology/
- Provides estimate of overall reading skills
- Computer adaptive test (CAT)
- Not timed
- Items start at student's grade level
  - 30 items total
- Adjusts to be easier or harder based on student response

Spring Longitudinal Math Data:

earlyMath + aMath

	K	1	2	3	4	5	6	7	8	9
21/22	NA	NA	52%	58%	60%					
22/23	NA	NA	55%	63%	54%					
23/24	NA	NA	51%	59%	62%	NA				
24/25	77%	79%	61%	64%	56%	68%	68%	70%	57%	
25/26	75%	79%	63%	72%	59%	66%	72%	68%	70%	67%

earlyMath + aMath Analysis:

- Currently **69% of students in grades 5-8 are achieving at or above grade-level expectations.**

- We are using this data to identify students in need of math intervention at HMS.

- **51% of students in grades 5-8 are making typical or accelerated progress**.

Elementary:

- 73% of K-4 students are achieving at or above grade level in mathematics.

- 64% of students are making typical or accelerated progress.

- This indicates that while our Tier 1 curriculum is having a positive impact it is important that we continue to revisit and refine our practices.
  - Bridges Work Places refresher

HMS Math Intervention Growth:

Percent of students in intervention making typical or aggressive growth

Math screener fall → spring aMath growth			
	Typical Growth	Aggressive Growth	**TOTAL**
5th grade	56%	11%	67%
6th grade	55%	9%	64%

Hastings
Public Schools

Curriculum Proposal
6th Grade Social Studies

June 17, 2026

Prepared by Andrew Hodges

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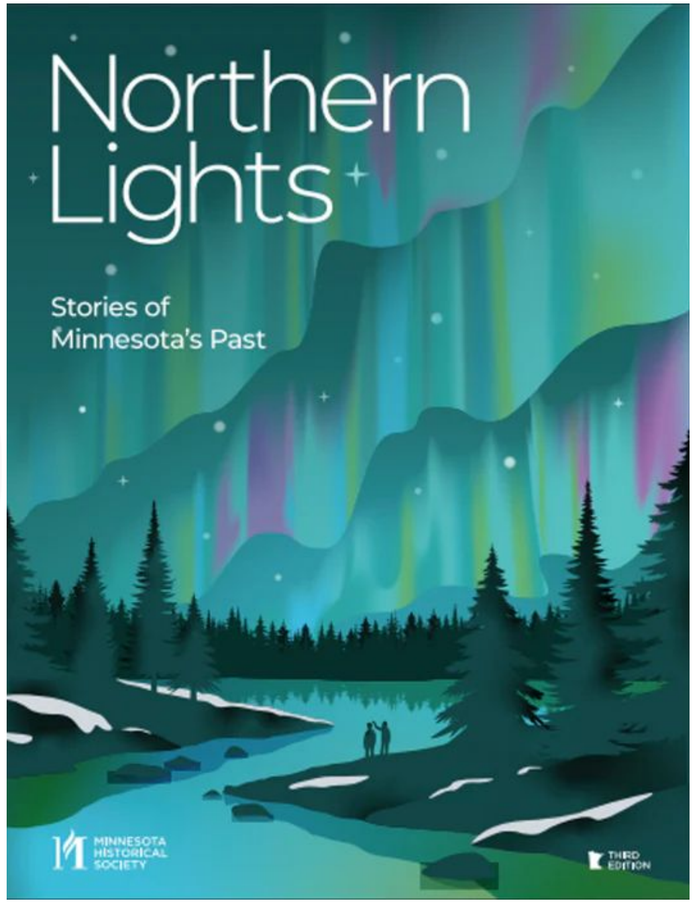
Curriculum to be Considered

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6th Grade Minnesota Studies

Current Curriculum: Northern Lights

Reason: Minnesota Historical Society updated from Second to Third Edition



6th Grade Minnesota Studies

01

Process

- 6th grade social studies teachers began to review the updated standards beginning in the 24-25 school year.

02

The Curriculum

- Northern Lights, created by the Minnesota Historical Society, has been the curriculum, and is vetted by content experts, historians, and teachers. Curriculum is in use at 90% of MN schools.
- The curriculum has been updated with the new standards.
- The new version has updated materials (see handout) and additional units have been added.

6th Grade Minnesota Studies

03

Feedback

- Both teachers prefer to move to the updated version.
- Curriculum would be taught through unit 15 (see summary sheet for Unit Overviews).
- Current purchase of the curriculum would move us to the updated online version at no additional cost.
- Cost would be in ordering 90 student textbooks.

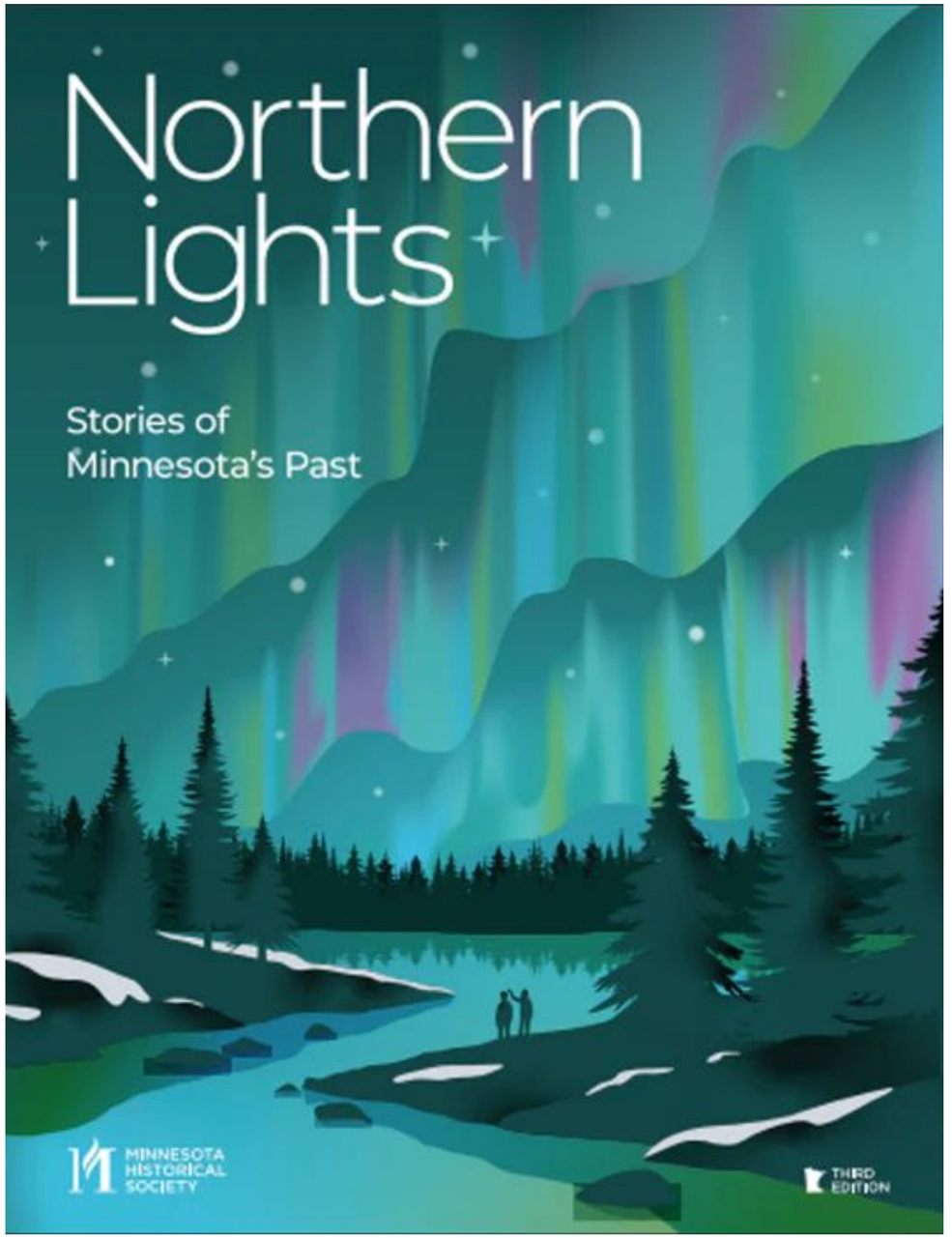
04

Recommendation

- It is recommended that Hastings Middle School 6th Grade adopt the updated version of Northern Lights beginning in the 2026-27 school year.

- Next Steps: Review materials provided. Recommendation vote at July regular meeting.

Questions?


Northern Lights
Stories of Minnesota's Past
MINNESOTA HISTORICAL SOCIETY
THIRD EDITION

Strand	Citizenship and Government																	
Benchmark	**6.1.1.1.** Analyze a state or local policy issue by identifying and examining opposing positions from diverse perspectives and frames of reference, interpreting and applying graphic data, determining conflicting values and beliefs, defending and justifying a position with evidence and developing strategies to persuade others to adopt this position.			**6.1.2.1.** Locate a democratic principle embodied in the Constitution of the State of Minnesota or in one of Minnesota's Tribal Nations' constitutions. Summarize the concept of federalism and describe the relationship between the powers of the federal and state governments.			**6.1.3.1.** Summarize the concept of citizenship in the United States, explain how individuals become citizens by birth or naturalization and compare and contrast the rights and responsibilities of citizens, noncitizens and dual citizens.			**6.1.4.1.** Identify the purpose of the Constitution of the State of Minnesota and explain how the Constitution of the State of Minnesota organizes state government and authorizes local government (county, city, school board and township). Compare and contrast the ways state and local government are funded.			**6.1.4.2.** Describe the goals, offenses, penalties, long-term consequences and privacy concerns of Minnesota's juvenile justice system and evaluate the impact on youth, including those from historically disenfranchised groups.			**6.1.6.1.** Explain the concept of sovereignty and how treaty rights are exercised by the Anishinaabe and Dakota today.		
	C	I	W	C	I	W	C	I	W	C	I	W	C	I	W	C	I	W
Chapter 1																		
Chapter 2																		
Chapter 3													X					
Chapter 4																X		X
Chapter 5																		
Chapter 6																X		X
Chapter 7				X	X	X				X		X				X		
Chapter 8																		
Chapter 9				X												X		
Chapter 10										X		X				X		
Chapter 11							X		X									
Chapter 12																		
Chapter 13	X		X		X													
Chapter 14				X			X									X		
Chapter 15																		
Chapter 16	X	X	X				X											
Chapter 17		X	X													X		X
Chapter 18		X	X										X		X	X		X

C = Chapter; I = Investigation; W = Workbook

* Coming Summer 2026

Northern Lights Third Edition* Connections to the 2021 6th Grade Minnesota Studies Benchmarks

DRAFT



Strand	Economics											
Benchmark	**6.2.9.1.** Describe various types of income. Explain the role that the development of human capital plays in determining one's income. Create a budget based on a given monthly income.			**6.2.11.1.** Describe the movement of goods and services, resources and money through markets at the community, national and global level.			**6.2.11.2.** Explain how people living in a community are impacted by government policies regarding land use. Investigate how communities are impacted when consumers have or do not have opportunities to work, shop, eat and connect with one another locally, helping the community build assets.			**6.2.12.1.** Explain why companies might move production to other states or countries.		
	C	I	W	C	I	W	C	I	W	C	I	W
Chapter 1												
Chapter 2												
Chapter 3												
Chapter 4												
Chapter 5	X		X	X						X		
Chapter 6							X					
Chapter 7			X				X					
Chapter 8												
Chapter 9							X		X			
Chapter 10	X						X		X			
Chapter 11										X		
Chapter 12		X	X	X		X						
Chapter 13												
Chapter 14				X								
Chapter 15							X		X			
Chapter 16												
Chapter 17							X			X		
Chapter 18							X					

C = Chapter; I = Investigation; W = Workbook

* Coming Summer 2026

Northern Lights Third Edition* Connections to the 2021 6th Grade Minnesota Studies Benchmarks

DRAFT

Strand	Geography														
Benchmark	**6.3.13.1.** Use geospatial technologies to create and interpret fixed and dynamic maps that represent Mni Sóta Makoce and Minnesota.			**6.3.13.2.** Use geographic tools to support a claim with evidence and explain reasoning to address a spatial problem within Minnesota.			**6.3.14.1.** Compare and contrast different places and regions on the land that is Minnesota today, including how power structures have impacted each one over time.			**6.3.15.1.** Explain how physical features and the location of resources affect settlement patterns, including those of Dakota and Anishinaabe peoples, and the growth of cities.			**6.3.16.1.** Evaluate how two (or more) different communities address the issues related to climate change in Minnesota.		
	C	I	W	C	I	W	C	I	W	C	I	W	C	I	W
Chapter 1															
Chapter 2	X	X	X										X		
Chapter 3	X		X							X		X			
Chapter 4	X		X	X		X				X		X			
Chapter 5							X	X	X						
Chapter 6	X		X												
Chapter 7															
Chapter 8															
Chapter 9	X		X				X		X						
Chapter 10										X		X			
Chapter 11										X		X			
Chapter 12							X								
Chapter 13	X		X	X		X	X		X						
Chapter 14															
Chapter 15	X		X							X		X			
Chapter 16															
Chapter 17							X	X	X				X		X
Chapter 18										X					

C = Chapter; I = Investigation; W = Workbook

* Coming Summer 2026

Northern Lights Third Edition* Connections to the 2021 6th Grade Minnesota Studies Benchmarks

DRAFT

Strand	History														
Benchmark	**6.4.18.1.** Describe how Dakota and Anishinaabe people today narrate their own history, including seasonal lifeways in the pre-contact period.			**6.4.18.2.** Describe the varied and diverse interactions of Indigenous people, European/ American traders and settler-colonists in the upper Mississippi River region. Examine how settler colonialism conflicted with Dakota and Anishinaabe ways of life.			**6.4.18.3.** Describe how people in Minnesota participated in the institution of slavery, abolition and the U.S. Civil War, identifying examples of change and continuity.			**6.4.18.4.** Analyze connections between major reform and political movements in Minnesota during the Progressive era and World War I, including the role of women.			**6.4.18.5.** Identify multiple narratives about how World War II and the Cold War impacted Minnesotans.		
	C	I	W	C	I	W	C	I	W	C	I	W	C	I	W
Chapter 1															
Chapter 2	X	X	X												
Chapter 3	X	X	X												
Chapter 4	X	X	X												
Chapter 5				X	X	X									
Chapter 6	X			X	X	X	X								
Chapter 7				X		X	X								
Chapter 8							X	X	X						
Chapter 9	X	X	X	X	X	X									
Chapter 10	X			X											
Chapter 11		X	X	X	X	X									
Chapter 12										X					
Chapter 13										X	X	X			
Chapter 14	X												X		X
Chapter 15	X												X	X	X
Chapter 16	X	X	X										X		
Chapter 17	X														
Chapter 18	X														

C = Chapter; I = Investigation; W = Workbook

* Coming Summer 2026

Northern Lights Third Edition* Connections to the 2021 6th Grade Minnesota Studies Benchmarks

DRAFT

Strand	History, continued														
Benchmark	**6.4.19.1.** Understand the diverse and conflicting ways that Dakota, Anishinaabe, European and American peoples understood their relationship to the land, particularly regarding property and ownership. Examine the consequences of these conflicting views on the environment over time.			**6.4.19.2.** Identify and describe diverse and conflicting points of view about treaty-making, including the unequal power dynamics that shaped the treaty-making process.			**6.4.19.3.** Examine conflicting narratives about the United States-Dakota War of 1862. Analyze the perspectives of settlers and Dakota people before, during and after the war. Identify the narratives that are absent.			**6.4.20.1.** Evaluate primary and secondary sources about the process by which Minnesota became a territory and state. Consider what perspectives and narratives are absent from the available sources.			**6.4.21.1.** Evaluate the impact of big business, industrialization, farming and/or technology on the use of natural resources within different communities in Minnesota. Organize applicable evidence into a coherent argument about the past.		
	C	I	W	C	I	W	C	I	W	C	I	W	C	I	W
Chapter 1															
Chapter 2															
Chapter 3	X														
Chapter 4	X														
Chapter 5															
Chapter 6	X	X	X	X	X	X				X					
Chapter 7	X			X						X	X	X			
Chapter 8															
Chapter 9	X			X			X	X	X						
Chapter 10	X			X			X						X		
Chapter 11													X		
Chapter 12													X	X	X
Chapter 13	X														
Chapter 14				X									X		
Chapter 15															
Chapter 16															
Chapter 17	X			X									X		
Chapter 18	X														

C = Chapter; I = Investigation; W = Workbook

* Coming Summer 2026

Strand	History, continued											
Benchmark	**6.4.21.2.** Construct a narrative about why and how people have migrated to Minnesota as a result of warfare and/or genocide since 1960, using primary sources about immigrant experiences.			**6.4.22.1.** Examine the historical relationship and memorialization of the U.S. Civil War and the U.S.-Dakota War of 1862 in Minnesota.			**6.4.22.2.** Examine the history and memory of migration and immigration in Minnesota during the late 19th and early 20th centuries, including the impact of immigration on Indigenous people.			**6.4.22.3.** Identify and describe how Minnesotans have fought for freedom and equality from the Civil Rights era until today.		
	C	I	W	C	I	W	C	I	W	C	I	W
Chapter 1												
Chapter 2												
Chapter 3												
Chapter 4												
Chapter 5												
Chapter 6												
Chapter 7												
Chapter 8				X	X	X						
Chapter 9				X		X						
Chapter 10							X	X	X			
Chapter 11							X	X	X			
Chapter 12							X	X	X			
Chapter 13							X					
Chapter 14							X					
Chapter 15		X	X									
Chapter 16	X									X	X	X
Chapter 17										X		X
Chapter 18	X		X							X		X

C = Chapter; I = Investigation; W = Workbook

* Coming Summer 2026

Northern Lights Third Edition* Connections to the 2021 6th Grade Minnesota Studies Benchmarks

DRAFT

Strand	Ethnic Studies														
Benchmark	**6.5.23.1.** Identify and explain how discrimination based on race, gender, economic, ableism and social group identity affects the history, health, growth and/or current experiences of residents of Minnesota.			**6.5.24.1.** Examine how and why the Minnesota landscape has been shaped by people.			**6.5.24.2.** Identify individuals, community organizations, businesses and corporations that make their community in Minnesota unique. Analyze how these groups do community building efforts, specifically by racialized and marginalized groups/ individuals in Minnesota.			**6.5.24.3.** Identify how the arts have been a part of strategies, activities and/ or engagement for social and political change.			**6.5.25.1.** Examine the impact of slavery and race in Minnesota today.		
	C	I	W	C	I	W	C	I	W	C	I	W	C	I	W
Chapter 1							X		X						
Chapter 2				X	X	X									
Chapter 3				X		X	X		X						
Chapter 4				X		X	X	X	X						
Chapter 5															
Chapter 6	X	X	X	X		X									
Chapter 7	X			X											
Chapter 8	X		X				X		X				X		X
Chapter 9	X		X	X									X		
Chapter 10				X		X									
Chapter 11	X	X	X	X	X	X									
Chapter 12	X			X		X		X	X						
Chapter 13	X	X	X	X		X	X			X					
Chapter 14	X						X								
Chapter 15	X	X	X	X		X	X		X				X		
Chapter 16	X	X	X				X			X	X	X	X		
Chapter 17	X			X	X	X	X			X		X	X		
Chapter 18	X			X		X	X	X	X						

C = Chapter; I = Investigation; W = Workbook

* Coming Summer 2026

The Third Edition of MNHS' *Northern Lights* Minnesota Studies curriculum is currently in development, with a forthcoming launch date in the summer of 2026, in preparation for the 2026-27 school year. Given the changes to the Minnesota K-12 Academic Standards for Social Studies in 2021, MNHS is revising the Northern Lights curriculum to address all required benchmarks for history, civics, geography, economics, and ethnic studies. For more information on the details and timeline of this project, please visit www3.mnhs.org/northern-lights-third-edition-updates.

This document provides a summary of the changes between the previous Revised Second Edition of the Northern Lights textbook (2013) and the upcoming Third Edition (2026). Each chapter features a small overview of the changes and a general percentage range that reflects the number of changes each section has undergone. The corresponding Investigation activities have also been included with their respective chapters.

UNIT 1	**CHAPTER 1**	
	WHAT STUDY MINNESOTA? - This chapter is slightly broader in comparison to the Revised Second Edition. It provides a more in-depth foundation on the historical inquiry process, including research and evidence. It familiarizes students with the five social studies disciplines as identified in the standards and their applications.	**0-25%**
	INVESTIGATION 1: THINKING LIKE A HISTORIAN - Students bring three primary sources that provide information about themselves and exchange them with a partner. The partner will practice analyzing them using the See-Think-Wonder strategy. Pairs will discuss whether their interpretations were accurate.	**0-25%**
	CHAPTER 2	
	EVIDENCE FROM THE PAST - This chapter includes various ancient Minnesota historical sites, rather than only the Jeffers Petroglyphs. Content from Northern Lights 2013 Edition's Chapter 2 investigation on archaeology has also been added to the main chapter content, strengthening the geographic scope and archeological coverage.	**0-25%**
	INVESTIGATION 2: A BISON BONE DISCOVERY - Students analyze the interactions between bison, Indigenous peoples, and the landscape pre-1100 CE by examining multiple kinds of evidence from the Itasca bison kill site.	**76-100%**
	CHAPTER 3	
	DAḴÓTA PEOPLE IN MNI SÓTA MAḴÓCE - This chapter is revised in partnership with MNHS Native American Initiatives to convey content from a Daḳóta perspective. Changes include a new section on Daḳóta oral traditions.	**0-25%**
	INVESTIGATION 3: KEEPING TIME - Students practice strategies to revise historical interpretations when new evidence is introduced by analyzing winter counts, a pictorial record of time kept by the Daḳóta communities.	**76-100%**
	CHAPTER 4	
	OJIBWE PEOPLE IN A NEW HOMELAND - The Ojibwe migration and movement section is rewritten to include more specific geographic locations and details. This chapter has also been revised in partnership with MNHS Native American Initiatives to convey content from an Ojibwe perspective.	**0-25%**
	INVESTIGATION 4: WHAT MY GRANDMOTHER TAUGHT ME - Students use oral history excerpts from Ojibwe elder Maude Kegg to practice analyzing a source for perspective.	**0-25%**

UNIT 2	**CHAPTER 5**	
	THE FUR TRADE - This chapter includes more narratives from Ojibwe individuals to improve the balance of featured perspectives. It provides a more holistic overview of the Fur Trade, including several sections on the Fur Trade that were previously included in Chapter 6 of the 2013 edition.	**51-75%**
	INVESTIGATION 5: ROLES OF THE FUR TRADE - Students analyze primary and secondary sources together to explain the roles of the fur trade and the power each role had to influence the trade. They annotate a historical image to interpret the interactions of these different types of power.	**76-100%**
	CHAPTER 6	
	TREATIES MADE, TREATIES BROKEN - The section on Fort Snelling (previously titled "A Place to Gather") is revised to encapsulate the complicated history of slavery and assimilation at the Fort. Additionally, the focus on Ojibwe treaties for land is expanded.	**26-50%**
	INVESTIGATION 6: IN THEIR OWN WORDS - Students analyze primary source quotes from people involved in treaty-making and create blackout poetry to synthesize and interpret diverse and conflicting points of view about treaty-making, including the unequal power dynamics that shaped the treaty-making process.	**0-25%**
	CHAPTER 7	
	A NEW STATE ON NATIVE HOMELANDS - This chapter includes clearer coverage of statehood and the Minnesota state constitution, aligning with the new civics and history benchmarks. The content on Federalism and systems of government is revised for the same purpose. The narratives and perspectives explored in this chapter explore the concept of settler-colonialism.	**26-50%**
	INVESTIGATION 7: WHO DECIDES? - Students analyze population data from Minnesota's territory and statehood to determine who could vote, who could not, who decided, and whose perspectives were absent. Using this evidence, students analyze the degree to which the democratic principle of voting rights is protected today.	**76-100%**

KEY:	0-25%	26-50%	51-75%	76-100%

The color-coding and ranges of percentage change provide an at-a-glance understanding of how different a chapter or investigation will be in the Third Edition as compared to the Revised Second Edition. The green color reflects the least amount of overall change. Red indicates the most change, potentially 100% new content.

UNIT 3	**CHAPTER 8**	
	THE CIVIL WAR - This chapter is modified to include a broader approach to US Civil War narratives. It includes more stories of Minnesota regiments, communities of color, and women to describe how Minnesotans participated in the institution of slavery, abolition, and the US Civil War.	**51-75%**
	INVESTIGATION 8: REMEMBERING THE BATTLE OF MISSIONARY RIDGE - Students analyze the painting of Missionary Ridge in the context of memorialization and make an argument about whether the painting is a secondary source or a memorial. The primary sources examined in this Investigation are the same as the previous edition's investigation, but the approach to students' analysis of the painting is revised to encourage higher-level thinking.	**26-50%**
	CHAPTER 9	
	US-DAḴÓTA WAR OF 1862 - This chapter has some minor changes to better focus students' attention on conflicting or absent perspectives in historical narratives. It includes content exploring the impact of the US-Daḳóta War on Ojibwe people in addition to the Daḳóta people. The section on tensions with the Daḳóta people leading up to the war is revised with guidance from MNHS Native American Initiatives.	**26-50%**
	INVESTIGATION 9: HUMANIZING A WAR (PREVIOUSLY TITLED: "UNTOLD STORIES OF THE US-DAḴÓTA WAR") - Students analyze the perspectives of settlers and Daḳóta people and identify their circumstances, choices and beliefs.	**26-50%**

UNIT 4	**CHAPTER 10**	
	A CHANGING LANDSCAPE - This chapter previously focused on agriculture but is supplemented with information on the development of small towns and changes to the landscape. The coverage on allotment and reservations is expanded.	**26-50%**
	INVESTIGATION 10: IMMIGRATION EXPERIENCES - Students use primary sources to analyze the motivations of people immigrating to Minnesota, the opportunities and obstacles they faced, and the impact of settler-colonialism and immigration on Indigenous people.	**76-100%**
	CHAPTER 11	
	IMMIGRANT COMMUNITIES IN GROWING CITIES - This chapter is a revised version of the 2013 Edition's Chapter 12, and it focuses more on people and communities. Additional narratives have been included to improve the diversity in perspectives.	**26-50%**
	INVESTIGATION 11: INDIAN BOARDING SCHOOL EXPERIENCES - Students examine the perspectives of two boys enrolled at Pipestone Indian Training School, the obstacles and opportunities they faced, and the impacts of their experience. Students interpret the long-term costs of the boarding school system on people and communities.	**76-100%**
	CHAPTER 12	
	FLOUR, LUMBER, AND IRON - This chapter is a revised version of the 2013 Edition's Chapter 11. It includes narratives from both industrialists and workers, and the impact of machines and technology has been included for each industry.	**0-25%**
	INVESTIGATION 12: MAKING ENDS MEET - Students use primary sources to analyze the wants and needs of an immigrant family and design a budget to prioritize the interpreted needs and wants.	**0-25%**

KEY: 0-25% | 26-50% | 51-75% | 76-100%

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UNIT 5	**CHAPTER 13**	
	THE COMMON GOOD? - This chapter combines the 2013 Edition's Ch. 13 and 14 and reflects the deprioritization of this time period in the state social studies standards. It focuses on "Progressive" initiatives and the impacts of war on Minnesotans. The boarding school content previously included is moved to the Chapter 11 Investigation.	**51-75%**
	INVESTIGATION 13: PROTECTING JUSTICE - Students investigate the failure of justice in the case of the Duluth lynchings, the role of racism, and how African Americans fought to defend their human rights. They reflect on ways human rights are protected in their communities and make a recommendation on how those rights could be better protected.	**76-100%**
	CHAPTER 14	
	BOOM, BUST, AND WAR - This chapter combines the 2013 Edition's Ch. 15 and 16 and reflects the combination of WWII and the Cold War into one benchmark in the state social studies standards. It provides multiple narratives from primary source quotes about how WWII and the Cold War impacted Minnesotans.	**51-75%**
	INVESTIGATION 14: VIRGINIA MAE HOPE: WORLD WAR II PILOT - Students investigate primary sources provided about Virginia May Hope and write an interpretation of the impact WWII had on her.	**0-25%**
	CHAPTER 15	
	SEEKING SECURITY AND COMFORT - This chapter is based on the 2013 Edition's Ch. 17. New sections on racial covenants and the construction of Highway 94 are included as case studies for students to analyze how decisions are made on federal, state, and local levels, and how people affected by those decisions respond.	**51-75%**
	INVESTIGATION 15: VOICES FROM THE VIETNAM WAR - Students learn how multiple perspectives are crucial to understanding history. This investigation shows six stories, but they are only six of the millions of stories that might be told. Students form an interpretation about how the war impacted people living in Minnesota today.	**0-25%**

UNIT 6	**CHAPTER 16**	
	TAKING A STAND - This chapter expands on the content from the 2013 Edition's Ch. 18. The focus of this chapter has been expanded to include information on the Gay Liberation and Chicano Rights movements. The coverage of women's involvement in these movements has also increased.	**51-75%**
	INVESTIGATION 16: SINGING OUT FOR SOCIAL CHANGE - Students analyze song lyrics and art objects to interpret how the arts are used for social and political change.	**26-50%**
	CHAPTER 17	
	GLOBAL CHANGES, LOCAL TRANSFORMATION - The 2013 Edition's Ch. 19 is reenvisioned to show how the forces of globalization have impacted local Minnesota communities, and how people have advocated for local ways to address global challenges.	**76-100%**
	INVESTIGATION 17: DEBATING THE BOUNDARY WATERS CANOE AREA - Students examine conflicting perspectives about the Wilderness Bill in the 1960s and 1970s, analyzing the policy issue and taking a position.	**76-100%**
	CHAPTER 18	
	BUILDING MINNESOTA'S COMMUNITIES - Case studies from the 2013 Edition's Ch. 20 are revised and updated with seven stories of community-building across the state. Stories feature individuals who contribute to, build, and connect with their local communities in a variety of ways.	**76-100%**
	INVESTIGATION 18: BUILDING YOUR COMMUNITY - Students examine case studies of different community organizations and the people who added value to their communities. They use these case studies to determine what value they can add to their own community.	**76-100%**

KEY: 0-25% | 26-50% | 51-75% | 76-100%

The color-coding and ranges of percentage change provide an at-a-glance understanding of how different a chapter or investigation will be in the Third Edition as compared to the Revised Second Edition. The green color reflects the least amount of overall change. Red indicates the most change, potentially 100% new content.

Providing Trusted
Health and Safety Solutions

RE: 2025-2026 Radon Testing
Kennedy | Pinecrest | Tilden

Dear School Board Members:

As part of the commitment for safety of our students and staff, Hastings Public Schools has completed radon testing at the following buildings during the 2025-2026 school year:

- Kennedy Elementary School
- Pinecrest Elementary School
- Tilden Community Center

Purpose of the Testing

Radon is a naturally occurring radioactive gas that can enter buildings through subsurface pathways. Long-term exposure to elevated concentrations is associated with an increased risk of lung cancer. Testing is the sole method for determining radon levels in a building. Although Minnesota does not require radon testing in schools, the Minnesota Department of Health (MDH) recommends testing every five years, and Hastings Public Schools voluntarily conducts this testing as part of the district's health and safety program.

Summary of Results

Following the completion of short-term radon testing in February 2026, three (3) locations at Kennedy Elementary School and two (2) locations at Pinecrest Elementary School tested above MDH's action level of 4 picocuries per liter (pCi/L). These locations are listed below:

- Kennedy Elementary School – Kitchen Office
- Kennedy Elementary School – Stage
- Kennedy Elementary School – Curriculum Center Classroom
- Pinecrest Elementary School – Gym Office
- Pinecrest Elementary School – Cot Room

In response, Hastings Public Schools conducted continuous radon monitoring in these locations. Results showed that radon concentrations are below MDH's action level during occupied hours in four (4) of these locations. The Curriculum Center Classroom at Kennedy Elementary had an average concentration above 4 pCi/L during occupied hours. To remediate, maintenance staff are adjusting the HVAC system to increase air flow and decrease radon concentrations in the room. The Curriculum Center Classroom will then be retested again during the heating season (November 1 to March 30), as recommended by MDH.

BROOKLYN PARK
9201 West Broadway, Ste. #600
Brooklyn Park, MN 55445
763-315-7900 / 800-233-9513

MANKATO
610 North Riverfront Drive
Mankato, MN 56001
507-345-8818 / 800-233-9513

ROCHESTER
210 Woodlake Drive SE
Rochester, MN 55904
507-281-6664 ' 800-233-9513

BRAINERD
601 NW 5th Street, Ste. #4
Brainerd, MN 56401
218-302-3787 / 800-233-9513

MARSHALL
1510 Stadium Drive, Ste. #2
Marshall, MN 56258
800-233-9513

VIRGINIA
5525 Emerald Avenue
Mountain Iron, MN 55768
218-302-3787 / 800-233-9513

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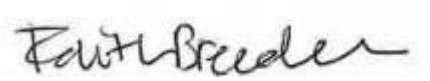
All measurements were performed by licensed Radon Measurement Professionals in accordance with MDH's *Guidance for Radon Testing in Minnesota Schools* (2024) and ANSI/AARST MA-MFLB 2023 Standard *'Protocol for Conducting Measurements of Radon and Radon Decay Products in Multifamily, Schools and Commercial and Multi-Use Buildings'*, the nationally recognized radon testing protocol required to be used for radon testing in Minnesota.

Buildings included in this round of testing are planned to be tested again in 5 years, as recommended by MDH. The remaining buildings in the district are planned to be tested during the 2026-2027 or 2027-2028 school year.

Final reports for both short-term and continuous radon monitoring are attached. Should you have any questions, please contact Scott Stockdale at sstockdale@isd200.org of Hastings Public Schools or Faith Breeden of IEA at faith.breeden@ieasafety.com.

Sincerely,

IEA, Inc.



Faith Breeden, ASP
EHS Account Manager

Enc.

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March 11, 2026

Providing Trusted
Health and Safety Solutions

Scott Stockdale
Hastings Public Schools
1000 11th Street West
Hastings, MN 55033

RE: Kennedy & Pinecrest Elementary and Tilden Community Center
2025-2026 Short-Term Radon Testing Results
IEA Project #202510984

Dear Mr. Stockdale:

The Institute for Environmental Assessment, Inc. (IEA) placed 172 Air Chek Pro Chek short-term radon test kits in 149 locations in the following buildings for the purpose of evaluating radon levels:

- Kennedy Elementary & Curriculum Center .....54 locations
- Pinecrest Elementary .....57 locations
- Tilden Community Center .....38 locations

The number of kits placed includes those used for quality control purposes. See Appendix A for Quality Control information.

The radon test kits were placed by the following Minnesota Department of Health (MDH) licensed Radon Measurement Professional(s):

Measurement Professional	License Number	Signature
Grant Gervais	RMEA-00627	
Sashya Wandmaker	RMEA-00470	

INTRODUCTION

Radon is a colorless, odorless, tasteless, radioactive gas that occurs naturally in soil, rocks, and underground water supplies and in the ambient air. According to the U.S. Environmental Protection Agency (EPA) and other scientific organizations, naturally occurring radon gas has been associated with an increased risk of developing lung cancer. The chances of developing lung cancer from radon exposure are dependent on several factors, including individual susceptibility and, perhaps more importantly, the dose and duration of exposure. Radon testing is highly recommended by the Minnesota Department of Health (MDH) and EPA.

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METHODOLOGY

IEA placed Air Chek Pro Chek short-term radon test kits in frequently-occupied areas in the buildings listed above at Hastings Public Schools, for the purpose of sampling for radon in accordance with the MDH's *Guidance for Radon Testing in Minnesota Schools* (2024) or successor and ANSI/AARST MA-MFLB *'Protocol for Conducting Measurements of Radon and Radon Decay Products in Multifamily, Schools and Commercial and Multi-Use Buildings'* (ANSI/AARST MA-MFLB 2023) or successor ANSI/AARST standards using the extended testing protocol.

A total of 172 radon test kits were placed from February 23-26, 2026, for a total short-term sampling period of 3 days. The radon test kits were analyzed by AirChek, Inc., MDH license #RL-00003, located at 1936 Butler Bridge Road, Mills River, NC 28759. The Analysis Methodologies are provided in Appendix A.

Air intakes and ventilation systems were operating in normal condition at the time of placement and retrieval. IEA was informed that the HVAC was on a normal operating schedule during the testing period.

IEA followed ANSI/AARST MA-MFLB 2023 or successor ANSI/AARST standards for quality assurance measurements by including duplicate kits, control kits (blanks), and spiked kits.

Client communications and commitments were delivered to the client and are located in Appendix C:
- Client Commitments, Advisories and Authorizations
- Facilitating Staff Commitments

Occupant notices were sent to the client for distribution on February 11, 2026.

EVALUATION CRITERIA

The MDH and the EPA have established a recommended action level for intended to be occupied areas of 4.0 picocuries per liter (pCi/L) for an annual average. Testing was conducted during typical days when the building is significantly occupied. The HVAC system was set on a normal occupied operating schedule. Testing was conducted during the heating season when the average outdoor temperature is less than 65°F, as recommended by the MDH, when the ventilation system was operating normally, and windows and doors were closed. Consequently, sampling under these "closed" conditions is when the radon risk is most likely to occur.

MDH recommends follow-up testing for sampling results that are above the action level. Please refer to the following table for MDH guidelines when the extended testing protocol is used:

RESULTS (pCi/L)	RECOMMENDED ACTION
LESS THAN 4	Re-test after changes to foundation or HVAC and every 5 years
GREATER THAN OR EQUAL TO 4	Conduct CRM short-term testing during winter months
LESS THAN 4 (DURING OCCUPANCY) AFTER CRM TESTING	Repeat CRM testing if not conducted during winter or if conducted during abnormal ventilation. Otherwise consider re-testing after changes to foundation or HVAC and every 5 years
GREATER THAN OR EQUAL TO 4 (DURING OCCUPANCY) AFTER CRM TESTING	Reduce radon in rooms to less than 4 through radon mitigation. Conduct CRM testing to verify radon reduction.

CRM: Continuous Radon Monitor

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RESULTS & DISCUSSION

The laboratory report and map of each building with sampling locations are provided in Appendix B. The following includes summary results for each building.

Kennedy Elementary & Curriculum Center

1175 Tyler Street, Hastings, MN 55033

A total of 62 test kits were placed in 54 locations at Kennedy Elementary and Curriculum Center.

The results indicated that radon levels for some locations tested in Kennedy Elementary and Curriculum Center were above the action level of 4 pCi/L. See Table 1 below for a summary of the results:

TABLE 1: KENNEDY ELEMENTARY AND CURRICULUM CENTER - RANGE OF RESULTS

	0.0 – 1.9 pCi/L	2.0 – 2.9 pCi/L	3.0 – 3.9 pCi/L	≥ 4 pCi/L
Number of Locations	24	23	4	3 [1]

[1] Kitchen Office, Stage, and Curriculum Center Classroom

pCi/L: picocuries per liter

Pinecrest Elementary

975 12th Street West, Hastings, MN 55033

A total of 66 test kits were placed in 57 locations at Pinecrest Elementary.

The results indicated that radon levels for some locations tested in Pinecrest Elementary were above the action level of 4 pCi/L. See Table 2 below for a summary of the results:

TABLE 2: PINECREST ELEMENTARY - RANGE OF RESULTS

	0.0 – 1.9 pCi/L	2.0 – 2.9 pCi/L	3.0 – 3.9 pCi/L	≥ 4 pCi/L
Number of Locations	40	12	3	2

[1] Gym Office and Cot Room

pCi/L: picocuries per liter

Tilden Community Center

310 River Street, Hastings, MN 55033

A total of 44 test kits were placed in 38 locations at Tilden Community Center.

The results indicated that radon levels for the locations tested in Tilden Community Center were below the action level of 4 pCi/L. See Table 3 below for a summary of the results:

TABLE 3: TILDEN COMMUNITY CENTER - RANGE OF RESULTS

	0.0 – 1.9 pCi/L	2.0 – 2.9 pCi/L	3.0 – 3.9 pCi/L	≥ 4 pCi/L
Number of Locations	34	4	0	0 [1]

[1] All below action level

pCi/L: picocuries per liter

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CONCLUSIONS AND RECOMMENDATIONS

It is recommended by ANSI/AARST MA-MFLB 2023 or successor ANSI/AARST standards to consider taking action and address results of radon concentrations greater than half the action level (2-3.9 pCi/L).

The radon levels in 5 sample locations were at or above the EPA action level of 4 pCi/L. The test data is not yet fully adequate to make decisions whether to mitigate. Follow-up testing should be conducted for all sampling results above the action level within 30 days. Guidelines 1-4 should also be considered if test results indicate radon concentrations between 2-4 pCi/L during the first round of testing. If radon levels continue to indicate concentrations between 2-4, guideline 5 should be considered:

1. If the initial test results are greater than or equal to 4 pCi/L, conduct Continuous Radon Monitoring during the winter months.
2. If the average radon levels from the CRM are below 4 pCi/L **during occupancy**, then consider re-testing after changes to the building foundation or HVAC system and every 5 years.
3. If the average radon levels from the CRM are at or above 4 pCi/L **during occupancy**, then the building HVAC system settings (e.g., start time, night set-back temperature) should be adjusted to allow for improved airflow (and thereby reduce radon infiltration into the building). Follow-up CRM or short-term testing should be conducted to verify radon reduction in each occupied room within the mitigated HVAC zone and at least one measurement in each adjoining sector served by a different HVAC system. The operation of HVAC system should continue under adjusted settings to keep radon levels within an acceptable range. Documentation should be kept with HVAC operation instructions for the head custodian and the Director of Facilities and Safety to ensure that settings are maintained in the future.
4. If the follow-up average radon levels from the CRM are still at or above 4 pCi/L **during occupancy** (after the HVAC adjustments have been made), then the district should contact a professional radon mitigation contractor for assistance. IEA recommends using a contractor with experience specific to school buildings.
5. Mitigation is not complete until post mitigation clearance testing provides evidence of the initial status of system effectiveness. Post-mitigation clearance testing should be conducted no sooner than 24 hours after a mitigation system is operational and within 30 days after installation of the systems. The clearance testing must include all ground-contact rooms and not less than 10% of rooms on each upper floor. The test should be repeated as soon as possible, or within one year under conditions that reasonably represent:
    - Average building operating conditions exist that are normally present during the greatest amount of significantly occupied time.
    - Building operating conditions exist that are most likely to characterize a radon hazard.

The EPA has established recommended guidelines for permissible radon concentrations. The following are general recommendations for frequently occupied areas:

- The building should be retested at least every 5 years and in conjunction with any sale of the building.
- Ground contact rooms that were not tested because they were not occupied, should be tested if they become occupied in the future.

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In addition, retesting should be conducted when any of the following circumstances occur:

- A new addition is constructed, or a significant renovation occurs.
- Heating or cooling systems are significantly altered, resulting in changes to air pressures or distribution.
- Ventilation is significantly altered by extensive weatherization, changes to mechanical systems, or comparable procedures.
- Significant openings to soil occur due to:
  - Ground water or slab surface water control systems (e.g., sumps, perimeter drain tile, shower/tub retrofits, etc.)
  - Natural settlement causing major cracks to develop
  - Earthquakes, construction blasting, or formation of sink holes nearby
  - A mitigation system is altered, modified, or repaired
- Rooms should be retested during the winter heating season (i.e., under "closed" conditions) which is typically "worst case" conditions.

Per Minnesota Statutes, section 123B.571, school districts are required to report radon test results at a school board meeting and report results to the MDH. IEA is able to assist with presenting results to the school board, and the MDH reporting. The MDH 'School Radon Testing Form' is located in Appendix E.

For more information regarding radon, see the EPA's A Citizen's Guide to Radon at http://www.epa.gov/radon. MDH can be contacted at health.indoorair@state.mn.us or 651-201-4601.

GENERAL COMMENTS

The analysis and opinions expressed in this report are based upon data obtained from radon sampling client-wide and are representative of the locations and time period sampled. This report does not reflect variations in conditions that may occur across the site, property, or facility. Actual conditions may vary and may not become evident without further assessment. The chain of custody for test devices is available upon request. It is the client's responsibility to identify and comply with local statutes regarding obligations that may exist for disclosing test results to occupants and affected third parties.

The report is prepared for the exclusive use of our client for specific application to the project discussed and has been prepared in accordance with generally accepted environmental, health and safety practices. Other than as provided in the preceding sentence and in our Proposal #13225 dated July 31, 2025, regarding radon sampling services at the client's locations, including the General Conditions attached thereto, no warranties are extended or made.

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Should you require additional radon testing or have any questions regarding radon or any other environmental, health, or safety-related concerns, please do not hesitate to contact our office.

Sincerely,

IEA, Inc.



Faith Breeden, ASP
EHS Account Manager

Reviewed by:



Emma Squires-Sperling
Laboratory Director

FB/wb 031126

Enc.

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Appendix A

Analysis Methodology and
Quality Control Measurements

Analysis Methodology

IEA placed Air Chek, Inc. Pro Chek activated charcoal radon test kits designed specifically for the detection of gamma emissions caused by the decay of Radon-222 and its daughter products. The kit is made of a padded envelope which contains activated charcoal. Upon pick-up, the kit is sealed with vinyl tape after 72 to 96 hours of indoor exposure. Individual kits are uniquely identified with a number and corresponding bar code.

Upon receipt at the analytical laboratory, the kits are logged in using the unique numbers assigned to each kit. The kits are placed on a gamma detector to count the gamma emissions from the decay of radon adsorbed by the charcoal. A calibration factor determined in part by the exposure time and decay time is used to calculate the radon concentration. A correction factor is also applied for weight gain from any moisture absorbed by the charcoal during the sampling period.

Any unusual conditions are noted on the processing form and shown on the exposure report.

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MDH and ANSI/AARST MA-MFLB Quality Control Measurements

IEA followed ANSI/AARST MA-MFLB 2023 or successor ANSI/AARST standards and MDH recommendations for quality assurance measurements to ensure the accuracy of test results. Quality assurance measurements include side-by-side test kits (duplicates) and unexposed control test kits (blanks).

Duplicates are pairs of test kits placed 4-8 inches apart for the same test period. Duplicates are stored, placed, retrieved, and shipped to the laboratory for analysis in the same manner as the other test kits so that the laboratory cannot distinguish them. Since duplicates are placed side-by-side, the measured values for radon should be the same. In an environment with a radon concentration between 2 and 4 pCi/L, the average of all duplicates' relative percent difference (RPD) should not exceed 25%. In an environment with a radon concentration greater than or equal to 4 pCi/L, the average of all duplicates' relative percent difference (RPD) should not exceed 14%. If they do, an investigation to identify the cause may be warranted and could include repeating the measurements. Duplicate averages are listed in Table 1 below.

Table 1: Duplicate Device Measurements and Averages

Location	Test 1 (pCi/L)	Test 2 (pCi/L)	Average (pCi/L)	Difference	RPD (%)
Kennedy Elementary School					
101	3.2	2.6	2.9	0.6	21
108	1.1	1.2	1.2	0.1	9
120	1.9	2.2	2.1	0.3	15
136	1.5	1	1.3	0.5	40
141B	3.1	2.6	2.9	0.5	18
142	2	1.6	1.8	0.4	22
Pinecrest Elementary School					
16	2.7	2.4	2.6	0.3	12
21	1.3	0.8	1.1	0.5	48
35	1	1.3	1.2	0.3	26
40A	2.3	1.9	2.1	0.4	19
45	1.4	1.8	1.6	0.4	25
52	1.1	1.1	1.1	0.0	0
Custodial Office	0.7	1	0.9	0.3	35
Tilden Community Center					
108	< 0.3	< 0.3	< 0.3	0.0	0
116	< 0.3	< 0.3	< 0.3	0.0	0
119	1	1.2	1.1	0.2	18
169	1.7	1.2	1.5	0.5	34
Workroom	2.8	2.7	2.8	0.1	4

Duplicates averaging < 2.0 pCi/L reach the warning limit when there is a difference between the two results of more than 1pCi/L, but there is no control limit.

Duplicates averaging between 2.0 pCi/L and 3.9 pCi/L reach the warning limit when RPD is between 50-67% and reach the control limit when RPD exceeds 67%.

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Blanks can be used to determine whether the manufacturing, shipping, storage, or processing of the detector has "contaminated" your measurements. Blanks are opened and immediately re-sealed to keep room air from infiltrating the test kit. Blanks are labeled and shipped in the same manner as the exposed test kits so that the laboratory cannot distinguish them. Since blanks are not exposed to radon, their measurement value should be below the lower limit of detection; lower limit of detection for Airchek is < 0.3pCi/L. Field blanks are listed in the laboratory report as FB<Room/Location Name>. Office blanks are listed in the laboratory report as OStorage Room A, OStorage Room B, etc. Lab-Transit Blanks are listed in Table 2 below.

Table 2: Blanks

Start Date	End Date	Start Time	End Time	Device ID	Type of Blank	Description	Radon Concentration (pCi/L)
2/23/2026	2/26/2026	2:00 PM	9:00 AM	12188722	Office	OStorage Room A	< 0.3
2/23/2026	2/26/2026	2:00 PM	9:00 AM	12184905	Office	OStorage Room B	< 0.3
12/13/2025	12/15/2025	1:13 PM	1:13 PM	12306326	Lab-Transit	LTBP-93	< 0.3
12/13/2025	12/15/2025	1:13 PM	1:13 PM	12306327	Lab-Transit	LTBP-94	< 0.3
12/13/2025	12/15/2025	1:13 PM	1:13 PM	12306328	Lab-Transit	LTBP-95	< 0.3
12/13/2025	12/15/2025	1:13 PM	1:13 PM	12306329	Lab-Transit	LTBP-96	< 0.3
12/13/2025	12/15/2025	1:13 PM	1:13 PM	12306330	Lab-Transit	LTBP-97	< 0.3
12/20/2025	12/22/2025	8:12 AM	8:12 AM	12306331	Lab-Transit	LTBP-98	< 0.3
Kennedy Elementary School							
2/23/2026	2/26/2026	9:00 AM	9:00 AM	12190259	Field	FBCustodial Office 1	< 0.3
2/23/2026	2/26/2026	9:00 AM	9:00 AM	12190260	Field	FBCustodial Office 2	< 0.3
Pinecrest Elementary School							
2/23/2026	2/26/2026	10:00 AM	9:00 AM	12306514	Field	FBCustodial Office 1	< 0.3
2/23/2026	2/26/2026	10:00 AM	10:00 AM	12306519	Field	FBCustodial Office 2	< 0.3
Tilden Community Center							
2/23/2026	2/26/2026	11:00 AM	11:00 AM	12306562	Field	FBCustodial Office 1	< 0.3

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Spikes are test kits that have been exposed in a chamber to a known concentration of radon. Using spiked measurements can help evaluate the accuracy of a laboratory analysis and/or how accurately test kits supplied by a laboratory measure radon. Spiked test kits are labeled and shipped in the same manner as the exposed test kits so that the laboratory cannot distinguish them. Spiked results completed for our laboratory are included in the following pages. Spiked test kits are listed in Table 3 below.

Table 3: Spiked Detectors

Start Date	End Date	Start Time	End Time	Device ID	Measured Value (pCi/L)	Reference Value (pCi/L)	Relative Percent Error (RPE)
2026-02-06	2026-02-09	9:00 am	9:00 am	12184901	23.9	25.8	-7.4
2026-02-06	2026-02-09	9:00 am	9:00 am	12184902	26.7	25.8	3.5
2026-02-06	2026-02-09	9:00 am	9:00 am	12184904	26.8	25.8	3.9
2026-02-06	2026-02-09	9:00 am	9:00 am	12184911	26.6	25.8	3.1
2026-02-06	2026-02-09	9:00 am	9:00 am	12184936	25.5	25.8	-1.2
2026-02-06	2026-02-09	9:00 am	9:00 am	12184937	25.5	25.8	-1.2

Any spike result outside the RPE range of ± 30% has exceeded the control limit.

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Appendix B

Laboratory Reports and Maps

March 3, 2026 **** LABORATORY ANALYSIS REPORT ****

Radon test result report for:

HASTINGS PUBLIC SCHOOLS
KENNEDY CURRICULUM BUILDING

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
12190135	CLASSROOM	2026-02-23 @ 7:00 am	2026-02-26 @ 9:00 am	5.3 ± 0.7	2026-03-03
12188722	OSTORAGE ROOM A	2026-02-23 @ 2:00 pm	2026-02-26 @ 9:00 am	< 0.3	2026-03-03
12184905	OSTORAGE ROOM B	2026-02-23 @ 2:00 pm	2026-02-26 @ 9:00 am	< 0.3	2026-03-03

Air Chek 1936 Butler Bridge Rd, Mills River, NC 28759-3892 Phone: (828) 684-0893 Fax: (828) 684-8498

March 3, 2026

** LABORATORY ANALYSIS REPORT **

Radon test result report for:

HASTINGS PUBLIC SCHOOLS
KENNEDY ELEMENTARY SCHOOL

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
12190252	100	2026-02-23 @ 8:00 am	2026-02-26 @ 9:00 am	2.4 ± 0.5	2026-03-03
12190251	103	2026-02-23 @ 8:00 am	2026-02-26 @ 9:00 am	1.2 ± 0.4	2026-03-03
12190250	104	2026-02-23 @ 8:00 am	2026-02-26 @ 9:00 am	1.3 ± 0.4	2026-03-03
12190245	106	2026-02-23 @ 8:00 am	2026-02-26 @ 9:00 am	1.8 ± 0.4	2026-03-03
12190234	110	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.2 ± 0.6	2026-03-03
12190241	111	2026-02-23 @ 8:00 am	2026-02-26 @ 9:00 am	1.5 ± 0.4	2026-03-03
12190244	112	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.2 ± 0.5	2026-03-03
12190243	114	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	1.8 ± 0.5	2026-03-03
12190236	116	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	1.6 ± 0.5	2026-03-03
12190238	117	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	1.2 ± 0.5	2026-03-03
12190239	117 COPY ROOM	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	1.8 ± 0.5	2026-03-03
12190237	118	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.0 ± 0.4	2026-03-03
12190226	119	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.0 ± 0.5	2026-03-03
12190235	121	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	1.3 ± 0.5	2026-03-03
12190225	122	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	0.7 ± 0.4	2026-03-03
12190230	123	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	1.1 ± 0.4	2026-03-03
12190222	124	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	0.9 ± 0.4	2026-03-03
12190229	125 CONFERENCE ROOM	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	0.7 ± 0.4	2026-03-03
12190227	125 EAST	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	1.5 ± 0.5	2026-03-03
12190223	125 NORTH	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	1.1 ± 0.4	2026-03-03
12190221	126	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.4 ± 0.5	2026-03-03
12190207	127	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.9 ± 0.5	2026-03-03
12190206	130	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.4 ± 0.5	2026-03-03
12190213	131	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.7 ± 0.5	2026-03-03
12190208	132	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.7 ± 0.6	2026-03-03
12190215	133	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.0 ± 0.5	2026-03-03
12190214	134	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.7 ± 0.5	2026-03-03
12190220	135	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	1.9 ± 0.4	2026-03-03
12190211	141A	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.5 ± 0.5	2026-03-03
12190212	141C	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	1.7 ± 0.5	2026-03-03
12190210	143	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	0.9 ± 0.4	2026-03-03
12190203	144	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	1.5 ± 0.5	2026-03-03
12190209	145	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	1.6 ± 0.5	2026-03-03
12190204	146	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.7 ± 0.5	2026-03-03
12190205	147	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.5 ± 0.5	2026-03-03
12190133	CAFETERIA EAST	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.1 ± 0.5	2026-03-03
12190134	CAFETERIA SOUTH	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.8 ± 0.5	2026-03-03

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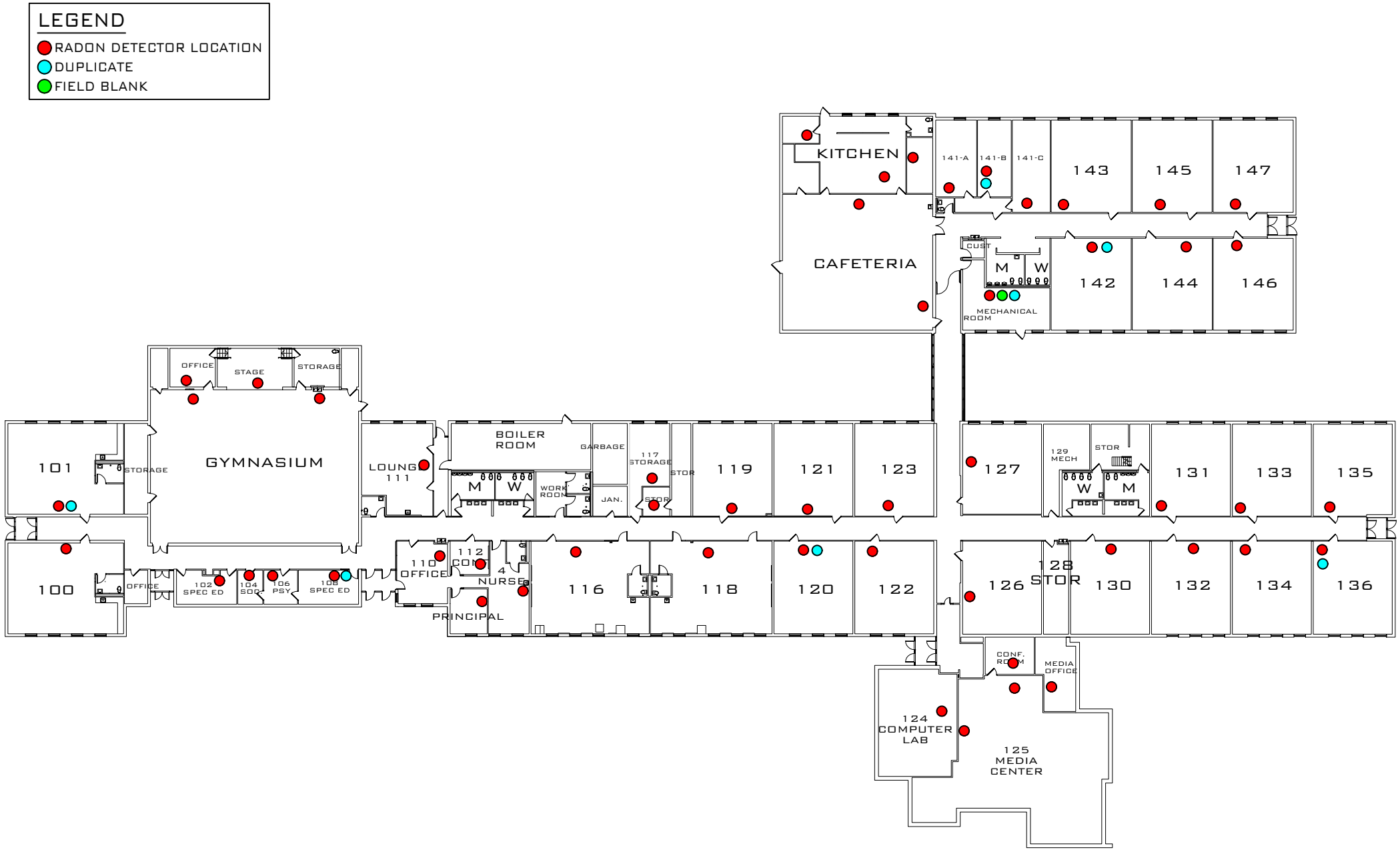
March 3, 2026 **** LABORATORY ANALYSIS REPORT ****

Radon test result report for:

HASTINGS PUBLIC SCHOOLS
KENNEDY ELEMENTARY SCHOOL

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
12190157	CUSTODIAL OFFICE	2026-02-23 @ 7:00 am	2026-02-26 @ 8:00 am	3.2 ± 0.5	2026-03-03
12190128	DISHROOM	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.5 ± 0.5	2026-03-03
12190257	DUP-101-1	2026-02-23 @ 8:00 am	2026-02-26 @ 9:00 am	3.2 ± 0.5	2026-03-03
12190258	DUP-101-2	2026-02-23 @ 8:00 am	2026-02-26 @ 9:00 am	2.6 ± 0.5	2026-03-03
12190240	DUP-108-1	2026-02-23 @ 8:00 am	2026-02-26 @ 9:00 am	1.1 ± 0.4	2026-03-03
12190242	DUP-108-2	2026-02-23 @ 8:00 am	2026-02-26 @ 9:00 am	1.2 ± 0.4	2026-03-03
12190231	DUP-120-1	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	1.9 ± 0.5	2026-03-03
12190232	DUP-120-2	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.2 ± 0.5	2026-03-03
12190216	DUP-136-1	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	1.5 ± 0.4	2026-03-03
12190219	DUP-136-2	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	1.0 ± 0.4	2026-03-03
12190217	DUP-141B-1	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	3.1 ± 0.5	2026-03-03
12190218	DUP-141B-2	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.6 ± 0.5	2026-03-03
12190202	DUP-142-1	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.0 ± 0.5	2026-03-03
12190201	DUP-142-2	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	1.6 ± 0.5	2026-03-03
12190259	FBCUSTODIAL OFFICE 1	2026-02-23 @ 9:00 am	2026-02-26 @ 9:00 am	< 0.3	2026-03-03
12190260	FBCUSTODIAL OFFICE 2	2026-02-23 @ 9:00 am	2026-02-26 @ 9:00 am	< 0.3	2026-03-03
12190246	GYM NORTHEAST	2026-02-23 @ 8:00 am	2026-02-26 @ 9:00 am	3.7 ± 0.5	2026-03-03
12190247	GYM NORTHWEST	2026-02-23 @ 8:00 am	2026-02-26 @ 9:00 am	3.5 ± 0.5	2026-03-03
12190249	GYM OFFICE	2026-02-23 @ 8:00 am	2026-02-26 @ 9:00 am	3.8 ± 0.6	2026-03-03
12190158	KITCHEN	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.1 ± 0.5	2026-03-03
12190169	KITCHEN OFFICE	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	4.3 ± 0.6	2026-03-03
12190224	MEDIA OFFICE	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	1.5 ± 0.5	2026-03-03
12190233	PRINCIPALS OFFICE	2026-02-23 @ 8:00 am	2026-02-26 @ 8:00 am	2.5 ± 0.5	2026-03-03
12190248	STAGE	2026-02-23 @ 8:00 am	2026-02-26 @ 9:00 am	4.4 ± 0.5	2026-03-03

Air Chek 1936 Butler Bridge Rd, Mills River, NC 28759-3892 Phone: (828) 684-0893 Fax: (828) 684-8498



INSTITUTE FOR ENVIRONMENTAL ASSESSMENT
9201 West Broadway Brooklyn Park, MN 55445
Tel: 763.315.7900 Toll Free: 800.233.9513
Fax: 763.315.7920

KENNEDY ELEMENTARY

FIRST LEVEL FLOOR PLAN | MAR. 2026

March 6, 2026

** LABORATORY ANALYSIS REPORT **

Radon test result report for:

HASTINGS PUBLIC SCHOOLS
PINECREST ELEMENTARY SCHOOL

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
12190298	11	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.2 ± 0.4	2026-03-03
12190285	12	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	1.4 ± 0.4	2026-03-03
12306513	13	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	2.2 ± 0.5	2026-03-03
12190282	14	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	2.2 ± 0.5	2026-03-03
12190277	15	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	2.3 ± 0.5	2026-03-03
12190279	17	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	1.8 ± 0.4	2026-03-03
12190278	18	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	2.0 ± 0.5	2026-03-03
12190274	20	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	1.3 ± 0.4	2026-03-03
12190264	22	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	1.1 ± 0.4	2026-03-03
12190254	23	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	1.2 ± 0.4	2026-03-03
12190256	24	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	0.9 ± 0.5	2026-03-03
12190263	25	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	1.6 ± 0.4	2026-03-03
12190266	26	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	< 0.3	2026-03-03
12190255	27	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	0.7 ± 0.4	2026-03-03
12306517	30	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.0 ± 0.4	2026-03-03
12306518	31	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	0.9 ± 0.5	2026-03-03
12306516	32	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	0.9 ± 0.4	2026-03-03
12306525	33	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.7 ± 0.4	2026-03-03
12306526	34	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.3 ± 0.5	2026-03-03
12306523	36	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	0.9 ± 0.4	2026-03-03
12306504	37	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.0 ± 0.4	2026-03-03
12306509	40B	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	0.5 ± 0.4	2026-03-03
12306508	41A	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	0.9 ± 0.4	2026-03-03
12306506	41B	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.2 ± 0.5	2026-03-03
12306507	42	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	0.9 ± 0.4	2026-03-03
12190299	43	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.0 ± 0.4	2026-03-03
12190300	44	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.1 ± 0.4	2026-03-03
12306503	46	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.6 ± 0.5	2026-03-03
12306502	47	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.4 ± 0.4	2026-03-03
12190295	51	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.3 ± 0.4	2026-03-03
12190267	CAFETERIA NORTHEAST	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	2.0 ± 0.4	2026-03-03
12190268	CAFETERIA SOUTH	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	1.5 ± 0.4	2026-03-03
12190292	CONFERENCE ROOM	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.5 ± 0.4	2026-03-03
12190284	COT ROOM	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	5.3 ± 0.6	2026-03-03
12190273	DISHROOM	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	1.7 ± 0.4	2026-03-03
12190280	DUP-16-1	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	2.7 ± 0.5	2026-03-03
12190281	DUP-16-2	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	2.4 ± 0.5	2026-03-03

Air Chek 1936 Butler Bridge Rd, Mills River, NC 28759-3892 Phone: (828) 684-0893 Fax: (828) 684-8498

March 6, 2026

** LABORATORY ANALYSIS REPORT **

Radon test result report for:

HASTINGS PUBLIC SCHOOLS
PINECREST ELEMENTARY SCHOOL

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
12190265	DUP-21-1	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	1.3 ± 0.4	2026-03-03
12190262	DUP-21-2	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	0.8 ± 0.4	2026-03-03
12306511	DUP-35-1	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.0 ± 0.4	2026-03-03
12306512	DUP-35-2	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.3 ± 0.4	2026-03-03
12306510	DUP-40A-1	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	2.3 ± 0.5	2026-03-03
12306515	DUP-40A-2	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.9 ± 0.5	2026-03-03
12306501	DUP-45-1	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.4 ± 0.4	2026-03-03
12306505	DUP-45-2	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.8 ± 0.5	2026-03-03
12190287	DUP-52-1	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.1 ± 0.4	2026-03-03
12190288	DUP-52-2	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.1 ± 0.5	2026-03-03
12190261	DUP-CUSTODIAL OFFICE-1	2026-02-23 @ 9:00 am	2026-02-26 @ 9:00 am	0.7 ± 0.4	2026-03-03
12190253	DUP-CUSTODIALOFFICE-2	2026-02-23 @ 9:00 am	2026-02-26 @ 9:00 am	1.0 ± 0.4	2026-03-03
12306514	FBCUSTODIALOFFICE 1	2026-02-23 @ 10:00 am	2026-02-26 @ 9:00 am	< 0.3	2026-03-03
12306519	FBCUSTODIALOFFICE 2	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	< 0.3	2026-03-03
12190275	GYM EAST	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	3.0 ± 0.5	2026-03-03
12190272	GYM OFFICE	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	4.5 ± 0.5	2026-03-03
12190276	GYM WEST	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	2.9 ± 0.6	2026-03-03
12190269	KITCHEN	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	1.7 ± 0.4	2026-03-03
12190270	KITCHEN OFFICE	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	2.2 ± 0.4	2026-03-03
12190286	MAILROOM	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.2 ± 0.4	2026-03-03
12190290	MAILROOM BACKROOM	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	2.0 ± 0.5	2026-03-03
12190289	MAIN OFFICE	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	2.0 ± 0.5	2026-03-03
12190297	MEDIA CENTER EAST	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.8 ± 0.4	2026-03-03
12190294	MEDIA CENTER OFFICE	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.0 ± 0.4	2026-03-03
12190296	MEDIA CENTER SOUTH	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.6 ± 0.5	2026-03-03
12190293	MOTHERS ROOM	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	1.5 ± 0.4	2026-03-03
12190283	NURSE	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	3.4 ± 0.5	2026-03-03
12190291	PRINCIPALS OFFICE	2026-02-23 @ 10:00 am	2026-02-26 @ 10:00 am	2.4 ± 0.5	2026-03-03
12190271	STAGE	2026-02-23 @ 9:00 am	2026-02-26 @ 10:00 am	3.1 ± 0.5	2026-03-03

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LEGEND

- RADON DETECTOR LOCATION
- DUPLICATE
- FIELD BLANK



INSTITUTE FOR ENVIRONMENTAL ASSESSMENT
9201 West Broadway Brooklyn Park, MN 55445
Tel: 763.315.7900 Toll Free: 800.233.9513
Fax: 763.315.7920

PINECREST ELEMENTARY

FIRST LEVEL FLOOR PLAN | MAR. 2026

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March 6, 2026

** LABORATORY ANALYSIS REPORT **

Radon test result report for:

HASTINGS PUBLIC SCHOOLS
TILDEN COMMUNITY CENTER

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
12306561	101 KITCHEN	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	0.8 ± 0.4	2026-03-03
12306528	101 NORTHEAST	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.5 ± 0.5	2026-03-03
12306529	101 SOUTHEAST	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.1 ± 0.5	2026-03-03
12306527	107	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	0.9 ± 0.4	2026-03-03
12306554	109	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	< 0.3	2026-03-03
12306533	117	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	0.7 ± 0.4	2026-03-03
12306552	118	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.2 ± 0.4	2026-03-03
12306560	122	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	0.9 ± 0.4	2026-03-03
12306558	123	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.4 ± 0.4	2026-03-03
12306557	124	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.4 ± 0.5	2026-03-03
12306555	127	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.0 ± 0.4	2026-03-03
12306556	130	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.1 ± 0.5	2026-03-03
12306563	134	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.2 ± 0.4	2026-03-03
12306559	148	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.2 ± 0.4	2026-03-03
12306538	157	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.2 ± 0.4	2026-03-03
12306548	165	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.6 ± 0.4	2026-03-03
12306543	167	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.3 ± 0.4	2026-03-03
12306551	170	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.4 ± 0.4	2026-03-03
12306553	ACROSS 127	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.3 ± 0.4	2026-03-03
12306547	CENTER ECSE OFFICE	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.8 ± 0.4	2026-03-03
12306524	COMMUNITY ED OFFICE	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.3 ± 0.5	2026-03-03
12306521	CUSTODIAL OFFICE	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	0.9 ± 0.4	2026-03-03
12306564	DUP-108-1	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	< 0.3	2026-03-03
12306566	DUP-108-2	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	< 0.3	2026-03-03
12306520	DUP-116-1	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	< 0.3	2026-03-03
12306522	DUP-116-2	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	< 0.3	2026-03-03
12306565	DUP-119-1	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.0 ± 0.4	2026-03-03
12306540	DUP-119-2	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.2 ± 0.4	2026-03-03
12306549	DUP-169-1	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.7 ± 0.5	2026-03-03
12306550	DUP-169-2	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.2 ± 0.4	2026-03-03
12306530	DUP-WORKROOM-1	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	2.8 ± 0.5	2026-03-03
12306537	DUP-WORKROOM-2	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	2.7 ± 0.5	2026-03-03
12306532	EARLY CHILDHOOD STAFF OFFICE	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	2.3 ± 0.5	2026-03-03
12306541	ECSE STAFF	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	2.6 ± 0.5	2026-03-03
12306562	FBCUSTODIAL OFFICE 1	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	< 0.3	2026-03-03
12306545	MOTHER'S ROOM	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	0.9 ± 0.4	2026-03-03
12306539	NORTHEAST COMMUNITY ED OFFICE	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	0.9 ± 0.4	2026-03-03

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March 6, 2026

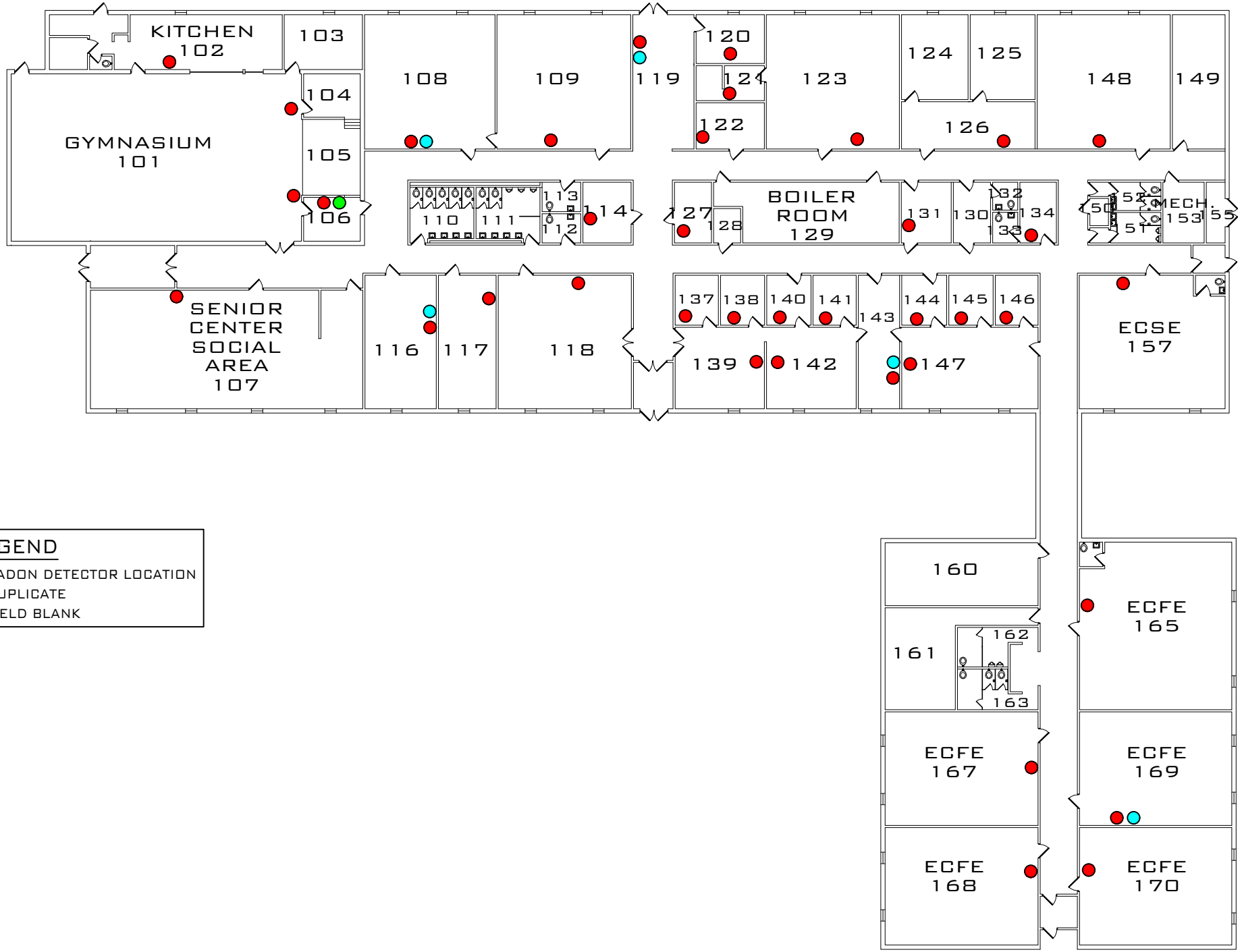
** LABORATORY ANALYSIS REPORT **

Radon test result report for:

HASTINGS PUBLIC SCHOOLS
TILDEN COMMUNITY CENTER

Kit #	Room Id	Started	Ended	pCi/L	Analyzed
12306536	NORTHEAST EARLY CHILDHOOD OFFICE	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	2.1 ± 0.5	2026-03-03
12306544	NORTHEAST ECSE OFFICE	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.9 ± 0.4	2026-03-03
12306535	NORTHWEST COMMUNITY ED OFFICE	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.9 ± 0.5	2026-03-03
12306531	NORTHWEST COMMUNITY ED OFFICE	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.5 ± 0.4	2026-03-03
12306542	NORTHWEST ECSE OFFICE	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.9 ± 0.5	2026-03-03
12306534	WELCOME CENTER	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.0 ± 0.4	2026-03-03
12306546	WEST 120	2026-02-23 @ 11:00 am	2026-02-26 @ 11:00 am	1.5 ± 0.4	2026-03-03

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INSTITUTE FOR ENVIRONMENTAL ASSESSMENT
9201 West Broadway Brooklyn Park, MN 55445
Tel: 763.315.7900 Toll Free: 800.233.9513
Fax: 763.315.7920

TILDEN COMMUNITY CENTER

FIRST LEVEL FLOOR PLAN | MAR. 2026

N

Appendix C

Signed Non-Interference Agreement

and

Client Commitments, Advisories, and Authorizations

NOTICE OF INSPECTION FOR ALL FACILITATING STAFF

A radon test is scheduled for:

Building: Kennedy Curriculum Building
Test Start Date: 02-23-2026 Test End Date: 02-26-2026

Please help to maintain the required test conditions throughout the building

1. All windows and exterior doors must be kept closed (aside from momentary entry or exit) for 12 hours before and during the test.
2. Heating and cooling systems must be set to normal occupied operating temperatures.
3. Test devices are not to be disturbed.

Further guidance on required building conditions are located on the next page.

Test devices are not dangerous in any way. The type of devices used for this testing will include:

Short-term test kits. It is important that these devices are fully open and not covered. They will be analyzed by a laboratory.
Continuous radon monitors. These are electronic devices that record hourly radon readings.
Long-term test kits. It is important that these devices are not covered. They will be analyzed by a laboratory.

Declaration of Observed Compliance

Failure to reasonably maintain test conditions can lead to unnecessary expense, disruptions and unreliable data.

Disturbing test devices can also cause unreliable or invalid test results.

- Please report in a timely manner if required test conditions are not maintained.
- Please sign and return this form once the test is complete.

To the best of my knowledge, the required conditions were maintained during the test. Yes

Name: Justin Kummer

Signature:



Licensed Measurement Professional: Sashya Wandmaker RMEA-00470

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Building: Kennedy Elementary School

Test Start Date: 02-23-2026 Test End Date: 02-26-2026

Please help to maintain the required test conditions throughout the building

4. All windows and exterior doors must be kept closed (aside from momentary entry or exit) for 12 hours before and during the test.
5. Heating and cooling systems must be set to normal occupied operating temperatures.
6. Test devices are not to be disturbed.

Further guidance on required building conditions are located on the next page.

Test devices are not dangerous in any way. The type of devices used for this testing will include:

Short-term test kits. It is important that these devices are fully open and not covered. They will be analyzed by a laboratory.
Continuous radon monitors. These are electronic devices that record hourly radon readings.
Long-term test kits. It is important that these devices are not covered. They will be analyzed by a laboratory.

Declaration of Observed Compliance

Failure to reasonably maintain test conditions can lead to unnecessary expense, disruptions and unreliable data.

Disturbing test devices can also cause unreliable or invalid test results.

- Please report in a timely manner if required test conditions are not maintained.
- Please sign and return this form once the test is complete.

To the best of my knowledge, the required conditions were maintained during the test. Yes

Name: Justin Kummer

Signature:



Licensed Measurement Professional: Sashya Wandmaker RMEA-00470

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Building: Pinecrest Elementary School

Test Start Date: 02-23-2026 Test End Date: 02-26-2026

Please help to maintain the required test conditions throughout the building

7. All windows and exterior doors must be kept closed (aside from momentary entry or exit) for 12 hours before and during the test.
8. Heating and cooling systems must be set to normal occupied operating temperatures.
9. Test devices are not to be disturbed.

Further guidance on required building conditions are located on the next page.

Test devices are not dangerous in any way. The type of devices used for this testing will include:

Short-term test kits. It is important that these devices are fully open and not covered. They will be analyzed by a laboratory.
Continuous radon monitors. These are electronic devices that record hourly radon readings.
Long-term test kits. It is important that these devices are not covered. They will be analyzed by a laboratory.

Declaration of Observed Compliance

Failure to reasonably maintain test conditions can lead to unnecessary expense, disruptions and unreliable data.

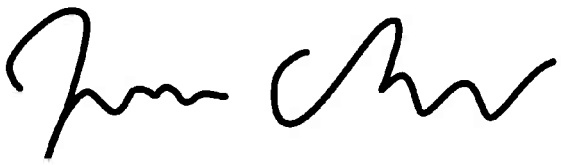
Disturbing test devices can also cause unreliable or invalid test results.

- Please report in a timely manner if required test conditions are not maintained.
- Please sign and return this form once the test is complete.

To the best of my knowledge, the required conditions were maintained during the test. Yes

Name: Jamie Clark

Signature:



Licensed Measurement Professional: Sashya Wandmaker RMEA-00470

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Building: Tilden Community Center

Test Start Date: 02-23-2026 Test End Date: 02-26-2026

Please help to maintain the required test conditions throughout the building

10. All windows and exterior doors must be kept closed (aside from momentary entry or exit) for 12 hours before and during the test.
11. Heating and cooling systems must be set to normal occupied operating temperatures.
12. Test devices are not to be disturbed.

Further guidance on required building conditions are located on the next page.

Test devices are not dangerous in any way. The type of devices used for this testing will include:

Short-term test kits. It is important that these devices are fully open and not covered. They will be analyzed by a laboratory.
Continuous radon monitors. These are electronic devices that record hourly radon readings.
Long-term test kits. It is important that these devices are not covered. They will be analyzed by a laboratory.

Declaration of Observed Compliance

Failure to reasonably maintain test conditions can lead to unnecessary expense, disruptions and unreliable data.

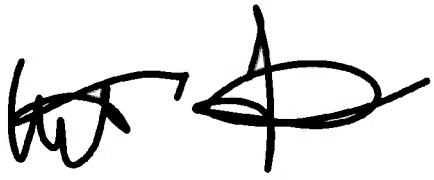
Disturbing test devices can also cause unreliable or invalid test results.

- Please report in a timely manner if required test conditions are not maintained.
- Please sign and return this form once the test is complete.

To the best of my knowledge, the required conditions were maintained during the test. Yes

Name: Curtis Latch

Signature:



Licensed Measurement Professional: Sashya Wandmaker RMEA-00470

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More Detailed Guidance for Staff

Required Closed-Building Conditions	
Windows	Keep Closed, Seal broken windows closed
External doors (except for normal entry or exit)	Keep Closed
Heating & Cooling Systems	Set to normal operating conditions
Bathroom fans	Operate normally
Fireplaces (including gas)	Do not operate
Auxiliary or temporary systems that bring air into the building	Do not operate (unless an integral part of HVAC or supplies make-up air for combustion appliances)
Exhaust systems (ex. from shops, laundries, kitchens)	Avoid excessive operation
Interior doors, Stairwells, Fire Doors	Operate Normally
Garage doors	Operate normally
Ceiling Fans, Portable Fans	Do not blow directly on the test device
Window AC Units	Operate in recirculation mode only
Window Fans	Do not operate. Seal shut or remove.
Humidifiers, Dehumidifiers, Portable Air Cleaners	Operate Normally
Central Vacuum Cleaner Systems	Operate Normally
Passive crawl space vents	Operate normally
Crawlspace exhaust systems for humidity control	Operate normally
Passive Vents for Combustion Make-Up Air	Leave Open
Combustion Appliance Vents	Operate Normally
Passive Solar Systems	Operate Normally
Attic Vent Fans	Operate Normally
Evaporative Cooling Systems	Do not operate
Required for Test Locations Within a Room	
Place detectors within the general **breathing zone** Locate detectors **no less than:**	3 feet from exterior doors, windows or other openings to the outdoors
	20 inches above the floor
	4 inches from other test devices and objects
	1 foot below the ceiling
Place detectors where they are not easily disturbed:	Select a place in an occupied area where the detectors are unlikely to be moved
Place detectors where they are not influenced by other factors:	Do not place devices in closets, crawlspaces, cupboards, sumps or nooks within building foundations
	Do not place devices in area with high air movement (ex. mechanical areas, furnace closets)
	Do not place devices in areas of high humidity (ex. kitchens, bathrooms, laundry rooms)
	Do not place devices near drafts from HVAC systems or fans
	Do not place test devices near heat sources (ex. appliances, radiators, fireplaces, direct sunlight)
	Do not place detectors on devices that produce radiation (ex. natural stone counters, pool tables, rock collections)

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Client Commitments, Advisories, and Authorizations

I have been informed of test plan options that comply with ANSI/AARST MA-MFLB 2023.

Time-Sensitive Testing	Extended Testing
Tests at each location are tested using two short-term test devices or a continuous radon monitor.	Tests at each location are conducted using a single short-term test device.
--	All locations that meet or exceed the action level (4.0 pCi/L) are retested.
Decisions to mitigate are based on the results of the average of the two short-term test devices or the average from a continuous radon monitor.	Decisions to mitigate are based on the results of the average of the two rounds of testing.

Testing should take place during normal occupied operating conditions for the building, and when operating conditions for the building are most likely to emphasize a clear characterization of a radon hazard. For most locations in the U.S., including Minnesota, this is during the heating season (November through March).

To the extent reasonably possible, I commit to helping ensure that building conditions required to achieve reliable radon tests are met, as portrayed herein, by accepting the following responsibilities:

1. **Building Preparation**: I accept responsibility that, no later than 12 hours prior to testing, each building scheduled for testing will be reviewed for compliance with closed-building requirements.

2. **Compliance Verification**: I accept responsibility for taking actions that could include adjustments to HVAC units and repairs, such as for broken windows, where completion is required no later than 12 hours prior to testing. Maps and information regarding HVAC systems will be provided upon IEA request. Verification will be provided as signed/initialed below or initialed on a log sheet, to be provided.

3. **Prior Notifications**: Notices will be distributed to staff and occupants at least 24 hours prior to testing and posted in publicly accessible areas such as in corridors, elevators and offices in a timely manner, no later than required by local law for gaining access to a dwelling or not later than the day before testing. Notices will include:

   - Scheduled dates and times for test device placement and retrieval
   - Essential closed-building requirements portrayed in Table 4-A of the ANSI/AARST standard and that these conditions are required no later than 12 hours prior to the test and throughout the test period
   - Information on how to obtain federal or state radon health guidance, and
   - Local contact information for inquiries, such as the authorized building supervisor.

4. **Access**: Access will be provided to each location being tested within a building, with intent to access all locations within a building on the same day for both the event of placing test devices, and a second event for retrieving test devices.

5. **Quality Control**: Quality control measurements will be done at 10% duplicates (extended testing option), 5% blanks, and 3% spikes (3% of each lot of charcoal adsorption devices, max of 6 spikes per month).

A valid measurement shall be taken in 100% ground contact rooms that are occupied or intended to be occupied, and those located above unoccupied rooms in ground contact, as well as 10% of rooms on each upper floor in each building. Failure to reasonably maintain *closed-building conditions* or when test locations are not readily accessible can lead to unnecessary expense, disruptions, and unreliable data. Disturbing test devices can also cause unreliable and invalid test results.

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Client Commitments, Advisories, and Authorizations

Please mark or provide, in writing, a list of who is authorized to receive test data and at which junctures data should be provided. Person(s) authorized to receive report data and incremental reports:

- ☒ Proposal Contact and Superintendent
- ☐ District Administrators
- ☐ Building Administrators (Principals or Building Supervisors)
- ☐ Other: _____

Client: Hastings Public Schools.

Building: Kennedy, Pinecrest, Tilden

Name: Scott Stockdale

Title: Director of Facilities + Safety

Signature: [signature]

Date: 9/12/2025

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Appendix D

Average Building Operating Conditions Comparison

Climate Zone 6 (includes Southern MN)



		Annual Averages			During the Test
		24 Hour	Daytime	Daytime 9-Month	Prevailing During the Test
Operating Condition	Outdoor Temperature and Weather Conditions	45 °F	50 °F	N/A	Average: 22 °F Minimum: 12 °F Maximum: 32 °F
	Heating Conditions	75%	66%	88%	100%
	Cooling Conditions	-	16%	11%	0%
	Mixed Conditions	25%	16%	-	0%
Normal Operating Condition		• Heating conditions • No variance in outdoor air ventilation			• Heating conditions • No variance in outdoor air ventilation • Snow or ice present outdoors
Condition less likely to inhibit characterization of a radon hazard		• Heating and air distribution systems active			• Heating and air distribution systems active

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Appendix E

MDH Reporting Form(s)

School Radon Testing Reporting Form

According to Minnesota Statute 123B.571, subd. 3, a school district that has tested its school buildings for the presence of radon shall report the results of the tests to the Department of Health. Please use this form to submit information about the most recent round or cycle of testing for each building.

Instructions

1. Complete one form for each building tested. A building is defined as an occupied facility with a unique address. This includes administrative buildings. Please report the MDE School Number.
2. Include this form, reports, and a building map.
3. Submit this form when all work is completed for a round of testing. This includes reporting to the school board, follow-up testing, and mitigation if applicable.
4. Email information to health.indoorair@state.mn.us

Contact Information

(Person submitting this report)

Name: Scott Stockdale

Mailing Address: 1000 West 11th St. (#22), Hastings, MN 55033

Phone: 507-215-4097 Email: sstockdale@isd200.org

Person(s) Deploying or Retrieving Test Devices

List all individuals the placed or picked-up test devices during initial, follow-up, and post-mitigation testing. Additional names can be added in the notes at the end of the form.

Name: Sashya Wandmaker Organization/Company: IEA

Name: Grant Gervais Organization/Company: IEA

Name: _____ Organization/Company: _____

School Board Reporting

Were all results reported at a school board meeting? (●) Yes ( ) No

Initial Radon Testing

School Building Name: Kennedy Elementary + Curriculum Center MDE School No.[1]: 0200-01-609

School District Name & District Number: Hastings Public Schools ISD #200

Building Address: 1175 Tyler St, Hastings, MN 55033

Test Kit Manufacturer & Device Name: Air Chek Pro Chek

Date of Kit Retrieval (MM/DD/YYYY): 01/26/2026 Length of Test (days): 3

Does the test period include weekends?	○ Yes	◉ No
Does the test period include school breaks or holidays?	○ Yes	◉ No
Was HVAC operating under occupied conditions?	◉ Yes	○ No
Were test devices deployed in all occupied or intended to be occupied rooms in contact with the ground, and, if applicable, 10% of upper floor rooms?[2]	◉ Yes	○ No
Were sufficient valid measurements obtained that allow for no further testing? [3]	◉ Yes	○ No

How many rooms were tested? 54

How many rooms had results ≥ 4 pCi/L? 3

[1] The MDE school number is a 9-digit number in the format XXXX-XX-XXX. The first 4 digits are the organization number, followed by a 2-digit organization type, followed by a 3-digit site/school number. If you are unsure of the school ID number, please search MDE-ORG (https://public.education.mn.gov/MdeOrgView/search/tagged/MDEORG_DISTRICT_SCHOOL) by district/charter name and click District View to see a list of the associated schools/find the school number. Example: Anoka High School is 0011-01-0001.

[2] This includes rooms, offices, classrooms, and other general use areas. Ground contact means: 1) rooms that have floors or walls in contact with the ground; and 2) rooms that are closest to the ground over untested ground-contact locations such as a crawl space, utility tunnel, parking garage, and other non-habitable space that is in contact with the ground. Intended to be occupied rooms are locations where there are plans to occupy rooms even though they are unoccupied at the time of testing. In addition, if the building has upper floors, at least 10% of those upper rooms need to be tested.

[3] Section 6.2 of the ANSI/AARST standard allows for a specific small number of invalid measurements (e.g. missing or damaged test kits). Review this section of the standard and evaluate how many rooms needed testing and how many had valid results. If there were too many invalid results, this mean additional testing was required in these locations and answer this question as 'no'

Follow-up Testing, Mitigation, & Post-Mitigation Testing

If one or more rooms tested ≥ 4.0 pCi/L, please answer the questions below:

How many rooms had follow-up testing? _____

Number of rooms with follow-up results: ≥ 4 pCi/L: _____ < 4 pCi/L: _____

Of the rooms with follow-up results ≥ 4 pCi/L, how many rooms were:

Mitigated by diluting or pressurizing the soil or indoor air (not active soil depressurization): _____

Mitigated by installing active soil depressurization system(s)? _____

Reduced by adjusting the HVAC system? _____

Individuals Who Installed Mitigation:

Name: _____ Organization/Company: _____

Name: _____ Organization/Company: _____

What was the cost of the installation and/or HVAC service work to mitigation radon? _____

What is the known or anticipated annual operating cost of mitigation (estimate)? _____

After radon mitigation, how many rooms were re-tested?[4] _____

Post-mitigation results (# of rooms):

≥ 4 pCi/L: _____ < 4 pCi/L: _____

Notes

Minnesota Department of Health | Environmental Health | Indoor Air Unit
health.indoorair@state.mn.us, www.health.state.mn.us
February 12, 2025

To obtain this information in a different format, call: 651-201-4601.

[4] The building must be tested to very reduction and ensure mitigation has not increased radon in rooms that used to be low.

School Radon Testing Reporting Form

According to Minnesota Statute 123B.571, subd. 3, a school district that has tested its school buildings for the presence of radon shall report the results of the tests to the Department of Health. Please use this form to submit information about the most recent round or cycle of testing for each building.

Instructions

1. Complete one form for each building tested. A building is defined as an occupied facility with a unique address. This includes administrative buildings. Please report the MDE School Number.
2. Include this form, reports, and a building map.
3. Submit this form when all work is completed for a round of testing. This includes reporting to the school board, follow-up testing, and mitigation if applicable.
4. Email information to health.indoorair@state.mn.us

Contact Information

(Person submitting this report)

Name: Scott Stockdale

Mailing Address: 1000 West 11th St. (#22), Hastings, MN 55033

Phone: 507-215-4097 Email: sstockdale@isd200.org

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Name: Sashya Wandmaker Organization/Company: IEA

Name: Grant Gervais Organization/Company: IEA

Name: _____ Organization/Company: _____

School Board Reporting

Were all results reported at a school board meeting? (●) Yes ( ) No

Initial Radon Testing

School Building Name: Pinecrest Elementary MDE School No.[1]: 0200-01-610

School District Name & District Number: Hastings Public Schools ISD #200

Building Address: 975 12th St W, Hastings, MN 55033

Test Kit Manufacturer & Device Name: Air Chek Pro Chek

Date of Kit Retrieval (MM/DD/YYYY): 01/26/2026 Length of Test (days): 3

Does the test period include weekends?	○ Yes	◉ No
Does the test period include school breaks or holidays?	○ Yes	◉ No
Was HVAC operating under occupied conditions?	◉ Yes	○ No
Were test devices deployed in all occupied or intended to be occupied rooms in contact with the ground, and, if applicable, 10% of upper floor rooms?[2]	◉ Yes	○ No
Were sufficient valid measurements obtained that allow for no further testing? [3]	◉ Yes	○ No

How many rooms were tested? 57

How many rooms had results ≥ 4 pCi/L? 2

[1] The MDE school number is a 9-digit number in the format XXXX-XX-XXX. The first 4 digits are the organization number, followed by a 2-digit organization type, followed by a 3-digit site/school number. If you are unsure of the school ID number, please search MDE-ORG (https://public.education.mn.gov/MdeOrgView/search/tagged/MDEORG_DISTRICT_SCHOOL) by district/charter name and click District View to see a list of the associated schools/find the school number. Example: Anoka High School is 0011-01-0001.

[2] This includes rooms, offices, classrooms, and other general use areas. Ground contact means: 1) rooms that have floors or walls in contact with the ground; and 2) rooms that are closest to the ground over untested ground-contact locations such as a crawl space, utility tunnel, parking garage, and other non-habitable space that is in contact with the ground. Intended to be occupied rooms are locations where there are plans to occupy rooms even though they are unoccupied at the time of testing. In addition, if the building has upper floors, at least 10% of those upper rooms need to be tested.

[3] Section 6.2 of the ANSI/AARST standard allows for a specific small number of invalid measurements (e.g. missing or damaged test kits). Review this section of the standard and evaluate how many rooms needed testing and how many had valid results. If there were too many invalid results, this mean additional testing was required in these locations and answer this question as 'no'

Follow-up Testing, Mitigation, & Post-Mitigation Testing

If one or more rooms tested ≥ 4.0 pCi/L, please answer the questions below:

How many rooms had follow-up testing? _____

Number of rooms with follow-up results: ≥ 4 pCi/L: _____ < 4 pCi/L: _____

Of the rooms with follow-up results ≥ 4 pCi/L, how many rooms were:

Mitigated by diluting or pressurizing the soil or indoor air (not active soil depressurization): _____

Mitigated by installing active soil depressurization system(s)? _____

Reduced by adjusting the HVAC system? _____

Individuals Who Installed Mitigation:

Name: _____ Organization/Company: _____

Name: _____ Organization/Company: _____

What was the cost of the installation and/or HVAC service work to mitigation radon? _____

What is the known or anticipated annual operating cost of mitigation (estimate)? _____

After radon mitigation, how many rooms were re-tested?[4] _____

Post-mitigation results (# of rooms):

≥ 4 pCi/L: _____ < 4 pCi/L: _____

Notes

Minnesota Department of Health | Environmental Health | Indoor Air Unit
health.indoorair@state.mn.us, www.health.state.mn.us
February 12, 2025

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[4] The building must be tested to very reduction and ensure mitigation has not increased radon in rooms that used to be low.

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Instructions

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Mailing Address: 1000 West 11th St. (#22), Hastings, MN 55033

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Name: Sashya Wandmaker Organization/Company: IEA

Name: Grant Gervais Organization/Company: IEA

Name: _____ Organization/Company: _____

School Board Reporting

Were all results reported at a school board meeting? (●) Yes ( ) No

Initial Radon Testing

School Building Name: Tilden Community Center MDE School No.[1]: 0200-01-170

School District Name & District Number: Hastings Public Schools ISD #200

Building Address: 310 River St, Hastings, MN 55033

Test Kit Manufacturer & Device Name: Air Chek Pro Chek

Date of Kit Retrieval (MM/DD/YYYY): 01/26/2026 Length of Test (days): 3

Does the test period include weekends?	○ Yes	◉ No
Does the test period include school breaks or holidays?	○ Yes	◉ No
Was HVAC operating under occupied conditions?	◉ Yes	○ No
Were test devices deployed in all occupied or intended to be occupied rooms in contact with the ground, and, if applicable, 10% of upper floor rooms?[2]	◉ Yes	○ No
Were sufficient valid measurements obtained that allow for no further testing? [3]	◉ Yes	○ No

How many rooms were tested? 38

How many rooms had results ≥ 4 pCi/L? 0

[1] The MDE school number is a 9-digit number in the format XXXX-XX-XXX. The first 4 digits are the organization number, followed by a 2-digit organization type, followed by a 3-digit site/school number. If you are unsure of the school ID number, please search MDE-ORG (https://public.education.mn.gov/MdeOrgView/search/tagged/MDEORG_DISTRICT_SCHOOL) by district/charter name and click District View to see a list of the associated schools/find the school number. Example: Anoka High School is 0011-01-0001.

[2] This includes rooms, offices, classrooms, and other general use areas. Ground contact means: 1) rooms that have floors or walls in contact with the ground; and 2) rooms that are closest to the ground over untested ground-contact locations such as a crawl space, utility tunnel, parking garage, and other non-habitable space that is in contact with the ground. Intended to be occupied rooms are locations where there are plans to occupy rooms even though they are unoccupied at the time of testing. In addition, if the building has upper floors, at least 10% of those upper rooms need to be tested.

[3] Section 6.2 of the ANSI/AARST standard allows for a specific small number of invalid measurements (e.g. missing or damaged test kits). Review this section of the standard and evaluate how many rooms needed testing and how many had valid results. If there were too many invalid results, this mean additional testing was required in these locations and answer this question as 'no'

Follow-up Testing, Mitigation, & Post-Mitigation Testing

If one or more rooms tested ≥ 4.0 pCi/L, please answer the questions below:

How many rooms had follow-up testing? _____

Number of rooms with follow-up results: ≥ 4 pCi/L: _____ < 4 pCi/L: _____

Of the rooms with follow-up results ≥ 4 pCi/L, how many rooms were:

Mitigated by diluting or pressurizing the soil or indoor air (not active soil depressurization): _____

Mitigated by installing active soil depressurization system(s)? _____

Reduced by adjusting the HVAC system? _____

Individuals Who Installed Mitigation:

Name: _____ Organization/Company: _____

Name: _____ Organization/Company: _____

What was the cost of the installation and/or HVAC service work to mitigation radon? _____

What is the known or anticipated annual operating cost of mitigation (estimate)? _____

After radon mitigation, how many rooms were re-tested?[4] _____

Post-mitigation results (# of rooms):

≥ 4 pCi/L: _____ < 4 pCi/L: _____

Notes

Minnesota Department of Health | Environmental Health | Indoor Air Unit
health.indoorair@state.mn.us, www.health.state.mn.us
February 12, 2025

To obtain this information in a different format, call: 651-201-4601.

[4] The building must be tested to very reduction and ensure mitigation has not increased radon in rooms that used to be low.

March 31, 2026

Providing Trusted
Health and Safety Solutions

Scott Stockdale
Director of Facilities and Safety
Hastings Public Schools
1000 11th West Street
Hastings, MN 55033

RE: Pinecrest and Kennedy Elementary School
2025-2026 Continuous Radon Monitoring Results
IEA Project #202510984

Dear Mr. Stockdale:

The Institute for Environmental Assessment, Inc. (IEA) used five (5) continuous radon monitors (CRMs) to measure radon levels in the following locations:

- Kennedy Elementary & Curriculum Center – *Kitchen Office, Stage, and Curriculum Center*
- Pinecrest Elementary – *Gym Office and Cot Room*

In addition, IEA placed one (1) CRM as a duplicate test for quality control purposes. See Appendix A for Quality Control information.

The purpose of the monitoring was to determine whether radon levels were within an acceptable range during typical work hours.

The CRM(s) were placed by the following Minnesota Department of Health (MDH) licensed Radon Measurement Professional(s):

Measurement Professional	License Number	Signature
Faith Breeden	RMEA-00538	

BROOKLYN PARK
9201 W. Broadway Avenue, Ste. #600
Brooklyn Park, MN 55445
763-315-7900 / FAX 763-315-7920
800-233-9513

MANKATO
610 North Riverfront Drive
Mankato, MN 56001
507-345-8818
800-233-9513

ROCHESTER
210 Woodlake Drive SE
Rochester, MN 55904
507-281-6664
800-233-9513

BRAINERD
601 NW 5th Street, Ste. #4
Brainerd, MN 56401
218-302-3787
800-233-9513

MARSHALL
1510 Stadium Drive, Ste. #2
Marshall, MN 56258
800-233-9513

VIRGINIA
5525 Emerald Avenue
Mountain Iron, MN 55768
218-748-7631
800-233-9513

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INTRODUCTION

Radon is a colorless, odorless, tasteless, radioactive gas that occurs naturally in soil, rocks, and underground water supplies and in the ambient air. According to the U.S. Environmental Protection Agency (EPA) and other scientific organizations, naturally occurring radon gas has been associated with an increased risk of developing lung cancer. The chances of developing lung cancer from radon exposure are dependent on several factors, including individual susceptibility and, perhaps more importantly, the dose and duration of exposure. Radon testing in schools is highly recommended by the Minnesota Department of Health (MDH) and EPA.

Short-term radon testing, conducted from February 23-26, 2026, indicated a radon level above the EPA- and MDH-recommended Action Level. A CRM is recommended to determine if elevated levels are present during occupied times. Radon levels can fluctuate with the operation of the ventilation system as well as with changes in barometric pressure. The CRM provides hourly radon readings so that levels can be evaluated for periods while the room is occupied.

The Minnesota Department of Health (MDH) and the Environmental Protection Agency (EPA) have established a recommended action level in frequently occupied areas of 4.0 picoCuries per liter (pCi/L) for an annual average. The average radon level over each workday was compared to the Action Level.

METHODOLOGY

A Radalink, Inc. RADALINK Series 6000 Radon Telemonitor was used for the testing, which is provided and maintained by Radalink, Inc., MDH license #RL-00009, located at 5599 Peachtree Road, Atlanta, GA 30341.

Air intakes and ventilation systems were operating in normal condition at the time of placement and retrieval. IEA was informed that the HVAC was on a normal operating schedule during the testing period.

IEA followed *ANSI/AARST MA-MFLB 2023* for quality assurance measurements by including duplicate measurements at a rate of ten percent.

Client communications and commitments were delivered to the client and are located in Appendix C:

- Client Commitments, Advisories and Authorizations
- Facilitating Staff Commitments

Occupant notices were sent to the client for distribution on March 16, 2026.

EVALUATION CRITERIA

The MDH and the EPA have established a recommended action level in frequently occupied areas of 4.0 picocuries per liter (pCi/L) for an annual average. Testing was conducted during school days when the building is significantly occupied. The HVAC system was set on a normal occupied operating schedule. Testing was conducted during the heating season when the average outdoor temperature is less than 65°F, as recommended by the MDH, when the ventilation system was operating normally, and windows and doors were closed. Consequently, sampling under these “closed” conditions is when the radon risk is most likely to occur.

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The MDH recommends follow-up testing for sampling results that are above the action level. Please refer to the following table for MDH guidelines:

RESULTS (pCi/L)	RECOMMENDED ACTION
LESS THAN 4	Re-test after changes to foundation or HVAC and every 5 years.
GREATER THAN OR EQUAL TO 4	Conduct CRM short-term testing during winter months.
LESS THAN 4 (**DURING OCCUPANCY**) AFTER CRM TESTING	Repeat CRM testing if not conducted during winter or if conducted during abnormal ventilation. Otherwise consider re-testing after changes to foundation or HVAC and every 5 years
GREATER THAN OR EQUAL TO 4 (**DURING OCCUPANCY**) AFTER CRM TESTING	Reduce radon in rooms to less than 4 through radon mitigation. Conduct CRM testing to verify radon reduction.

RESULTS & DISCUSSION

Continuous radon monitoring was conducted from March 23, 2026, to March 25, 2026, in the Kitchen Office, Stage, and Curriculum Center Classroom at Kennedy Elementary & Curriculum Center; and the Gym Office and Cot Room at Pinecrest Elementary. A CRM was placed in each room for about 48 hours. The MDH recommends a minimum of 48 hours. Days when these rooms were not occupied (e.g., weekends and holidays) were not included in the monitoring. The hourly CRM data is provided in Appendix C.

A summary of the CRM data, including previous results, is provided in the Table below.

Kennedy Elementary & Curriculum Center
1175 Tyler Street
Hastings, MN 55033

Continuous Radon Monitoring Results: March 23, 2026 – March 25, 2026

Room	Day 1 Average (pCi/L)		Day 2 Average (pCi/L)		Overall Average (pCi/L)		***Results from the Previous Testing (pCi/L)***
Curriculum Classroom	[1]6.0	[2]5.6	[1]6.8	[2]6.4	[1]6.4	[2]6.0	*5.3*
Kitchen Office	[1]2.0	[2]3.1	[1]2.0	[2]2.9	[1]2.0	[2]3.0	*4.3*
Stage	[1]2.2	[2]2.5	[1]2.7	[2]2.1	[1]2.4	[2]2.3	*4.4*

[1] Readings during occupied times: 7 a.m. to 5 p.m.
[2] Readings during unoccupied times: 12 a.m. to 7 a.m. and 5 p.m. to 11:59 p.m.

pCi/L – picoCuries per liter of air

CRM Calibration Dates

- *Curriculum Classroom (CRM #2568): November 4, 2025*
- *Kitchen Office (CRM #2220): December 8, 2025*
- *Stage (CRM #2395): December 8, 2025*

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Pinecrest Elementary School
975 12th Street West
Hastings, MN 55033

Continuous Radon Monitoring Results: March 23, 2026 – March 25, 2026

Room	Day 1 Average (pCi/L)		Day 2 Average (pCi/L)		Overall Average (pCi/L)		*Results from the Previous Testing (pCi/L)*
Cot Room	[1]0.8	[2]7.9	[1]1.2	[2]9.0	[1]1.0	[2]8.5	*5.3*
Gym Office	[1]1.7	[2]3.8	[1]3.5	[2]4.6	[1]2.6	[2]4.2	*4.5*

[1] Readings during occupied times: 7 a.m. to 5 p.m.
[2] Readings during unoccupied times: 12 a.m. to 7 a.m. and 5 p.m. to 11:59 p.m.

pCi/L – picoCuries per liter of air

CRM Calibration Dates
- *Cot Room (CRM #2519): December 8, 2025*
- *Gym Office (CRM #2998): October 29, 2025*

Discussion of Results:

Kennedy Elementary School
- Average radon levels over the workday in the Curriculum Classroom were 6.0 pCi/L on the first day of testing, and 6.8 pCi/L on the second day of testing. Total average radon levels over the full measurement period were 6.2 pCi/L.
- Average radon levels over the workday in the Kitchen Office were 2.0 pCi/L on the first day of testing, and 2.0 pCi/L on the second day of testing. Total average radon levels over the full measurement period were 2.5 pCi/L.
- Average radon levels over the workday on the Stage were 2.2 pCi/L on the first day of testing, and 2.7 pCi/L on the second day of testing. Total average radon levels over the full measurement period were 2.3 pCi/L.
- Average radon levels in the Kitchen Office and Stage were below the Action Level during the workday.
- Average radon levels in the Curriculum Classroom were above the Action Level during the workday.

Pinecrest Elementary School
- Average radon levels over the workday in the Cot Room were 0.8 pCi/L on the first day of testing, and 1.2 pCi/L on the second day of testing. Total average radon levels over the full measurement period were 5.4 pCi/L.
- Average radon levels over the workday in the Gym Office were 1.7 pCi/L on the first day of testing, and 3.5 pCi/L on the second day of testing. Total average radon levels over the full measurement period were 3.5 pCi/L.
- Average radon levels in the Cot Room and Gym Office were below the Action Level during the workday.

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CONCLUSIONS AND RECOMMENDATIONS

The results of four (4) CRMs indicate that radon levels in Kennedy Elementary School's Kitchen Office and Stage, as well as Pinecrest Elementary School's Cot Room and Gym Office are below the action level during the workday. The testing was performed during the heating season, so the testing is representative of "worst case" conditions.

It is recommended actions be taken to address results of radon concentrations greater than half the action level (2-3.9 pCi/L).

The results of the CRM indicate that radon levels in Kennedy Elementary School's Curriculum Classroom are above the action level during the workday.

1. If the average radon levels from the CRM are at or above 4 pCi/L **during occupancy**, then the building HVAC system settings (e.g., start time, night set-back temperature) should be adjusted to allow for improved airflow (and thereby reduce radon infiltration into the building). Follow-up CRM testing should be conducted to verify radon reduction. The operation of the HVAC system should continue under adjusted settings to keep radon levels within an acceptable range. Documentation should be kept with HVAC operation instructions for the Building Lead and the Director of Facilities and Safety to ensure that settings are maintained in the future.
2. If the follow-up average radon levels from the CRM are still at or above 4 pCi/L **during occupancy** (after the HVAC adjustments have been made), then the district should contact a professional radon mitigation contractor for assistance. IEA recommends using a contact with experience specific to schools.
3. Mitigation is not complete until retests provide evidence of the initial status of system effectiveness. A short-term radon measurement should be conducted no sooner than 24 hours after a mitigation system is operational, and within 30 days after installation of the systems. The test should be repeated as soon as possible, or within one year under conditions that reasonably represent:
    - Average building operating conditions exist that are normally present during the greatest amount of significantly occupied time.
    - Building operating conditions exist that are most likely to characterize a radon hazard.

Results from CRM follow-up testing show radon levels during occupied and non-occupied hours. Any mitigation efforts that rely on HVAC mechanical adjustments to provide dilution or pressurizations of indoor air will require clearance testing in all locations within each unique sector mitigated and at least one measurement in each adjoining sector served by a different HVAC system.

The EPA has established recommended guidelines for permissible radon concentrations in schools. The following are general recommendations for frequently occupied areas of schools:

- The building should be retested at least every 5 years and in conjunction with any sale of the building.
- Rooms that were not tested because they were not occupied should be tested if they become occupied in the future.

In addition, retesting should be conducted when any of the following circumstances occur:

- A new addition is constructed, or a significant renovation occurs.
- A ground contact area not previously tested is occupied.
- Heating or cooling systems are significantly altered, resulting in changes to air pressures or distribution.

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- Ventilation is significantly altered by extensive weatherization, changes to mechanical systems, or comparable procedures.
- Significant openings to soil occur due to:
  - Ground water or slab surface water control systems (e.g., sumps, perimeter drain tile, shower/tub retrofits, etc.)
  - Natural settlement causing major cracks to develop
  - Earthquakes, construction blasting, or formation of sink holes nearby
  - A mitigation system is altered, modified or repaired
- Rooms should be retested during the winter heating season (i.e., under "closed" conditions) which is typically "worst case" conditions.

Per Minnesota Statutes, section 123B.571, school districts are required to report radon test results at a school board meeting and report results to the MDH. IEA is able to assist with presenting results to the school board, and the MDH reporting. The MDH 'School Radon Testing Form' is located in Appendix E.

For more information regarding radon, see the EPA's A Citizen's Guide to Radon at http://www.epa.gov/radon. MDH can be contacted at health.indoorair@state.mn.us or 651-201-4601.

GENERAL COMMENTS

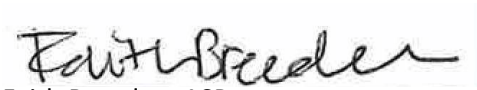
The analysis and opinions expressed in this report are based upon data obtained from continuous radon monitoring at Hastings Public Schools and are representative of the location and time period sampled. This report does not reflect variations in conditions that may occur across the site, property, or facility. Actual conditions may vary and may not become evident without further assessment. It is the client's responsibility to identify and comply with local statutes regarding obligations that may exist for disclosing test results to occupants and affected third parties.

The report is prepared for the exclusive use of our client for specific application to the project discussed and has been prepared in accordance with generally accepted radon testing practices. Other than as provided in the preceding sentence and in our Proposal #13225 dated July 31, 2025, regarding radon testing services at Kennedy, Pinecrest, and Tilden, including the General Conditions attached thereto, no warranties are extended or made.

Should you require additional radon testing or have any questions regarding radon or any other health- or safety-related concerns, please do not hesitate to contact our office.

Sincerely,

IEA, Inc.



Faith Breeden, ASP
EHS Account Manager

Reviewed by:



Emma Squires-Sperling
Laboratory Director

FB/khb 03312026

Enc.

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Appendix A

Quality Control Measurements

MDH and ANSI/AARST MA-MFLB 2023 Quality Control Measurements

IEA followed ANSI/AARST MA-MFLB 2023 and MDH recommendations for quality assurance measurements to ensure the accuracy of test results. Quality assurance measurements include side-by-side (comparison or duplicate) measurements.

Duplicates/comparison measurement devices are placed 4-8 inches apart for the same test period. Duplicates/comparison measurement devices are stored, placed and retrieved, in the same manner as the other measurements. Since duplicates/comparison measurements are placed side-by-side, the measured values for radon should be the same. In an environment with a radon concentration between 2 and 4 pCi/L, the average of all duplicates/comparison measurements' relative percent difference (RPD) should not exceed 25%. In an environment with a radon concentration greater than or equal to 4 pCi/L, the average of all duplicates' relative percent difference (RPD) should not exceed 14%. If they do, an investigation to identify the cause may be warranted and could include repeating the measurements. Duplicates/comparison measurement averages are listed in Table 1 below.

Table 1: Duplicate Device Measurements and Averages

Location	Test 1 (pCi/L)	Test 2 (pCi/L)	Average (pCi/L)	Difference	RPD (%)
Pinecrest Elementary - Cot Room	5.3	5.4	5.4	0.1	2

Duplicates averaging 4 pCi/L or more reach the warning limit when RPD is between 28-36% and reach the control limit when RPD exceeds 36%.

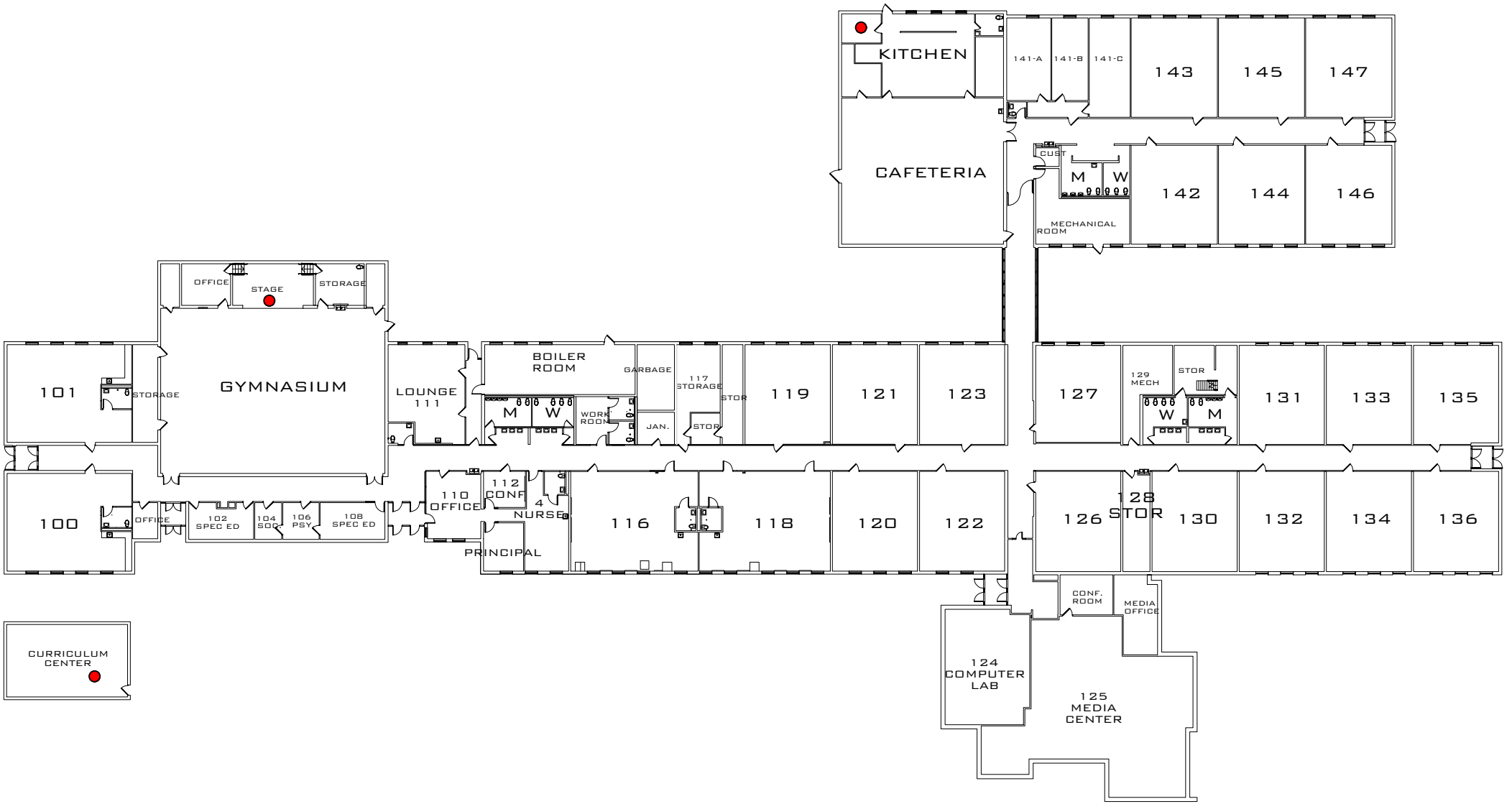
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Appendix B

Maps

LEGEND

RADON DETECTOR LOCATION



INSTITUTE FOR ENVIRONMENTAL ASSESSMENT
9201 West Broadway Brooklyn Park, MN 55445
Tel: 763.315.7900 Toll Free: 800.233.9513
Fax: 763.315.7920

KENNEDY ELEMENTARY

FIRST LEVEL FLOOR PLAN | APRIL 2026

N

LEGEND

- RADON DETECTOR LOCATION
- DUPLICATE



INSTITUTE FOR ENVIRONMENTAL ASSESSMENT
9201 West Broadway Brooklyn Park, MN 55445
Tel: 763.315.7900 Toll Free: 800.233.9513
Fax: 763.315.7920

PINECREST ELEMENTARY

FIRST LEVEL FLOOR PLAN | APRIL 2026

N

Appendix C

Certified Radon Report:

Continuous Radon Monitor Hourly Data

Authorization Agreement & Confidentiality Waiver

Interpreting Test Results

and

Client Commitments, Advisories, and Authorizations

CERTIFIED RADON REPORT

March 25, 2026 Test Number: 2220-474

Property Inspected: 1175 Tyler St, Hastings, MN 55033

Licensed Radalink Radon Inspector:
Institute for Environmental Assessment
Jeffrey Athmann
9201 West Broadway
#600
Brooklyn Park, MN 55445
Phone: 763-315-7900
Fax:

Test performed for:
Hastings Public Schools

						Temp.	Pressure	R.H.
Calibrated:	12/08/2025 - 12/08/2026		Placed By:	Faith Breeden (MN RMEA-00538)				
Test Started:	03/23/2026	8:16 AM	Retrieved By:	Faith Breeden (MN RMEA-00538)	Min:	73.0	29.9	23
Test Ended:	03/25/2026	8:30 AM	Test Site:	Kitchen Office	Avg:	75.6	30.2	24
			Test Duration:	48 hours	Max:	77.0	30.4	27

AVERAGE RADON CONCENTRATION: 2.5 pCi/l

Test has met minimum EPA sampling duration. Uncertainty: ± 1.48%

	03/23/2026		03/24/2026		03/25/2026	
Time	pCi/l	Flags	pCi/l	Flags	pCi/l	Flags
00:16 am			3.0	P	3.7	P
01:16			4.2	P	2.5	P
02:16			4.2	P	3.0	P
03:16			4.5	P	3.2	P
04:16			3.9	P	4.5	P
05:16			3.4	P	2.9	P
06:16			3.7	P	4.1	P
07:16			4.8	P	3.8	P
08:16			2.6	P	3.0	P
09:16	1.0	P	1.8	P		
10:16	0.9	P	2.5	P		
11:16	1.3	P	1.2	P		
12:16 pm	1.2	P	1.0	P		
01:16	0.7	P	0.9	P		
02:16	1.5	P	0.8	P		
03:16	2.0	P	1.6	P		
04:16	3.1	P	2.9	P		
05:16	3.0	P	2.6	P		
06:16	2.9	P	2.0	P		
07:16	1.8	P	2.1	P		
08:16	2.6	P	1.8	P		
09:16	1.5	P	2.3	P		
10:16	2.3	P	2.7	P		
11:16	2.3	P	2.6	P		

Flags: P= AC Power Disruption; T=Tilt
Eq. = Equilization Period

While every effort was made to maintain optimum quality control and EPA Protocol during the testing period, neither Radalink, Inc. or its licensed agents provide any warranty, expressed or implied, for the consequences of erroneous test results. There can be some uncertainty with any measurement due to statistical variations, extreme weather changes, operation of the building, and other factors, Radalink, Inc. and its licensed operators shall not be liable under any charge or claim for losses, claims, charges, fees, demands, expenses, or damages resulting from a radon test. This report is subject to the terms on the last page of the document.

ENVIRONMENTAL DATA

MONITOR-TEST NUMBER: 2220-474

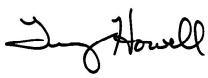
Property Inspected: **1175 Tyler St**
Hastings, MN 55033

	03/23/2026			03/24/2026			03/25/2026		
Time	Temp	InHg	RH	Temp	InHg	RH	Temp	InHg	RH
00:16 am				75.0	30.2	23	77.0	30.1	27
01:16				75.0	30.2	23	77.0	30.0	27
02:16				75.0	30.2	23	77.0	30.0	23
03:16				75.0	30.2	23	77.0	30.0	23
04:16				75.0	30.2	23	77.0	30.0	23
05:16				75.0	30.2	23	77.0	29.9	23
06:16				75.0	30.2	23	77.0	29.9	23
07:16				75.0	30.2	23	77.0	29.9	23
08:16				75.0	30.2	23	77.0	29.9	23
09:16	68.0	30.4	30	75.0	30.2	23			
10:16	73.0	30.4	26	75.0	30.2	23			
11:16	73.0	30.4	23	75.0	30.2	23			
12:16 pm	75.0	30.4	23	75.0	30.2	27			
01:16	75.0	30.4	23	75.0	30.2	27			
02:16	75.0	30.4	23	75.0	30.2	26			
03:16	75.0	30.3	23	75.0	30.2	27			
04:16	75.0	30.3	23	75.0	30.1	27			
05:16	75.0	30.3	23	75.0	30.1	27			
06:16	75.0	30.3	23	77.0	30.1	27			
07:16	75.0	30.3	23	77.0	30.1	27			
08:16	75.0	30.2	23	77.0	30.1	27			
09:16	75.0	30.3	23	77.0	30.1	27			
10:16	75.0	30.2	23	77.0	30.1	27			
11:16	75.0	30.2	23	77.0	30.1	27			

AVERAGE RADON CONCENTRATION: 2.5 pCi/l

RADALINK RADON MONITORS

Reviewed and certified by



Terry Howell, Quality Assurance Mgr.
Radalink, Inc. NRPP 135791T

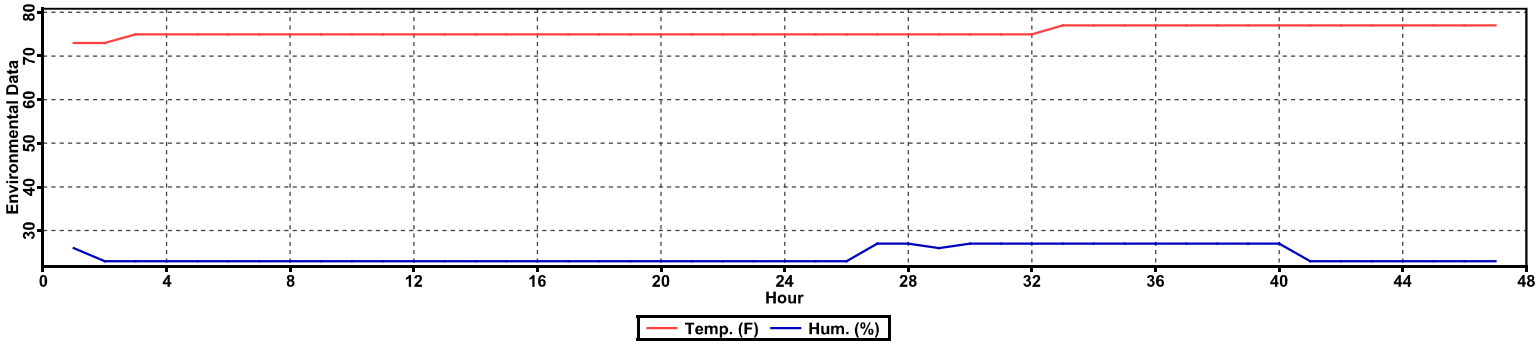
	Minimum	Average	Maximum	Variance
Temperature:	73.0	75.6	77.0	1.14
Barometric Pressure:	29.9	30.2	30.4	0.02
Relative Humidity:	23	24	27	3.29

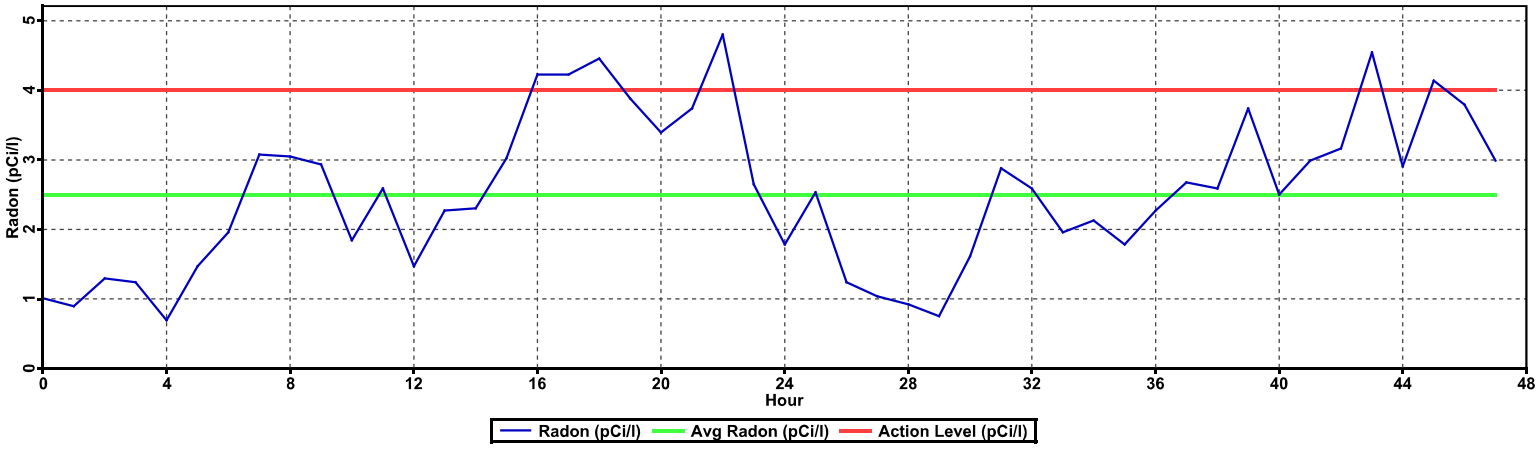
NOTE: The first hour's environmental data is excluded from the table above.

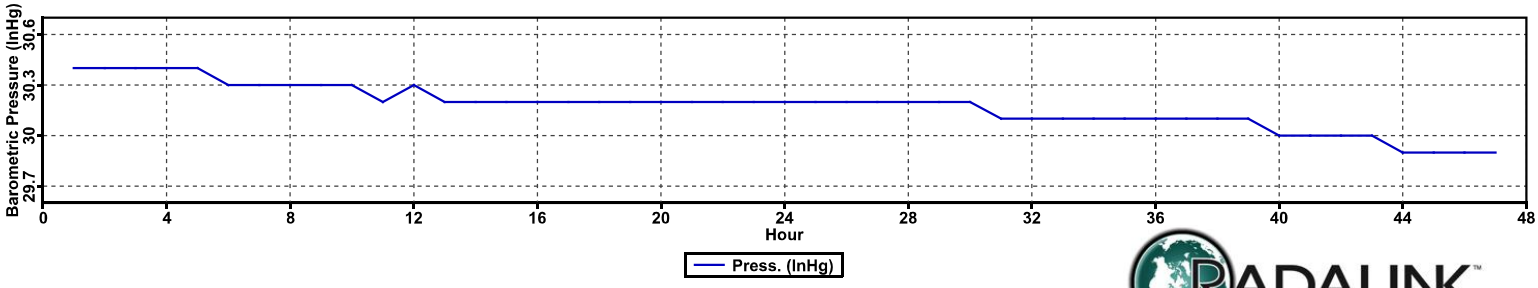
Radalink, Inc. 5599 Peachtree Road Atlanta, GA 30341 Phone: (800)295-4655

GRAPHICAL DATA VIEW

MONITOR-TEST NUMBER: 2220-474







Property Inspected: 1175 Tyler St, Hastings, MN 55033

AVERAGE RADON CONCENTRATION: 2.5 pCi/l

RADALINK™ RADON MONITORS

HOW TO INTERPRET YOUR TEST RESULTS

THIS REPORT RELATES ONLY TO THE LOCATION(S) TESTED DURING THE MEASURMENT PERIOD

These results should be interpreted in accordance with the EPA's guidance as published in EPA Publication No. 402-K-008 "*Home Buyer's and Seller's Guide to Radon*" and EPA Publication No. 402-K92-001, "*Citizen's Guide to Radon*".

Because radon is the second leading cause of lung cancer, the World Health Organization (WHO) and the U.S. Surgeon General recommend testing all homes for radon and mitigating those with an average concentration above the U.S. EPA action level of 4 picocuries per Liter (4 pCi/lL) or higher. Even if your test result is below 4 pCi/L, mitigation may provide additional reduction of the risk of lung cancer. Find more information at Radalink.com/results.

The Radalink AirCat® Monitor (NRPP Device # 00477, NRSB Device # 31815) used to perform this test is EPA, NRSB and/or NRPP approved and meets the Single Test Option requirements (EPA 402-R-93-003, Section 3.2.3) and continuous monitor time-sensitive testing (ANSI/AARST MAH 2023, Section 5.2) for conducting radon measurements and may be used for determining the necessity for radon mitigation.

Radon reduction systems work! Professionally installed radon mitigation systems can reduce the radon levels in your home by up to 99%. Thousands of people have reduced radon levels in their homes. Maintaining a radon reduction system takes little effort to keep the system working properly and the radon levels low. EPA recommends that you have a qualified contractor (NRPP, NRSB certified or state licensed) fix your home if radon levels are confirmed to be 4 pCi/L or higher. Find a licensed mitigator at Radalink.com/mitigators. For more information on how to reduce your radon health risk, contact your state radon office:

Alabama	**800-582-1866**	Illinois	**217-782-1325**	Montana	**800-546-0483**	Rhode Island	**401-222-7796**
Alaska	**800-478-8324**	Indiana	**800-272-9723**	Nebraska	**402-471-1005**	South Carolina	**803-898-3432**
Arizona	**602-255-4845**	Iowa	**800-383-5992**	Nevada	**775-336-0252**	South Dakota	**605-773-6038**
Arkansas	**501-661-2301**	Kansas	**800-693-5343**	New Hampshire	**603-271-1708**	Tennessee	**800-232-1139**
California	**800-745-7236**	Kentucky	**502-564-4856**	New Jersey	**609-984-5425**	Texas	**512-834-6688**
Colorado	**800-846-3986**	Louisiana	**225-765-0160**	New Mexico	**505-476-8600**	Utah	**800-458-0145**
Connecticut	**860-509-7300**	Maine	**207-287-5743**	New York	**800-458-1158**	Vermont	**800-439-8550**
Delaware	**302-744-4546**	Maryland	**866-703-3266**	North Carolina	**828-712-0972**	Virginia	**804-864-8161**
Washington DC	**202-535-2999**	Massachusetts	**800-723-6695**	North Dakota	**701-328-5188**	Washington	**360-236-3200**
Florida	**800-543-8279**	Michigan	**517-388-6913**	Ohio	**800-523-4439**	West Virginia	**304-352-4992**
Georgia	**706-583-0602**	Minnesota	**800-798-9050**	Oklahoma	**405-702-5162**	Wisconsin	**888-569-7236**
Hawaii	**808-586-4700**	Mississippi	**800-626-7739**	Oregon	**971-673-0440**	Wyoming	**307-777-6015**
Idaho	**800-445-8647**	Missouri	**866-628-9891**	Pennsylvania	**800-237-2366**		

USEPA Radon Program website: www.epa.gov/radon and radon hotline 800-767-7236

SURGEON GENERAL HEALTH ADVISORY: "Indoor radon is the second-leading cause of lung cancer in the U.S. and breathing it over prolonged periods can present a significant health risk to families all over the country. More than 20,000 Americans die of radon-related lung cancer every year. It's important to know that this threat is completely preventable. Radon can be detected with a simple test and fixed through well-established venting techniques."

CONSUMER FEDERATION OF AMERICA: "Consumers need to know about the health of a house they are considering purchasing, including whether there is a radon problem, and if so, how to fix it." *The EPA Home Buyer's and Sellers Guide to Radon* provides practical consumer information that every homebuyer needs to know.

FLORIDA NOTICE TO CLIENTS: An organization or individual certified by the Florida Dept. of Health to perform radon or radon progeny measurements or radon mitigation services provides this Notice to you. Any questions, comments, or complaints regarding the persons performing these measurement or mitigation services may be directed to the Florida Dept. of Health, Bureau of Facility Programs, Radon Indoor Air Quality, 4052 Bald Cypress Way, Bin #A08, Tallahassee, Florida 32399-1710.

***Florida Dept. of Health contact:* 800-543-8279**

MAINE NOTICE TO CLIENTS: As per 22 MRSA, Sec. 771, results of this test will be reported to the Maine Dept. of Health and Human Services. Any questions, comments, or complaints concerning individuals or firms providing radon related services in Maine should be directed to: Radiation Control Program 11 State House Station Augusta, ME 04333-0010

***Maine Dept. of Health contact:* 207-287-5743**

PENNSYLVANIA NOTICE TO CLIENTS: The Radon Certification Act requires that anyone who provides radon-related service or product to the general public must be certified by the Pennsylvania Department of Environmental Protection. You are entitled to evidence of certification from any person who provides such services or products. You are also entitled to a price list for services or products offered. All radon measurement data will be sent to the Department as required in the Act and will be kept confidential. If you have any questions, comments or complaints concerning persons who provide radon-related services, please contact the Department at the Bureau of Radiation Protection, Dept. Of Environmental Protection, P.O. Box 8469, Harrisburg, PA 17105-8469.

***Department at the Bureau of Radiation Protection:* 717-783-3594**

RHODE ISLAND NOTICE TO CLIENTS: This notice is provided to you by an organization or individual licenses and/or certified by the Rhode Island Dept. of Health to perform radon measurements. Any questions, comments, or complaints regarding the person performing these measurements may be directed to the RI Dept. of Health, Radon Control Program, 3 Capitol Hill Room 206, Providence RI 02908-5097

***Rhode Island Dept. of Health contact:* 401-222-7796**

Revision: December 2025

CERTIFIED RADON REPORT

March 25, 2026 Test Number: 2395-401

Property Inspected: 1175 Tyler St, Hastings, MN 55033

Licensed Radalink Radon Inspector:
Institute for Environmental Assessment
Jeffrey Athmann
9201 West Broadway
#600
Brooklyn Park, MN 55445
Phone: 763-315-7900
Fax:

Test performed for:
Hastings Public Schools

						Temp.	Pressure	R.H.
Calibrated:	12/08/2025 - 12/08/2026		Placed By:	Faith Breeden (MN RMEA-00538)				
Test Started:	03/23/2026	8:10 AM	Retrieved By:	Faith Breeden (MN RMEA-00538)	Min:	68.0	29.8	26
Test Ended:	03/25/2026	8:18 AM	Test Site:	Stage	Avg:	70.9	30.1	28
			Test Duration:	48 hours	Max:	73.0	30.4	30

AVERAGE RADON CONCENTRATION: 2.3 pCi/l

Test has met minimum EPA sampling duration. Uncertainty: ± 1.70%

	03/23/2026		03/24/2026		03/25/2026	
Time	pCi/l	Flags	pCi/l	Flags	pCi/l	Flags
00:10 am			2.3	P	2.3	P
01:10			2.4	P	1.7	P
02:10			2.5	P	3.0	P
03:10			2.4	P	3.0	P
04:10			2.3	P	2.2	P
05:10			2.8	P	2.9	P
06:10			3.1	P	2.9	P
07:10			3.3	P	2.7	P
08:10			3.6	P	2.8	P
09:10	1.0	P	2.9	P		
10:10	1.5	P	2.7	P		
11:10	1.4	P	3.6	P		
12:10 pm	1.9	P	2.6	P		
01:10	2.8	P	2.4	P		
02:10	1.4	P	2.2	P		
03:10	2.3	P	2.6	P		
04:10	2.2	P	2.4	P		
05:10	2.3	P	2.4	P		
06:10	3.3	P	1.2	P		
07:10	2.0	P	2.3	P		
08:10	2.2	P	1.7	P		
09:10	2.0	P	1.2	P		
10:10	1.9	P	1.6	P		
11:10	2.7	P	1.9	P		

Flags: P= AC Power Disruption; T=Tilt
Eq. = Equilization Period

While every effort was made to maintain optimum quality control and EPA Protocol during the testing period, neither Radalink, Inc. or its licensed agents provide any warranty, expressed or implied, for the consequences of erroneous test results. There can be some uncertainty with any measurement due to statistical variations, extreme weather changes, operation of the building, and other factors, Radalink, Inc. and its licensed operators shall not be liable under any charge or claim for losses, claims, charges, fees, demands, expenses, or damages resulting from a radon test. This report is subject to the terms on the last page of the document.

ENVIRONMENTAL DATA

MONITOR-TEST NUMBER: 2395-401

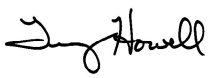
Property Inspected: **1175 Tyler St**
Hastings, MN 55033

	03/23/2026			03/24/2026			03/25/2026		
Time	Temp	InHg	RH	Temp	InHg	RH	Temp	InHg	RH
00:10 am				71.0	30.2	26	71.0	30.0	30
01:10				71.0	30.1	26	71.0	30.0	30
02:10				71.0	30.1	26	71.0	30.0	30
03:10				71.0	30.1	26	71.0	29.9	30
04:10				71.0	30.1	26	71.0	29.9	30
05:10				71.0	30.1	26	71.0	29.9	30
06:10				71.0	30.1	26	71.0	29.8	30
07:10				71.0	30.1	26	71.0	29.8	26
08:10				71.0	30.1	26	71.0	29.8	30
09:10	66.0	30.3	30	71.0	30.1	26			
10:10	68.0	30.3	30	71.0	30.1	26			
11:10	69.0	30.4	30	71.0	30.1	26			
12:10 pm	71.0	30.3	30	71.0	30.1	30			
01:10	71.0	30.3	30	71.0	30.1	30			
02:10	71.0	30.3	30	71.0	30.1	30			
03:10	71.0	30.3	30	71.0	30.1	30			
04:10	71.0	30.2	30	71.0	30.1	30			
05:10	71.0	30.2	26	71.0	30.1	30			
06:10	71.0	30.2	26	71.0	30.0	30			
07:10	71.0	30.2	26	71.0	30.0	30			
08:10	71.0	30.2	26	71.0	30.0	30			
09:10	71.0	30.2	26	71.0	30.0	30			
10:10	71.0	30.2	26	73.0	30.0	30			
11:10	71.0	30.2	26	71.0	30.0	30			

AVERAGE RADON CONCENTRATION: 2.3 pCi/l

RADALINK RADON MONITORS

Reviewed and certified by



Terry Howell, Quality Assurance Mgr.
Radalink, Inc. NRPP 135791T

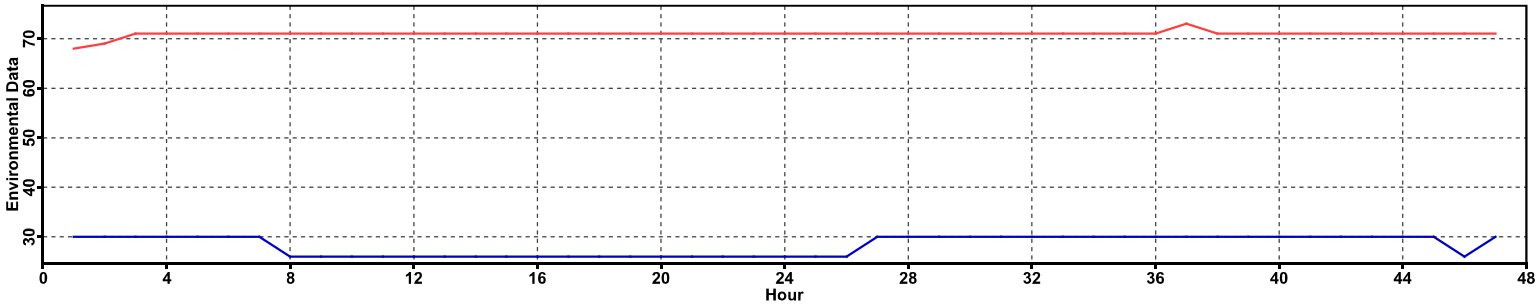
	Minimum	Average	Maximum	Variance
Temperature:	68.0	70.9	73.0	0.36
Barometric Pressure:	29.8	30.1	30.4	0.02
Relative Humidity:	26	28	30	3.91

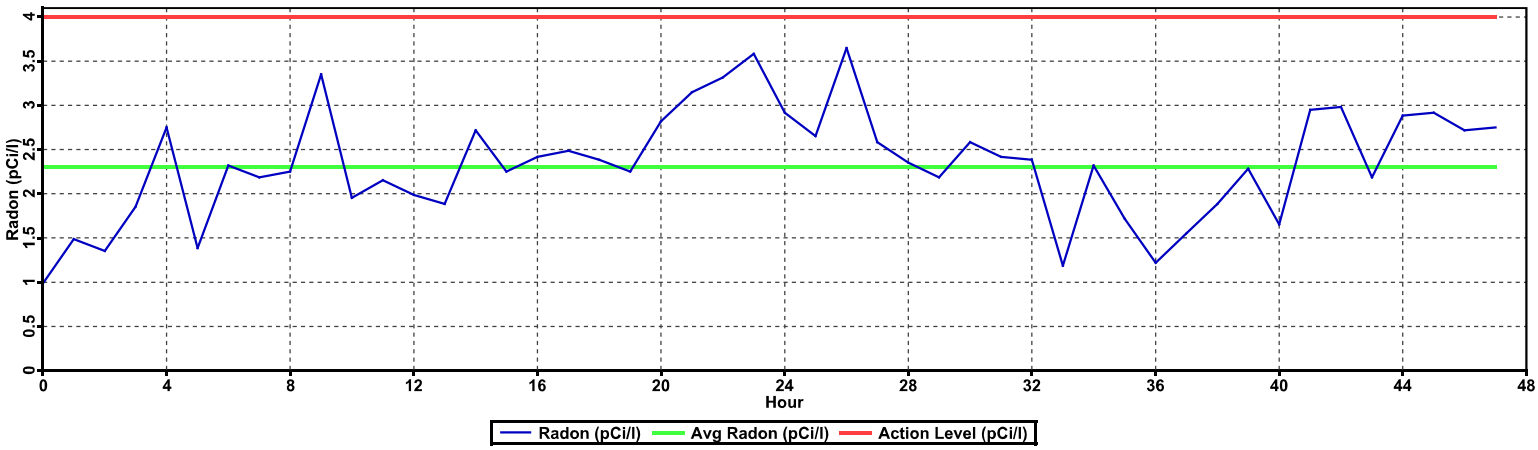
NOTE: The first hour's environmental data is excluded from the table above.

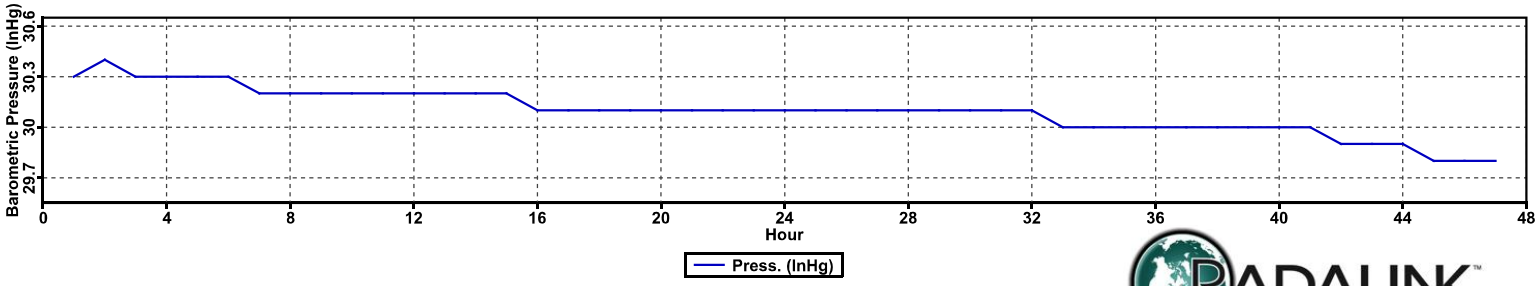
Radalink, Inc. 5599 Peachtree Road Atlanta, GA 30341 Phone: (800)295-4655

GRAPHICAL DATA VIEW

MONITOR-TEST NUMBER: 2395-401







Property Inspected: 1175 Tyler St, Hastings, MN 55033

AVERAGE RADON CONCENTRATION: 2.3 pCi/l

RADALINK™ RADON MONITORS

CERTIFIED RADON REPORT

March 25, 2026 Test Number: 2568-319

Property Inspected: 1175 Tyler St, Hastings, MN 55033

Licensed Radalink Radon Inspector:
Institute for Environmental Assessment
Jeffrey Athmann
9201 West Broadway
#600
Brooklyn Park, MN 55445
Phone: 763-315-7900
Fax:

Test performed for:
Hastings Public Schools

					Temp.	Pressure	R.H.
Calibrated:	11/04/2025 - 11/04/2026	Placed By:	Faith Breeden (MN RMEA-00538)				
Test Started:	03/23/2026 8:23 AM	Retrieved By:	Faith Breeden (MN RMEA-00538)	Min:	68.0	29.8	26
Test Ended:	03/25/2026 8:25 AM	Test Site:	Curriculum Center	Avg:	70.5	30.1	27
		Test Duration:	48 hours	Max:	71.0	30.4	30

AVERAGE RADON CONCENTRATION: 6.2 pCi/l

Test has met minimum EPA sampling duration.

Uncertainty: ± 1.16%

	03/23/2026		03/24/2026		03/25/2026	
Time	pCi/l	Flags	pCi/l	Flags	pCi/l	Flags
00:23 am			6.8		5.4	
01:23			6.0		5.9	
02:23			5.6		6.6	
03:23			4.9		7.0	
04:23			7.7		6.3	
05:23			4.6		6.8	
06:23			3.8		6.0	
07:23			4.6		7.3	
08:23			7.3		9.1	
09:23	2.3		7.4			
10:23	4.9		5.6			
11:23	6.3		5.1			
12:23 pm	4.6		7.3			
01:23	6.7		7.6			
02:23	8.8		6.6			
03:23	7.4		7.8			
04:23	5.5		6.7			
05:23	7.3		4.8			
06:23	6.8		5.3			
07:23	6.8		6.5			
08:23	4.8		5.6			
09:23	6.1		5.9			
10:23	4.3		7.6			
11:23	4.2		7.9			

Flags: P= AC Power Disruption; T=Tilt
Eq. = Equilization Period

While every effort was made to maintain optimum quality control and EPA Protocol during the testing period, neither Radalink, Inc. or its licensed agents provide any warranty, expressed or implied, for the consequences of erroneous test results. There can be some uncertainty with any measurement due to statistical variations, extreme weather changes, operation of the building, and other factors, Radalink, Inc. and its licensed operators shall not be liable under any charge or claim for losses, claims, charges, fees, demands, expenses, or damages resulting from a radon test. This report is subject to the terms on the last page of the document.

ENVIRONMENTAL DATA

MONITOR-TEST NUMBER: 2568-319

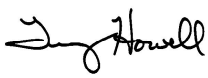
Property Inspected: **1175 Tyler St**
Hastings, MN 55033

	03/23/2026			03/24/2026			03/25/2026		
Time	Temp	InHg	RH	Temp	InHg	RH	Temp	InHg	RH
00:23 am				71.0	30.2	27	71.0	30.0	26
01:23				71.0	30.2	27	71.0	30.0	26
02:23				71.0	30.1	27	71.0	30.0	26
03:23				71.0	30.1	27	71.0	29.9	26
04:23				71.0	30.1	27	71.0	29.9	26
05:23				71.0	30.1	27	71.0	29.9	26
06:23				71.0	30.1	27	71.0	29.9	26
07:23				71.0	30.1	27	71.0	29.8	26
08:23				71.0	30.1	27	71.0	29.8	26
09:23	66.0	30.3	30	71.0	30.1	27			
10:23	68.0	30.4	30	71.0	30.2	27			
11:23	69.0	30.4	26	71.0	30.1	27			
12:23 pm	69.0	30.4	26	71.0	30.1	27			
01:23	69.0	30.3	26	71.0	30.1	27			
02:23	69.0	30.3	26	71.0	30.1	27			
03:23	69.0	30.3	27	71.0	30.1	27			
04:23	69.0	30.2	27	71.0	30.1	27			
05:23	69.0	30.2	27	71.0	30.1	26			
06:23	69.0	30.2	27	71.0	30.1	26			
07:23	69.0	30.2	27	71.0	30.1	26			
08:23	69.0	30.2	27	71.0	30.1	26			
09:23	69.0	30.2	27	71.0	30.0	26			
10:23	71.0	30.2	27	71.0	30.0	26			
11:23	71.0	30.2	27	71.0	30.0	26			

AVERAGE RADON CONCENTRATION: 6.2 pCi/l

RADALINK™ RADON MONITORS

Reviewed and certified by



Terry Howell, Quality Assurance Mgr.
Radalink, Inc. NRPP 135791T

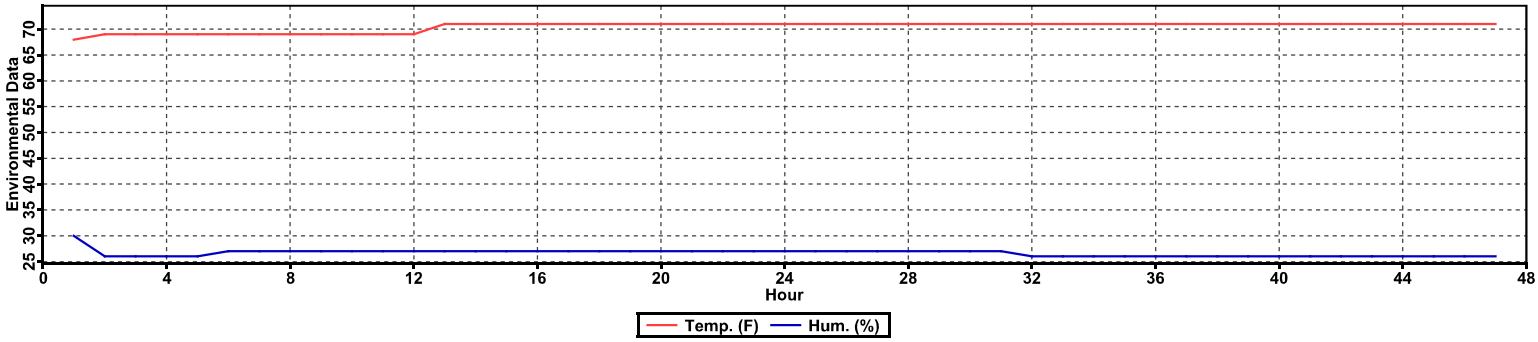
	Minimum	Average	Maximum	Variance
Temperature:	68.0	70.5	71.0	0.85
Barometric Pressure:	29.8	30.1	30.4	0.02
Relative Humidity:	26	27	30	0.49

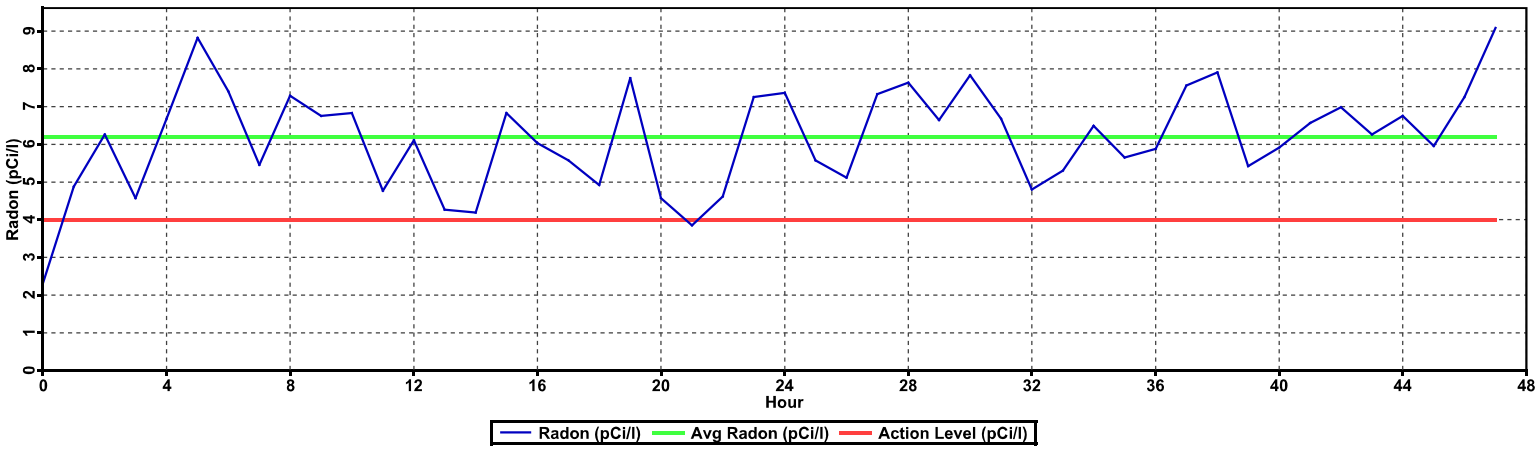
NOTE: The first hour's environmental data is excluded from the table above.

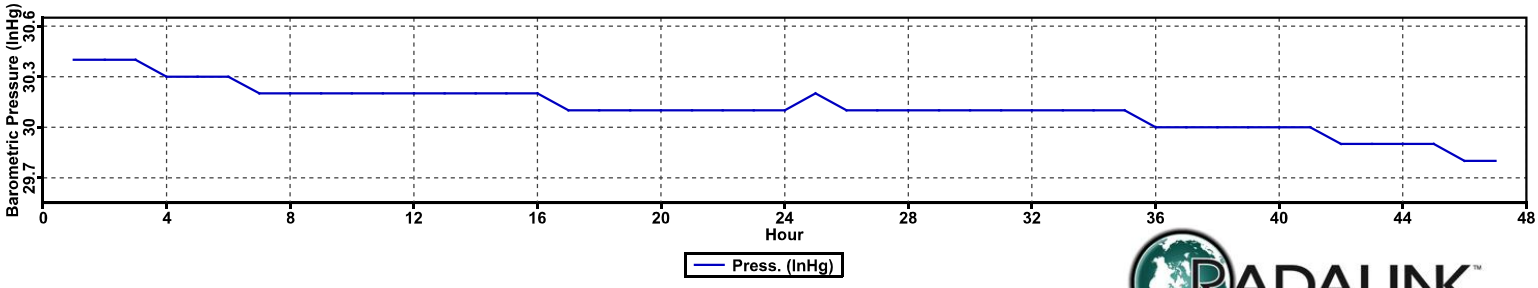
Radalink, Inc. 5599 Peachtree Road Atlanta, GA 30341 Phone: (800)295-4655

GRAPHICAL DATA VIEW

MONITOR-TEST NUMBER: 2568-319







Property Inspected: 1175 Tyler St, Hastings, MN 55033

AVERAGE RADON CONCENTRATION: 6.2 pCi/l

RADALINK™ RADON MONITORS

IMPORTANT NOTICE

IF YOUR RADON TEST RESULT IS AT OR ABOVE EPA's 4.0 pCi/L ACTION LEVEL

THE EPA AND YOUR STATE RADON PROGRAM RECOMMEND THIS HOME BE MITIGATED

If the average radon concentration in the home tested is at or above EPA's 4.0 pCi/L Action Level, mitigation is recommended. EPA and Radalink recommend either a state licensed (where applicable) or a NRPP or NRSB Certified radon mitigator to perform the system installation.

An Independent Post Mitigation Clearance Test

Upon completion of the work, the EPA recommends that you have an **independent** post-mitigation test performed. If the current owners are hiring the mitigation contractor, notify them prior to the installation that you intend to have your Radalink affiliated radon professional perform the post mitigation test. (Call your Radalink affiliate for service prices and details.) According to EPA and state protocol, the test can be conducted after the remediation system has been running continuously for 24 hours. Find out when the work will be completed and inform your Radalink affiliate so the test can be scheduled as soon as possible.

Make Sure the Installation Meets EPA Mitigation Standards

For your added protection, many Radalink affiliates inspect the mitigation systems to ensure they meet the EPA Mitigation Standards or state requirements and provide you with a completed Checklist Inspection Report.

Call Your Radalink Affiliate for Service Prices and Details.

RADALINK™
RADON MONITORING SYSTEMS

www.radalink.com

CERTIFIED RADON REPORT

March 25, 2026 Test Number: 2998-221

Property Inspected: **975 12th Street West, Hastings, MN 55033**

Licensed Radalink Radon Inspector:
Institute for Environmental Assessment
Jeffrey Athmann
9201 West Broadway
#600
Brooklyn Park, MN 55445
Phone: 763-315-7900
Fax:

Test performed for:
Hastings Public Schools

						Temp.	Pressure	R.H.
Calibrated:	10/29/2025 - 10/29/2026		Placed By:	Faith Breeden (MN RMEA-00538)				
Test Started:	03/23/2026	7:39 AM	Retrieved By:	Faith Breeden (MN RMEA-00538)	Min:	66.0	29.7	26
Test Ended:	03/25/2026	8:02 AM	Test Site:	Gym Office	Avg:	68.0	30.0	29
			Test Duration:	48 hours	Max:	68.0	30.3	30

AVERAGE RADON CONCENTRATION: 3.5 pCi/l

Test has met minimum EPA sampling duration. Uncertainty: ± 1.40%

	03/23/2026		03/24/2026		03/25/2026	
Time	pCi/l	Flags	pCi/l	Flags	pCi/l	Flags
00:39 am			5.1	P	3.3	P
01:39			3.3	P	4.2	P
02:39			3.8	P	5.6	P
03:39			4.3	P	8.3	P
04:39			5.9	P	8.6	P
05:39			5.4	P	7.8	P
06:39			4.0	P	7.4	P
07:39			4.3	P	8.7	P
08:39	1.0	P	3.0	P		
09:39	1.2	P	3.2	P		
10:39	1.1	P	3.1	P		
11:39	0.7	P	2.4	P		
12:39 pm	1.4	P	2.2	P		
01:39	1.4	P	2.8	P		
02:39	1.7	P	3.7	P		
03:39	1.9	P	3.4	P		
04:39	2.6	P	2.6	P		
05:39	3.1	P	3.2	P		
06:39	2.5	P	2.9	P		
07:39	2.9	P	4.0	P		
08:39	4.5	P	2.0	P		
09:39	3.2	P	2.4	P		
10:39	2.4	P	1.8	P		
11:39	3.0	P	2.7	P		

Flags: P= AC Power Disruption; T=Tilt
Eq. = Equilization Period

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ENVIRONMENTAL DATA

MONITOR-TEST NUMBER: 2998-221

Property Inspected: **975 12th Street West**
Hastings, MN 55033

	03/23/2026			03/24/2026			03/25/2026		
Time	Temp	InHg	RH	Temp	InHg	RH	Temp	InHg	RH
00:39 am				68.0	30.1	30	68.0	29.9	30
01:39				68.0	30.0	30	68.0	29.9	30
02:39				68.0	30.0	30	68.0	29.8	30
03:39				68.0	30.0	30	68.0	29.8	30
04:39				68.0	30.0	26	68.0	29.8	30
05:39				68.0	30.0	26	68.0	29.8	30
06:39				68.0	30.0	26	68.0	29.8	30
07:39				68.0	30.0	26	68.0	29.7	30
08:39	66.0	30.2	30	68.0	30.0	30			
09:39	66.0	30.2	30	68.0	30.0	30			
10:39	68.0	30.3	26	68.0	30.0	30			
11:39	68.0	30.3	26	68.0	30.0	30			
12:39 pm	68.0	30.2	27	68.0	30.0	30			
01:39	68.0	30.2	26	68.0	30.0	30			
02:39	68.0	30.2	26	68.0	30.0	30			
03:39	68.0	30.2	26	68.0	30.0	30			
04:39	68.0	30.1	27	68.0	30.0	30			
05:39	68.0	30.1	26	68.0	30.0	30			
06:39	68.0	30.1	26	68.0	30.0	30			
07:39	68.0	30.1	26	68.0	29.9	30			
08:39	68.0	30.1	26	68.0	30.0	30			
09:39	68.0	30.1	26	68.0	30.0	30			
10:39	68.0	30.1	26	68.0	29.9	30			
11:39	68.0	30.1	30	68.0	29.9	30			

AVERAGE RADON CONCENTRATION: 3.5 pCi/l

RADALINK™ RADON MONITORS

Reviewed and certified by

Terry Howell, Quality Assurance Mgr.
Radalink, Inc. NRPP 135791T

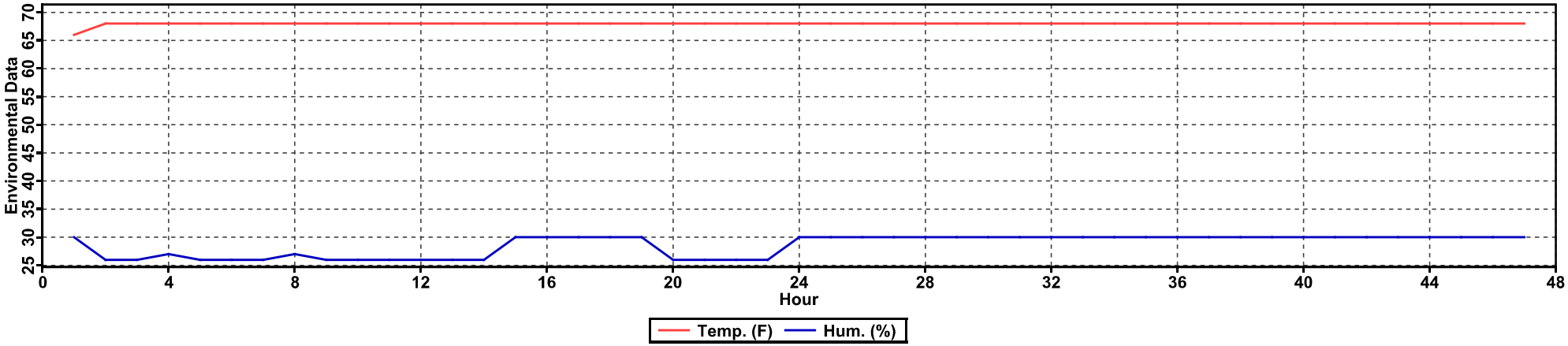
	Minimum	Average	Maximum	Variance
Temperature:	66.0	68.0	68.0	0.09
Barometric Pressure:	29.7	30.0	30.3	0.02
Relative Humidity:	26	29	30	3.52

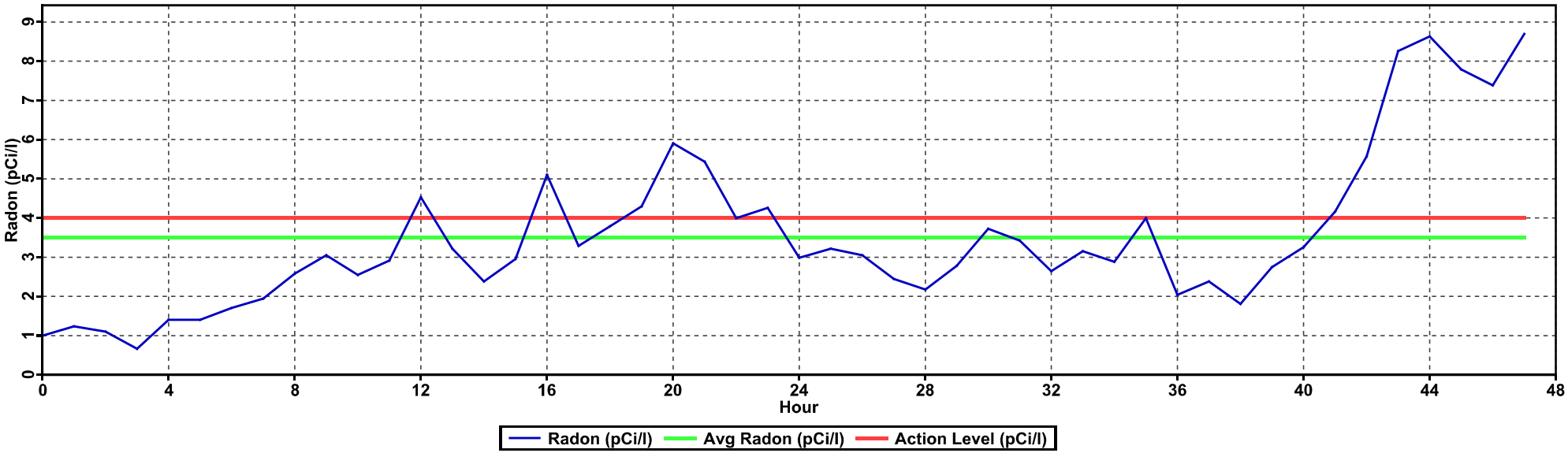
NOTE: The first hour's environmental data is excluded from the table above.

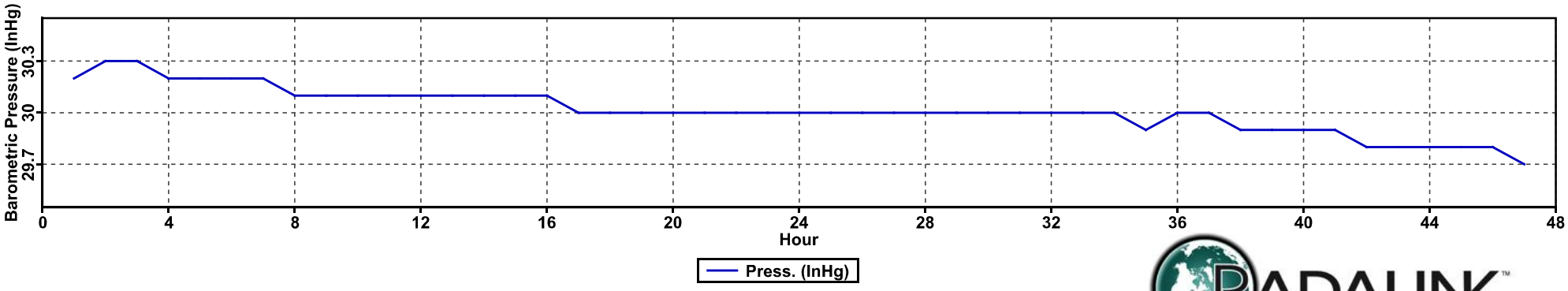
Radalink, Inc. 5599 Peachtree Road Atlanta, GA 30341 Phone: (800)295-4655

GRAPHICAL DATA VIEW

MONITOR-TEST NUMBER: 2998-221







Property Inspected: 975 12th Street West, Hastings, MN 55033

AVERAGE RADON CONCENTRATION: 3.5 pCi/l

RADALINK™ RADON MONITORS

CERTIFIED RADON REPORT

March 25, 2026 Test Number: 2519-337

Property Inspected: **975 12th Street West, Hastings, MN 55033**

Licensed Radalink Radon Inspector:
Institute for Environmental Assessment
Jeffrey Athmann
9201 West Broadway
#600
Brooklyn Park, MN 55445
Phone: 763-315-7900
Fax:

Test performed for:
Hastings Public Schools

		Placed By:	Faith Breeden (MN RMEA-00538)		Temp.	Pressure	R.H.
Calibrated:	12/08/2025 - 12/08/2026	Retrieved By:	Faith Breeden (MN RMEA-00538)	Min:	68.0	29.8	23
Test Started:	03/23/2026 7:42 AM	Test Site:	Cot Room	Avg:	71.2	30.1	26
Test Ended:	03/25/2026 8:04 AM	Test Duration:	48 hours	Max:	73.0	30.3	30

AVERAGE RADON CONCENTRATION: 5.3 pCi/l

Test has met minimum EPA sampling duration. Uncertainty: ± 1.11%

	03/23/2026		03/24/2026		03/25/2026	
Time	pCi/l	Flags	pCi/l	Flags	pCi/l	Flags
00:42 am			11.1	P	9.2	P
01:42			10.2	P	11.6	P
02:42			16.6	P	16.7	P
03:42			19.9	P	19.8	P
04:42			13.0	P	22.8	P
05:42			9.0	P	11.4	P
06:42			2.3	P	6.3	P
07:42			0.9	P	2.6	P
08:42	0.0	P	0.8	P		
09:42	0.6	P	0.0	P		
10:42	0.7	P	0.9	P		
11:42	1.4	P	1.3	P		
12:42 pm	0.8	P	0.8	P		
01:42	1.6	P	1.6	P		
02:42	0.0	P	1.7	P		
03:42	0.9	P	1.2	P		
04:42	0.8	P	1.1	P		
05:42	1.1	P	0.9	P		
06:42	1.2	P	1.0	P		
07:42	1.4	P	0.8	P		
08:42	3.1	P	3.6	P		
09:42	6.1	P	4.6	P		
10:42	5.7	P	8.7	P		
11:42	10.4	P	8.9	P		

Flags: P= AC Power Disruption; T=Tilt
Eq. = Equilization Period

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ENVIRONMENTAL DATA

MONITOR-TEST NUMBER: 2519-337

Property Inspected: **975 12th Street West**
Hastings, MN 55033

	03/23/2026			03/24/2026			03/25/2026		
Time	Temp	InHg	RH	Temp	InHg	RH	Temp	InHg	RH
00:42 am				73.0	30.1	26	73.0	30.0	30
01:42				73.0	30.1	26	73.0	29.9	26
02:42				73.0	30.1	26	73.0	29.9	26
03:42				73.0	30.1	26	73.0	29.9	26
04:42				73.0	30.1	27	73.0	29.8	27
05:42				73.0	30.1	23	73.0	29.8	27
06:42				71.0	30.1	23	73.0	29.8	27
07:42				71.0	30.1	23	73.0	29.8	27
08:42	66.0	30.3	30	71.0	30.1	27			
09:42	68.0	30.3	30	71.0	30.1	27			
10:42	69.0	30.3	26	71.0	30.1	26			
11:42	69.0	30.3	27	71.0	30.1	26			
12:42 pm	69.0	30.3	27	71.0	30.1	26			
01:42	69.0	30.3	27	71.0	30.1	26			
02:42	69.0	30.2	27	71.0	30.1	26			
03:42	69.0	30.2	23	69.0	30.0	26			
04:42	69.0	30.2	23	71.0	30.0	27			
05:42	69.0	30.2	23	71.0	30.0	27			
06:42	69.0	30.2	27	71.0	30.0	27			
07:42	69.0	30.2	27	71.0	30.0	26			
08:42	71.0	30.2	27	71.0	30.0	26			
09:42	71.0	30.2	26	73.0	30.0	30			
10:42	71.0	30.2	26	73.0	30.0	30			
11:42	71.0	30.1	26	73.0	30.0	30			

AVERAGE RADON CONCENTRATION: 5.3 pCi/l

RADALINK RADON MONITORS

Reviewed and certified by

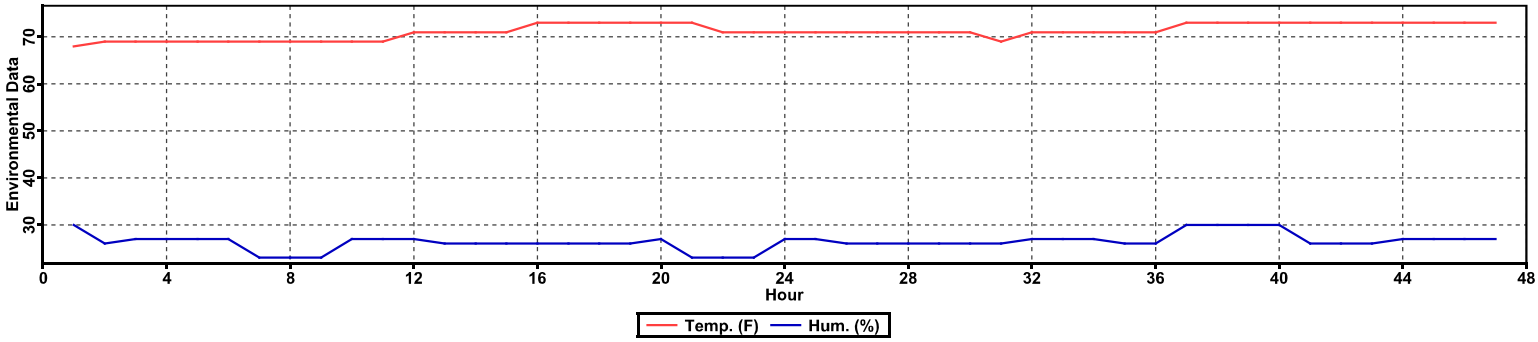
Terry Howell, Quality Assurance Mgr.
Radalink, Inc. NRPP 135791T

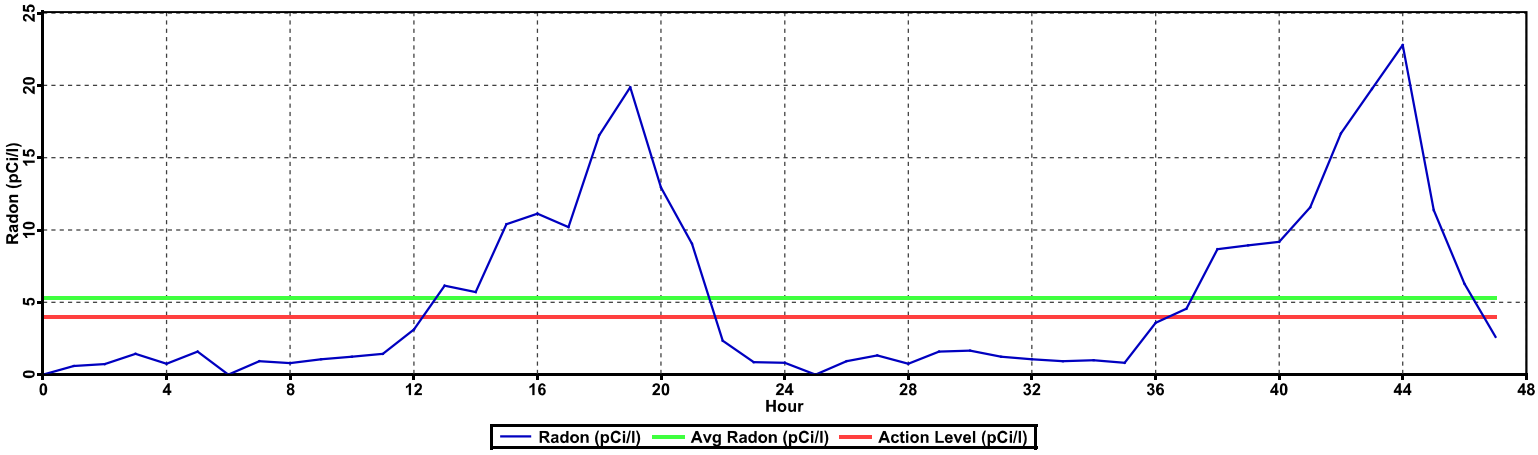
	Minimum	Average	Maximum	Variance
Temperature:	68.0	71.2	73.0	2.54
Barometric Pressure:	29.8	30.1	30.3	0.02
Relative Humidity:	23	26	30	3.05

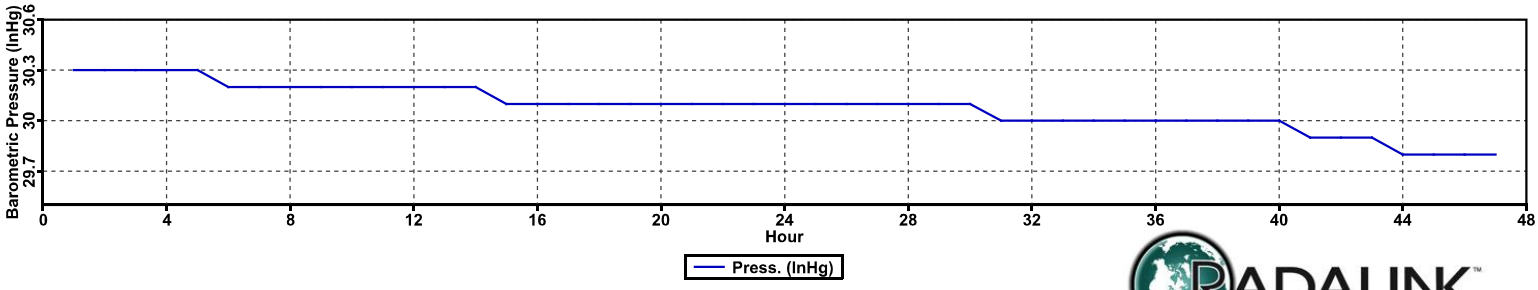
NOTE: The first hour's environmental data is excluded from the table above.

Radalink, Inc. 5599 Peachtree Road Atlanta, GA 30341 Phone: (800)295-4655

GRAPHICAL DATA VIEW **MONITOR-TEST NUMBER: 2519-337**







Property Inspected: 975 12th Street West, Hastings, MN 55033

AVERAGE RADON CONCENTRATION: 5.3 pCi/l

RADALINK™ RADON MONITORS

CERTIFIED RADON REPORT

March 25, 2026 Test Number: 2918-212

Property Inspected: **975 West 12th Street, Hastings, MN 55033**

Licensed Radalink Radon Inspector:
Institute for Environmental Assessment
Jeffrey Athmann
9201 West Broadway
#600
Brooklyn Park, MN 55445
Phone: 763-315-7900
Fax:

Test performed for:
Hastings Public Schools

					Temp.	Pressure	R.H.
Calibrated:	07/01/2025 - 07/01/2026	Placed By:	Faith Breeden (MN RMEA-00538)				
Test Started:	03/23/2026 7:51 AM	Retrieved By:	Faith Breeden (MN RMEA-00538)	Min:	69.0	29.8	23
Test Ended:	03/25/2026 8:03 AM	Test Site:	Cot Room	Avg:	71.6	30.0	27
		Test Duration:	48 hours	Max:	75.0	30.3	30

AVERAGE RADON CONCENTRATION: 5.4 pCi/l

Test has met minimum EPA sampling duration.

Uncertainty: ± 1.24%

	03/23/2026		03/24/2026		03/25/2026	
Time	pCi/l	Flags	pCi/l	Flags	pCi/l	Flags
00:51 am			8.4	P	12.0	P
01:51			12.5	P	14.0	P
02:51			14.1	P	15.2	P
03:51			18.3	P	20.4	P
04:51			14.8	P	17.7	P
05:51			5.8	P	9.7	P
06:51			2.7	P	4.3	P
07:51			2.2	P	2.4	P
08:51	0.7	P	1.5	P		
09:51	1.2	P	0.7	P		
10:51	0.9	P	2.4	P		
11:51	1.5	P	1.2	P		
12:51 pm	1.1	P	2.4	P		
01:51	0.4	P	2.4	P		
02:51	0.8	P	1.7	P		
03:51	0.5	P	1.8	P		
04:51	1.0	P	0.9	P		
05:51	0.3	P	1.5	P		
06:51	0.9	P	0.7	P		
07:51	1.5	P	1.0	P		
08:51	3.6	P	3.6	P		
09:51	5.6	P	6.8	P		
10:51	7.6	P	9.3	P		
11:51	9.5	P	11.7	P		

Flags: P= AC Power Disruption; T=Tilt
Eq. = Equilization Period

While every effort was made to maintain optimum quality control and EPA Protocol during the testing period, neither Radalink, Inc. or its licensed agents provide any warranty, expressed or implied, for the consequences of erroneous test results. There can be some uncertainty with any measurement due to statistical variations, extreme weather changes, operation of the building, and other factors, Radalink, Inc. and its licensed operators shall not be liable under any charge or claim for losses, claims, charges, fees, demands, expenses, or damages resulting from a radon test. This report is subject to the terms on the last page of the document.

ENVIRONMENTAL DATA

MONITOR-TEST NUMBER: 2918-212

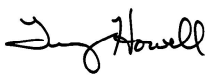
Property Inspected: **975 West 12th Street**
Hastings, MN 55033

	03/23/2026			03/24/2026			03/25/2026		
Time	Temp	InHg	RH	Temp	InHg	RH	Temp	InHg	RH
00:51 am				73.0	30.1	26	75.0	29.9	30
01:51				73.0	30.0	26	75.0	29.9	30
02:51				73.0	30.0	26	75.0	29.8	30
03:51				73.0	30.0	26	75.0	29.8	26
04:51				73.0	30.0	27	75.0	29.8	27
05:51				73.0	30.0	23	73.0	29.8	27
06:51				71.0	30.0	23	73.0	29.8	27
07:51				71.0	30.0	23	73.0	29.8	27
08:51	66.0	30.2	30	71.0	30.0	27			
09:51	69.0	30.2	30	71.0	30.0	26			
10:51	69.0	30.3	26	71.0	30.0	26			
11:51	69.0	30.2	27	71.0	30.0	26			
12:51 pm	71.0	30.2	27	71.0	30.0	30			
01:51	69.0	30.2	27	71.0	30.0	26			
02:51	69.0	30.2	23	71.0	30.0	26			
03:51	69.0	30.2	23	71.0	30.0	26			
04:51	69.0	30.1	23	71.0	30.0	26			
05:51	69.0	30.1	23	71.0	30.0	27			
06:51	69.0	30.1	27	71.0	30.0	27			
07:51	71.0	30.1	27	71.0	30.0	26			
08:51	71.0	30.1	26	71.0	29.9	26			
09:51	71.0	30.1	26	73.0	29.9	30			
10:51	73.0	30.1	26	73.0	29.9	30			
11:51	73.0	30.1	26	73.0	29.9	30			

AVERAGE RADON CONCENTRATION: 5.4 pCi/l

RADALINK RADON MONITORS

Reviewed and certified by



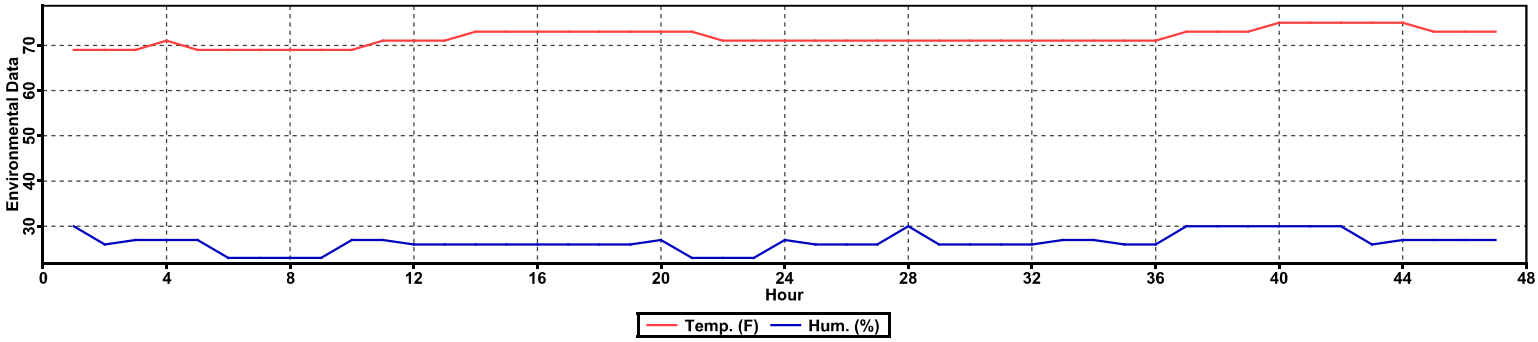
Terry Howell, Quality Assurance Mgr.
Radalink, Inc. NRPP 135791T

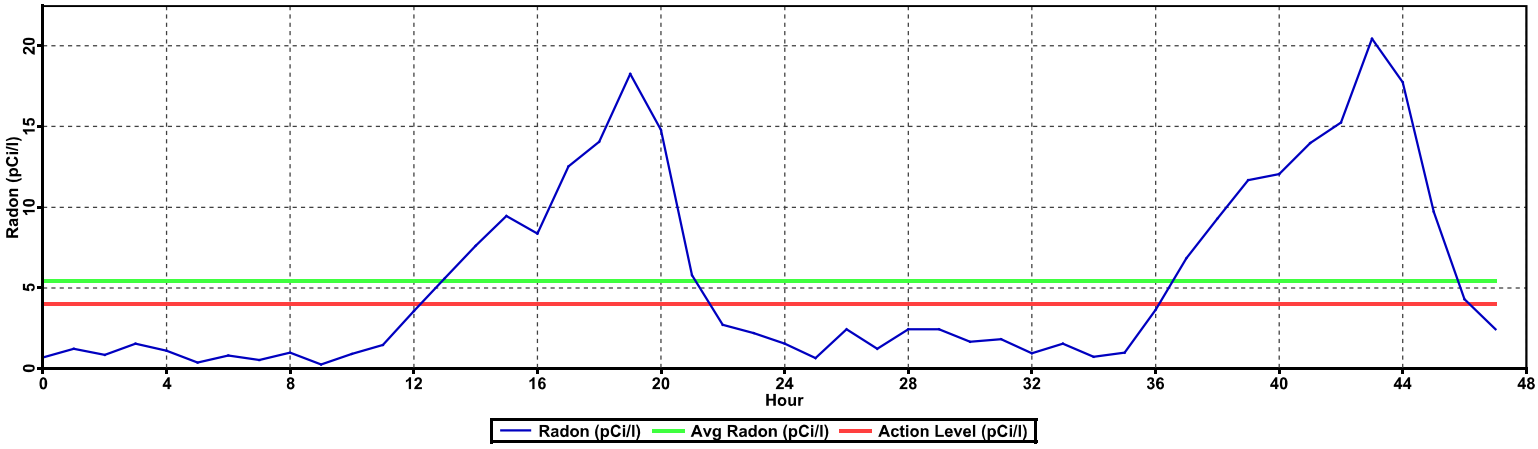
	Minimum	Average	Maximum	Variance
Temperature:	69.0	71.6	75.0	3.25
Barometric Pressure:	29.8	30.0	30.3	0.02
Relative Humidity:	23	27	30	4.08

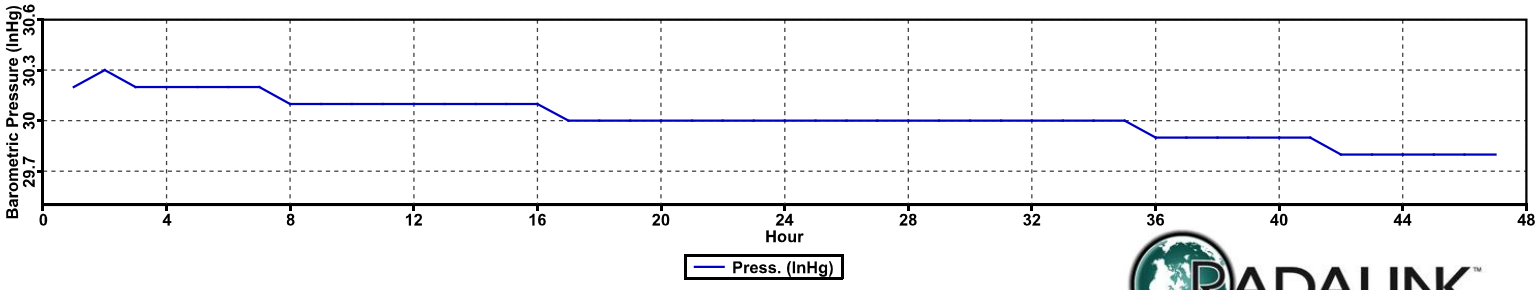
NOTE: The first hour's environmental data is excluded from the table above.

Radalink, Inc. 5599 Peachtree Road Atlanta, GA 30341 Phone: (800)295-4655

GRAPHICAL DATA VIEW **MONITOR-TEST NUMBER: 2918-212**







Property Inspected: 975 West 12th Street, Hastings, MN 55033

AVERAGE RADON CONCENTRATION: 5.4 pCi/l

RADALINK™ RADON MONITORS

Client Commitments, Advisories, and Authorizations

I have been informed of test plan options that comply with ANSI/AARST MA-MFLB 2023.

Time-Sensitive Testing	Extended Testing
Tests at each location are tested using two short-term test devices or a continuous radon monitor.	Tests at each location are conducted using a single short-term test device.
--	All locations that meet or exceed the action level (4.0 pCi/L) are retested.
Decisions to mitigate are based on the results of the average of the two short-term test devices or the average from a continuous radon monitor.	Decisions to mitigate are based on the results of the average of the two rounds of testing.

Testing should take place during normal occupied operating conditions for the building, and when operating conditions for the building are most likely to emphasize a clear characterization of a radon hazard. For most locations in the U.S., including Minnesota, this is during the heating season (November through March).

To the extent reasonably possible, I commit to helping ensure that building conditions required to achieve reliable radon tests are met, as portrayed herein, by accepting the following responsibilities:

1. **Building Preparation**: I accept responsibility that, no later than 12 hours prior to testing, each building scheduled for testing will be reviewed for compliance with closed-building requirements.

2. **Compliance Verification**: I accept responsibility for taking actions that could include adjustments to HVAC units and repairs, such as for broken windows, where completion is required no later than 12 hours prior to testing. Maps and information regarding HVAC systems will be provided upon IEA request. Verification will be provided as signed/initialed below or initialed on a log sheet, to be provided.

3. **Prior Notifications**: Notices will be distributed to staff and occupants at least 24 hours prior to testing and posted in publicly accessible areas such as in corridors, elevators and offices in a timely manner, no later than required by local law for gaining access to a dwelling or not later than the day before testing. Notices will include:

   - Scheduled dates and times for test device placement and retrieval
   - Essential closed-building requirements portrayed in Table 4-A of the ANSI/AARST standard and that these conditions are required no later than 12 hours prior to the test and throughout the test period
   - Information on how to obtain federal or state radon health guidance, and
   - Local contact information for inquiries, such as the authorized building supervisor.

4. **Access**: Access will be provided to each location being tested within a building, with intent to access all locations within a building on the same day for both the event of placing test devices, and a second event for retrieving test devices.

5. **Quality Control**: Quality control measurements will be done at 10% duplicates (extended testing option), 5% blanks, and 3% spikes (3% of each lot of charcoal adsorption devices, max of 6 spikes per month).

A valid measurement shall be taken in 100% ground contact rooms that are occupied or intended to be occupied, and those located above unoccupied rooms in ground contact, as well as 10% of rooms on each upper floor in each building. Failure to reasonably maintain *closed-building conditions* or when test locations are not readily accessible can lead to unnecessary expense, disruptions, and unreliable data. Disturbing test devices can also cause unreliable and invalid test results.

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Client Commitments, Advisories, and Authorizations

Please mark or provide, in writing, a list of who is authorized to receive test data and at which junctures data should be provided. Person(s) authorized to receive report data and incremental reports:

- ☒ Proposal Contact and Superintendent
- ☐ District Administrators
- ☐ Building Administrators (Principals or Building Supervisors)
- ☐ Other: _____

Client: Hastings Public Schools

Building: Kennedy & Pinecrest

Name: Scott Stockdale

Title: Director of Facilities & Safety

Signature:

Date: 3/16/2026

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www.ieasafety.com

NOTICE OF INSPECTION FOR ALL FACILITATING STAFF

A radon test is scheduled for:

Building: Kennedy Elementary
Test Start Date: 03-23-2026 Test End Date: 03-25-2026

Please help to maintain the required test conditions throughout the building

1. All windows and exterior doors must be kept closed (aside from momentary entry or exit) for 12 hours before and during the test.
2. Heating and cooling systems must be set to normal occupied operating temperatures.
3. Test devices are not to be disturbed.

Further guidance on required building conditions are located on the next page.

Test devices are not dangerous in any way. The type of devices used for this testing will include:

Short-term test kits. It is important that these devices are fully open and not covered. They will be analyzed by a laboratory.
Continuous radon monitors. These are electronic devices that record hourly radon readings.
Long-term test kits. It is important that these devices are not covered. They will be analyzed by a laboratory.

Declaration of Observed Compliance

Failure to reasonably maintain test conditions can lead to unnecessary expense, disruptions and unreliable data.

Disturbing test devices can also cause unreliable or invalid test results.

- Please report in a timely manner if required test conditions are not maintained.
- Please sign and return this form once the test is complete.

To the best of my knowledge, the required conditions were maintained during the test. Yes

Name: Justin Kummer

Signature:



Licensed Measurement Professional: Faith Breeden RMEA-00538

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Building: Pinecrest Elementary

Test Start Date: 03-23-2026 Test End Date: 03-25-2026

Please help to maintain the required test conditions throughout the building

4. All windows and exterior doors must be kept closed (aside from momentary entry or exit) for 12 hours before and during the test.
5. Heating and cooling systems must be set to normal occupied operating temperatures.
6. Test devices are not to be disturbed.

Further guidance on required building conditions are located on the next page.

Test devices are not dangerous in any way. The type of devices used for this testing will include:

Short-term test kits. It is important that these devices are fully open and not covered. They will be analyzed by a laboratory.
Continuous radon monitors. These are electronic devices that record hourly radon readings.
Long-term test kits. It is important that these devices are not covered. They will be analyzed by a laboratory.

Declaration of Observed Compliance

Failure to reasonably maintain test conditions can lead to unnecessary expense, disruptions and unreliable data.

Disturbing test devices can also cause unreliable or invalid test results.

- Please report in a timely manner if required test conditions are not maintained.
- Please sign and return this form once the test is complete.

To the best of my knowledge, the required conditions were maintained during the test. Yes

Name: Jamie Clark

Signature:



Licensed Measurement Professional: Faith Breeden RMEA-00538

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More Detailed Guidance for Staff

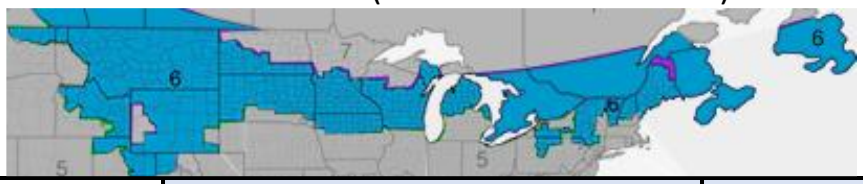
Required Closed-Building Conditions	
Windows	Keep Closed, Seal broken windows closed
External doors (except for normal entry or exit)	Keep Closed
Heating & Cooling Systems	Set to normal operating conditions
Bathroom fans	Operate normally
Fireplaces (including gas)	Do not operate
Auxiliary or temporary systems that bring air into the building	Do not operate (unless an integral part of HVAC or supplies make-up air for combustion appliances)
Exhaust systems (ex. from shops, laundries, kitchens)	Avoid excessive operation
Interior doors, Stairwells, Fire Doors	Operate Normally
Garage doors	Operate normally
Ceiling Fans, Portable Fans	Do not blow directly on the test device
Window AC Units	Operate in recirculation mode only
Window Fans	Do not operate. Seal shut or remove.
Humidifiers, Dehumidifiers, Portable Air Cleaners	Operate Normally
Central Vacuum Cleaner Systems	Operate Normally
Passive crawl space vents	Operate normally
Crawlspace exhaust systems for humidity control	Operate normally
Passive Vents for Combustion Make-Up Air	Leave Open
Combustion Appliance Vents	Operate Normally
Passive Solar Systems	Operate Normally
Attic Vent Fans	Operate Normally
Evaporative Cooling Systems	Do not operate
Required for Test Locations Within a Room	
Place detectors within the general **breathing zone**	3 feet from exterior doors, windows or other openings to the outdoors
Locate detectors **no less than:**	20 inches above the floor
	4 inches from other test devices and objects
	1 foot below the ceiling
Place detectors where they are not easily disturbed:	Select a place in an occupied area where the detectors are unlikely to be moved
Place detectors where they are not influenced by other factors:	Do not place devices in closets, crawlspaces, cupboards, sumps or nooks within building foundations
	Do not place devices in area with high air movement (ex. mechanical areas, furnace closets)
	Do not place devices in areas of high humidity (ex. kitchens, bathrooms, laundry rooms)
	Do not place devices near drafts from HVAC systems or fans
	Do not place test devices near heat sources (ex. appliances, radiators, fireplaces, direct sunlight)
	Do not place detectors on devices that produce radiation (ex. natural stone counters, pool tables, rock collections)

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Appendix D

Average Building Operating Conditions Comparison

Climate Zone 6 (includes Southern MN)



		Averages			During the Test
		24 Hour	Daytime	Daytime 9-Month	Prevailing During the Test
Operating Condition	Outdoor Temperature and Weather Conditions	45 °F	50 °F	N/A	Average: 43°F Minimum: 33°F Maximum: 54°F
	Heating Conditions	75%	66%	88%	100%
	Cooling Conditions	-	16%	11%	0%
	Mixed Conditions	25%	16%	-	0%
Normal Operating Condition		• Heating conditions • No variance in outdoor air ventilation			• Heating conditions • No variance in outdoor air ventilation • Snow or ice present outdoors
Condition less likely to inhibit characterization of a radon hazard		• Heating and air distribution systems active			• Heating and air distribution systems active

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Appendix E

MDH Reporting Forms

School Radon Testing Reporting Form

According to Minnesota Statute 123B.571, subd. 3, a school district that has tested its school buildings for the presence of radon shall report the results of the tests to the Department of Health. Please use this form to submit information about the most recent round or cycle of testing for each building.

Instructions

1. Complete one form for each building tested. A building is defined as an occupied facility with a unique address. This includes administrative buildings. Please report the MDE School Number.
2. Include this form, reports, and a building map.
3. Submit this form when all work is completed for a round of testing. This includes reporting to the school board, follow-up testing, and mitigation if applicable.
4. Email information to health.indoorair@state.mn.us

Contact Information

(Person submitting this report)

Name: Scott Stockdale

Mailing Address: 1000 West 11th St. (#22), Hastings, MN 55033

Phone: 507-215-4097 Email: sstockdale@isd200.org

Person(s) Deploying or Retrieving Test Devices

List all individuals the placed or picked-up test devices during initial, follow-up, and post-mitigation testing. Additional names can be added in the notes at the end of the form.

Name: Sashya Wandmaker Organization/Company: IEA

Name: Grant Gervais Organization/Company: IEA

Name: Organization/Company:

School Board Reporting

Were all results reported at a school board meeting? (●) Yes ( ) No

Initial Radon Testing

School Building Name: Kennedy Elementary + Curriculum Center MDE School No.[1]: 0200-01-609

School District Name & District Number: Hastings Public Schools ISD #200

Building Address: 1175 Tyler St, Hastings, MN 55033

Test Kit Manufacturer & Device Name: Air Chek Pro Chek

Date of Kit Retrieval (MM/DD/YYYY): 01/26/2026 Length of Test (days): 3

Does the test period include weekends?	○ Yes	◉ No
Does the test period include school breaks or holidays?	○ Yes	◉ No
Was HVAC operating under occupied conditions?	◉ Yes	○ No
Were test devices deployed in all occupied or intended to be occupied rooms in contact with the ground, and, if applicable, 10% of upper floor rooms?[2]	◉ Yes	○ No
Were sufficient valid measurements obtained that allow for no further testing? [3]	◉ Yes	○ No

How many rooms were tested? 54

How many rooms had results ≥ 4 pCi/L? 3

[1] The MDE school number is a 9-digit number in the format XXXX-XX-XXX. The first 4 digits are the organization number, followed by a 2-digit organization type, followed by a 3-digit site/school number. If you are unsure of the school ID number, please search MDE-ORG (https://public.education.mn.gov/MdeOrgView/search/tagged/MDEORG_DISTRICT_SCHOOL) by district/charter name and click District View to see a list of the associated schools/find the school number. Example: Anoka High School is 0011-01-0001.

[2] This includes rooms, offices, classrooms, and other general use areas. Ground contact means: 1) rooms that have floors or walls in contact with the ground; and 2) rooms that are closest to the ground over untested ground-contact locations such as a crawl space, utility tunnel, parking garage, and other non-habitable space that is in contact with the ground. Intended to be occupied rooms are locations where there are plans to occupy rooms even though they are unoccupied at the time of testing. In addition, if the building has upper floors, at least 10% of those upper rooms need to be tested.

[3] Section 6.2 of the ANSI/AARST standard allows for a specific small number of invalid measurements (e.g. missing or damaged test kits). Review this section of the standard and evaluate how many rooms needed testing and how many had valid results. If there were too many invalid results, this mean additional testing was required in these locations and answer this question as 'no'

Follow-up Testing, Mitigation, & Post-Mitigation Testing

If one or more rooms tested ≥ 4.0 pCi/L, please answer the questions below:

How many rooms had follow-up testing? 3

Number of rooms with follow-up results: ≥ 4 pCi/L: 1 < 4 pCi/L: 2

Of the rooms with follow-up results ≥ 4 pCi/L, how many rooms were:

Mitigated by diluting or pressurizing the soil or indoor air (not active soil depressurization): _____

Mitigated by installing active soil depressurization system(s)? _____

Reduced by adjusting the HVAC system? _____

Individuals Who Installed Mitigation:

Name: _____ Organization/Company: _____

Name: _____ Organization/Company: _____

What was the cost of the installation and/or HVAC service work to mitigation radon? _____

What is the known or anticipated annual operating cost of mitigation (estimate)? _____

After radon mitigation, how many rooms were re-tested?[4] _____

Post-mitigation results (# of rooms):

≥ 4 pCi/L: _____ < 4 pCi/L: _____

Notes

Two locations tested below 4pCi/L during occupied hours. One location will undergo HVAC adjustments followed by retesting during the next heating season.

Minnesota Department of Health | Environmental Health | Indoor Air Unit
health.indoorair@state.mn.us, www.health.state.mn.us
February 12, 2025

To obtain this information in a different format, call: 651-201-4601.

[4] The building must be tested to very reduction and ensure mitigation has not increased radon in rooms that used to be low.

School Radon Testing Reporting Form

According to Minnesota Statute 123B.571, subd. 3, a school district that has tested its school buildings for the presence of radon shall report the results of the tests to the Department of Health. Please use this form to submit information about the most recent round or cycle of testing for each building.

Instructions

1. Complete one form for each building tested. A building is defined as an occupied facility with a unique address. This includes administrative buildings. Please report the MDE School Number.
2. Include this form, reports, and a building map.
3. Submit this form when all work is completed for a round of testing. This includes reporting to the school board, follow-up testing, and mitigation if applicable.
4. Email information to health.indoorair@state.mn.us

Contact Information

(Person submitting this report)

Name: Scott Stockdale

Mailing Address: 1000 West 11th St. (#22), Hastings, MN 55033

Phone: 507-215-4097 Email: sstockdale@isd200.org

Person(s) Deploying or Retrieving Test Devices

List all individuals the placed or picked-up test devices during initial, follow-up, and post-mitigation testing. Additional names can be added in the notes at the end of the form.

Name: Sashya Wandmaker Organization/Company: IEA

Name: Grant Gervais Organization/Company: IEA

Name: Organization/Company:

School Board Reporting

Were all results reported at a school board meeting? (●) Yes ( ) No

Initial Radon Testing

School Building Name: Pinecrest Elementary MDE School No.[1]: 0200-01-610

School District Name & District Number: Hastings Public Schools ISD #200

Building Address: 975 12th St W, Hastings, MN 55033

Test Kit Manufacturer & Device Name: Air Chek Pro Chek

Date of Kit Retrieval (MM/DD/YYYY): 01/26/2026 Length of Test (days): 3

Does the test period include weekends?	○ Yes	◉ No
Does the test period include school breaks or holidays?	○ Yes	◉ No
Was HVAC operating under occupied conditions?	◉ Yes	○ No
Were test devices deployed in all occupied or intended to be occupied rooms in contact with the ground, and, if applicable, 10% of upper floor rooms?[2]	◉ Yes	○ No
Were sufficient valid measurements obtained that allow for no further testing? [3]	◉ Yes	○ No

How many rooms were tested? 57

How many rooms had results ≥ 4 pCi/L? 2

[1] The MDE school number is a 9-digit number in the format XXXX-XX-XXX. The first 4 digits are the organization number, followed by a 2-digit organization type, followed by a 3-digit site/school number. If you are unsure of the school ID number, please search MDE-ORG (https://public.education.mn.gov/MdeOrgView/search/tagged/MDEORG_DISTRICT_SCHOOL) by district/charter name and click District View to see a list of the associated schools/find the school number. Example: Anoka High School is 0011-01-0001.

[2] This includes rooms, offices, classrooms, and other general use areas. Ground contact means: 1) rooms that have floors or walls in contact with the ground; and 2) rooms that are closest to the ground over untested ground-contact locations such as a crawl space, utility tunnel, parking garage, and other non-habitable space that is in contact with the ground. Intended to be occupied rooms are locations where there are plans to occupy rooms even though they are unoccupied at the time of testing. In addition, if the building has upper floors, at least 10% of those upper rooms need to be tested.

[3] Section 6.2 of the ANSI/AARST standard allows for a specific small number of invalid measurements (e.g. missing or damaged test kits). Review this section of the standard and evaluate how many rooms needed testing and how many had valid results. If there were too many invalid results, this mean additional testing was required in these locations and answer this question as 'no'

Follow-up Testing, Mitigation, & Post-Mitigation Testing

If one or more rooms tested ≥ 4.0 pCi/L, please answer the questions below:

How many rooms had follow-up testing? 2

Number of rooms with follow-up results: ≥ 4 pCi/L: 0 < 4 pCi/L: 2

Of the rooms with follow-up results ≥ 4 pCi/L, how many rooms were:

Mitigated by diluting or pressurizing the soil or indoor air (not active soil depressurization): _____

Mitigated by installing active soil depressurization system(s)? _____

Reduced by adjusting the HVAC system? _____

Individuals Who Installed Mitigation:

Name: _____ Organization/Company: _____

Name: _____ Organization/Company: _____

What was the cost of the installation and/or HVAC service work to mitigation radon? _____

What is the known or anticipated annual operating cost of mitigation (estimate)? _____

After radon mitigation, how many rooms were re-tested?[4] _____

Post-mitigation results (# of rooms):

≥ 4 pCi/L: _____ < 4 pCi/L: _____

Notes

Radon concentrations were below 4 pCi/L during occupied hours for both locations.

Minnesota Department of Health | Environmental Health | Indoor Air Unit
health.indoorair@state.mn.us, www.health.state.mn.us
February 12, 2025

To obtain this information in a different format, call: 651-201-4601.

[4] The building must be tested to very reduction and ensure mitigation has not increased radon in rooms that used to be low.

Hastings
Public Schools

Operating Referendum
Board Renewal
June 17, 2026

Prepared by: Jennifer Seubert, Director
of Finance & Operations

Students are the heart of all we do

Operating Referendum Details

Approved by Voters	Last Year of Revenue	$/APU	Board Renewal Window	Annual Revenue
November 2017	FY27-28	$773 + inflation	7/1/25 - 6/15/27	$4.2 million

Why Renew the Referendum?

- Preserves approximately $4.2 million in annual operating revenue
- Maintains funding already approved by Hastings voters in 2017
- Provides financial stability for long-range planning
- Avoids the cost and uncertainty of an election
- Allows the district to focus resources on students and programs







Statutory Authority

Minnesota Statute 126C.17, subdivision 9b permits locally elected school boards to renew existing operating levies one time under the same conditions originally approved by the voters.

The Legislature created this option in 2023 because operating referendum renewals are routinely approved by voters and renewal by board resolution reduces election costs while maintaining local control.

School Board Renewal Information

Fiscal Year Expiring	Authorities	Board Renewed	Ask Voters			In Progress
			Revoke & Replace	Additional Authority	Straight Renewal	
2023-24	13	13	0	0	0	0
2024-25	16	15	0	1	0	0
2025-26	51	48	2	1	0	0
2026-27	21	15	2	0	0	4
2027-28	38	5	0	0	0	33

What Referendum Revenue Supports

Day-to-day operations and general fund costs of the school district:

- Student Programming
- Classroom Instruction
- Academic Interventions
- Student Support Services
- Safe and Efficient Operations
- Instructional Resources

Recommendation

Renew the existing operating referendum by board resolution as permitted under Minnesota Statute 126C.17.

This action preserves approximately $4.2 million in operating revenue, provides long-term financial stability, and continues funding previously approved by Hastings voters.





Board and community updates have occurred through work sessions, finance committee meetings, and regular board meetings

- March 11th - Discussed as part of Budget Assumptions at work session
- March 25th - Discussed as part of Financial Forecast and Fiscal Year 2026-2027 Budget Update at regular board meeting
- March 31st - Ehlers presentation and discussion at Finance Committee meeting
- April 30th - Ehlers presentation and discussion at Finance Committee meeting
- May 6th - Ehlers presentation and discussion at work session
- May 20th - Update following work session and Finance Committee meeting at regular board meeting
- May 28th - Discussion at Finance Committee meeting
- June 10th - Presentation at work session
- June 17th - Presentation at regular board meeting for discussion
- July 15th - Public testimony and vote on renewing the operating referendum under the same conditions originally approved by voters, by resolution as permitted by Minnesota State Statute 126c.17

Discussion/ Questions



Building Construction Fund Projects as of 5/31/2026

	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

Interior Locks Allowance-Door Hardware Upgrades	420,000	379,619	379,619	37,823	2,026	532	Complete
Contingency	2,007,858	-	-	-	-	2,007,858	Contingency
Reallocations from/to projects	(9,960,222)	-	-	-	-	(9,960,222)	Reallocation
Interest Earnings		-	-	-	-	2,657,427	Interest Earnings
Subtotal	**48,273,918**	**42,753,479**	**42,749,479**	**3,277,456**	**4,700,006**	**204,404**	

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	
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				2,356	14,144	In Process
District Wide Security - Exterior Door Hardware	125,000					125,000	In Process
Pinecrest Kitchen Roller Door Replacement	10,500					10,500	In Process
Subtotal	**493,386**	**227,515**	**219,484**	**36,172**	**2,598**	**235,132**	

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	-	-	-	590,716	9,284	Not Completed
Subtotal	**600,000**	**-**	**-**	**-**	**590,716**	**9,284**	

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**	**42,968,964**	**3,313,628**	**5,293,321**	**448,819**	

Complete and In Process (does not include contingency)	56,064,668
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
$ 10,500 Pinecrest Kitchen Roller Door Replacement

Strategic Plan

2026-2030

Approved by the ISD 917 School Board on June 2, 2026

History

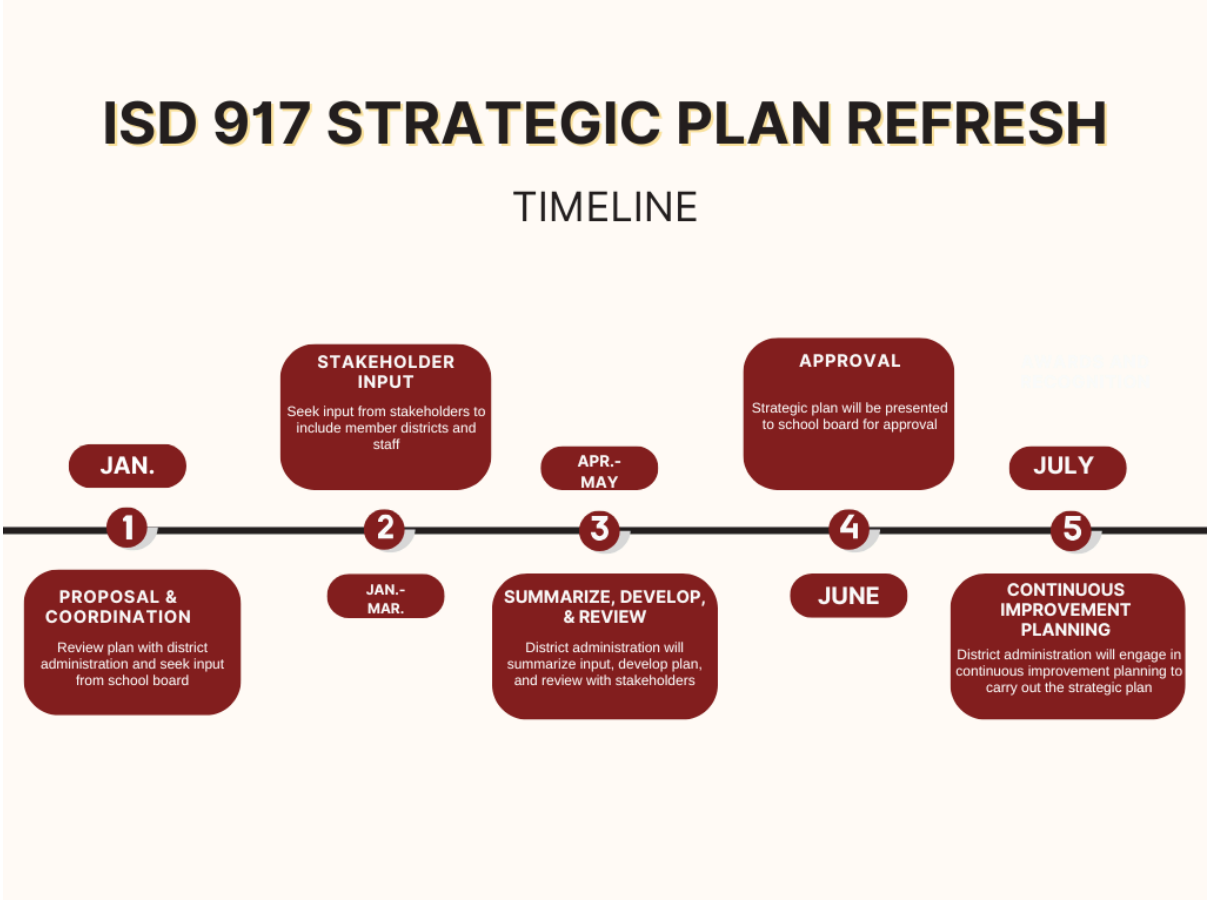
In the first half of 2022, Intermediate School District 917 embarked on a comprehensive planning process to develop an updated strategic plan for the organization. The process included the following:

- Developing a story wall documenting the history of ISD 917
- Defining the mission, vision, core values, and strategic directions for the district
- Defining the desired daily experience which included seeking stakeholder feedback to include member districts, staff, families, and students
- Developing a theory of action
- Utilizing vision cards to outline desired daily experiences in measurable terms
- Develop a three-year operational plan

In September 2022, the ISD 917 School Board approved a three-year strategic plan based on the results of the comprehensive planning process. The plan has provided us with direction and focus as an organization, especially living the plan's core values.

In January 2026, the ISD 917 School Board approved a proposal to update the strategic plan. The strategic plan for 2026-2030 was drafted utilizing a Refresh Framework based on the 3C's as guideposts to direct the work.

Timeline



Stakeholder Input

To ensure our strategic plan reflects the needs of our members, we considered ample stakeholder input. Stakeholders included students, parents, guardians, and caregivers, staff, school board members, member districts, especially superintendents and directors, and strategic partners. To gather input, eighteen listening circles were conducted and a survey was utilized to gather feedback on the following questions:

1. Please identify your role related to or within ISD 917.
2. What site/program is most aligned with your association to or position with Intermediate School District 917.
3. Which core value(s) resonate most with you regarding your experience with ISD 917?
4. What 2-3 things are going well for ISD 917 & provided services?
5. What 2-3 things need to be worked on or improved?
6. What should ISD 917 take on as near-term priorities in the next 12-18 months?
7. What should ISD 917 look like in 5 years?
8. Is there anything else you would like to share as we develop our new strategic plan?

A summary of input from stakeholders follows.

Executive overview
Across stakeholder groups, the most consistent strengths were caring relationships, teamwork, communication, and student-centered support. The most common challenges were staffing, consistency across systems and programs, facilities, access, and communication clarity. Near-term priorities focused on stabilizing systems, expanding access thoughtfully, strengthening transitions, and preserving relationship-based practice while the district grows.

Common districtwide themes

- Strengths: caring staff, teamwork, improved communication, student-centered practice, and program growth.
- Challenges: staffing shortages, waitlists, consistency across sites and systems, facilities, and communication clarity.
- Priorities: stabilize core systems, expand access thoughtfully, strengthen transition supports, and preserve strong relationships.

Summaries by stakeholder

Student

Question	Summary of themes
Core values that resonate most	Students most often pointed to communication, empathy, collaboration, and feeling understood. They valued environments where adults listen, explain decisions, and create a sense of safety and belonging.

What is going well	Students highlighted supportive teachers, patient staff, access to accommodations, friendships, breaks, and community at school. DHH students especially valued interpreters and advocacy support; SUN students noted feeling safer, more accepted, and better able to participate than in prior settings.
What needs improvement	Common student concerns centered on lunch quality and choice, school spaces and facilities, discipline systems, and wanting adults to understand student behavior more fully before responding. Many also wanted more engaging activities, less repetitive instruction, and more age-appropriate environments.
Near-term priorities (12-18 months)	Students want practical quality-of-life improvements: better food options, more activities and clubs, more supportive staff interactions, stronger follow-through on grievances, and clearer, fairer behavior expectations.
What ISD 917 should look like in 5 years	Students envision more opportunity and belonging: more clubs, music, sports, outdoor spaces, better facilities, stronger transition preparation, and staffing that allows more individualized support and course access.
Anything else to share	Additional comments reinforced a desire for student voice, more choice in lunch and activities, more technology and enrichment, and school structures that feel more typical, inclusive, and motivating.

Parents/Guardians/Caregivers

Question	Summary of themes
Core values that resonate most	Parents most often emphasized personalization, equity, empathy, and communication. They value programs that recognize individual needs and treat students and families with care and dignity.
What is going well	Families described students thriving because of caring staff, reliable supports, community experiences, and strong teacher/case manager relationships. Parents particularly appreciated kindness, flexibility, and inclusive approaches.
What needs improvement	Parents want stronger communication consistency, clearer district-level alignment,

	more staffing stability, better accessibility and nutrition options, and smoother transportation and transition routines.
Near-term priorities (12-18 months)	Top priorities included individualized planning, appropriate staffing, expanded community partnerships, and stronger support across a wider range of disability needs.
What ISD 917 should look like in 5 years	Parents generally want the district to preserve what works while becoming more communicative, more responsive to diverse needs, and more innovative in how it supports students across age groups and disabilities.
Anything else to share	Parents encouraged the district to continue listening to success stories as well as concerns, create more opportunities for family understanding of the school experience, and explore more transition/job opportunities for students.

ISD 917 Staff Members

Question	Summary of themes
Core values that resonate most	Staff most frequently named collaboration, communication, personalization, empathy, innovation, and integrity. Their responses show a strong commitment to teamwork and student-centered practice.
What is going well	Staff consistently praised teamwork, relationships, leadership support at many sites, growth in programs, better communication, and movement toward more student-centered and less punitive practices. Many also cited stronger systems, innovation, and growing opportunities for students.
What needs improvement	The strongest themes were staffing shortages, need for more collaboration time, consistency of systems and expectations, training and onboarding, facility limitations, and communication overload or fragmentation. Staff also raised concerns about safety, due process consistency, and initiative fatigue.
Near-term priorities (12-18 months)	Staff want the district to stabilize and strengthen systems before adding more initiatives, improve staffing and substitute coverage, expand resources and programs thoughtfully, and create time to implement

	training, curriculum, and behavior frameworks well.
What ISD 917 should look like in 5 years	Staff described a future district with stronger facilities, sustainable staffing, expanded transition programming, continued innovation, broader language and cultural responsiveness, and more support for students after graduation. They also want growth without losing quality or coherence.
Anything else to share	Additional comments called for fewer competing initiatives, stronger visibility of values, better operational support, contingency staffing, and more consistent leadership presence and recognition across sites.

School Board Members

Question	Summary of themes
Core values that resonate most	Board members identified diversity, empathy, equity, collaboration, integrity, stewardship, and innovation, suggesting broad alignment with the district's stated values.
What is going well	Board members saw progress in reducing waitlists, strengthening finances, growing CTE and ITRAC, retaining staff, and continuing innovation in programming.
What needs improvement	Main concerns centered on collaboration among board members and member districts, communication to and from the board, and ongoing staffing and waitlist challenges.
Near-term priorities (12-18 months)	Board members emphasized expanding space and programs, prioritizing and executing goals well, strengthening existing initiatives, deepening partnerships, and using innovation such as AI strategically and positively.
What ISD 917 should look like in 5 years	No responses were recorded for this question from school board members.
Anything else to share	No additional comments were recorded for this question from school board members.

Member District Stakeholders (including Directors and Superintendents)

Question	Summary of themes
Core values that resonate most	Member district stakeholders emphasized collaboration and equity, reflecting the importance of partnership and access across the service continuum.
What is going well	They praised the breadth of services, responsiveness to district needs, strong communication, real-time information sharing, and creative problem-solving around staffing shortages.
What needs improvement	Their clearest concern was the waitlist and its impact on timely access to services, along with the need to continue refining programs based on student and family needs.
Near-term priorities (12-18 months)	They want collaborative, creative solutions to shorten waitlists, expand programs and transition services, and work with member districts to address barriers earlier.
What ISD 917 should look like in 5 years	They envision ISD 917 as a collaborative leader with additional sites, much shorter wait times, strong transition programming, and recognized best practices across early childhood through transition.
Anything else to share	The one additional comment strongly affirmed the responsiveness and thoughtfulness of the leadership team.

AEC-CEC/IDEA/SUN

Question	Summary of themes
Core values that resonate most	Responses from AEC-CEC/IDEA/SUN most often emphasized diversity, collaboration, innovation, and empathy.
What is going well	Feedback from AEC-CEC/IDEA/SUN most often highlighted caring relationships and student-centered support, teamwork, communication, and collaboration, facilities, space, and access as current strengths.
What needs improvement	The most common improvement themes for AEC-CEC/IDEA/SUN were facilities, space, and access, caring relationships and student-centered support, safety, consistency, and behavior supports.
Near-term priorities (12-18 months)	Near-term priorities for AEC-CEC/IDEA/SUN centered on facilities, space, and access, staffing and

	retention, caring relationships and student-centered support.
What ISD 917 should look like in 5 years	In five years, respondents connected to AEC-CEC/IDEA/SUN most often envisioned stronger facilities, space, and access, caring relationships and student-centered support, staffing and retention.
Anything else to share	Additional comments for AEC-CEC/IDEA/SUN reinforced themes related to facilities, space, and access, caring relationships and student-centered support, quality-of-life improvements and enrichment.

BTC & DCTC-TESA

Question	Summary of themes
Core values that resonate most	Responses from BTC & DCTC-TESA most often emphasized collaboration, communication, and empathy.
What is going well	Feedback from BTC & DCTC-TESA most often highlighted teamwork, communication, and collaboration, caring relationships and student-centered support, transitions, pathways, and future readiness as current strengths.
What needs improvement	The most common improvement themes for BTC & DCTC-TESA were facilities, space, and access, staffing and retention, transitions, pathways, and future readiness.
Near-term priorities (12-18 months)	Near-term priorities for BTC & DCTC-TESA centered on facilities, space, and access, program growth, systems, and innovation, teamwork, communication, and collaboration.
What ISD 917 should look like in 5 years	In five years, respondents connected to BTC & DCTC-TESA most often envisioned stronger facilities, space, and access, staffing and retention, caring relationships and student-centered support.
Anything else to share	Additional comments for BTC & DCTC-TESA reinforced themes related to caring relationships and student-centered support, staffing and retention, transitions, pathways, and future readiness.

CEC-SUN

Question	Summary of themes
Core values that resonate most	Responses from CEC-SUN most often emphasized collaboration and empathy.

What is going well	Feedback from CEC-SUN most often highlighted caring relationships and student-centered support, teamwork, communication, and collaboration, safety, consistency, and behavior supports as current strengths.
What needs improvement	The most common improvement themes for CEC-SUN were program growth, systems, and innovation, facilities, space, and access, quality-of-life improvements and enrichment.
Near-term priorities (12-18 months)	Near-term priorities for CEC-SUN centered on program growth, systems, and innovation, quality-of-life improvements and enrichment, staffing and retention.
What ISD 917 should look like in 5 years	In five years, respondents connected to CEC-SUN most often envisioned stronger facilities, space, and access, quality-of-life improvements and enrichment.
Anything else to share	Additional comments for CEC-SUN reinforced themes related to quality-of-life improvements and enrichment, teamwork, communication, and collaboration, facilities, space, and access.

CTE

Question	Summary of themes
Core values that resonate most	Responses from CTE most often emphasized innovation, personalization, equity, and integrity.
What is going well	Feedback from CTE most often highlighted program growth, systems, and innovation, caring relationships and student-centered support, teamwork, communication, and collaboration as current strengths.
What needs improvement	The most common improvement themes for CTE were teamwork, communication, and collaboration, caring relationships and student-centered support, staffing and retention.
Near-term priorities (12-18 months)	Near-term priorities for CTE centered on caring relationships and student-centered support, program growth, systems, and innovation, facilities, space, and access.
What ISD 917 should look like in 5 years	In five years, respondents connected to CTE most often envisioned stronger staffing and retention, program growth, systems, and innovation.
Anything else to share	Additional comments for CTE reinforced themes related to facilities, space, and access, program growth, systems, and innovation.

Cedar-SUN

Question	Summary of themes
Core values that resonate most	Responses from Cedar-SUN most often emphasized collaboration and Empathy.
What is going well	Feedback from Cedar-SUN most often highlighted teamwork, communication, and collaboration as current strengths.
What needs improvement	The most common improvement themes for Cedar-SUN were facilities, space, and access, safety, consistency, behavior supports, teamwork, communication, and collaboration.
Near-term priorities (12-18 months)	Near-term priorities for Cedar-SUN were varied without a single dominant pattern.
What ISD 917 should look like in 5 years	Long-term hopes for Cedar-SUN varied across responses.
Anything else to share	There were few or no additional comments recorded for Cedar-SUN.

Concord Education Center-SUN

Question	Summary of themes
Core values that resonate most	Responses from Concord Education Center-SUN most often emphasized empathy.
What is going well	Feedback from Concord Education Center-SUN most often highlighted facilities, space, and access, caring relationships and student-centered support, staffing and retention as current strengths.
What needs improvement	The most common improvement themes for Concord Education Center-SUN were transition pathways and future readiness, facilities, space and access, teamwork, communication, and collaboration.
Near-term priorities (12-18 months)	Near-term priorities for Concord Education Center-SUN centered on facilities, space, and access, program growth, systems, and innovation, transition pathways and future readiness.
What ISD 917 should look like in 5 years	In five years, respondents connected to Concord Education Center-SUN most often envisioned stronger facilities, space, and access.
Anything else to share	Additional comments for Concord Education Center-SUN reinforced themes related to teamwork, communication, and collaboration, caring relationships and student-centered support, facilities, space, and access.

DASH

Question	Summary of themes
Core values that resonate most	Responses from DASH most often emphasized collaboration, integrity, and communication.
What is going well	Feedback from DASH most often highlighted staffing and retention, transition pathways and future readiness, teamwork, communication, and collaboration as current strengths.
What needs improvement	The most common improvement themes for DASH were staffing and retention, program growth, systems, innovation, caring relationships and student-centered support.
Near-term priorities (12-18 months)	Near-term priorities for DASH centered on staffing and retention, teamwork, communication, and collaboration, transition pathways and future readiness.
What ISD 917 should look like in 5 years	In five years, respondents connected to DASH most often envisioned stronger facilities, space, and access, caring relationships and student-centered support.
Anything else to share	Additional comments for DASH reinforced themes related to transition pathways and future readiness, caring relationships and student-centered support, staffing and retention.

DCALS-Main & North

Question	Summary of themes
Core values that resonate most	Responses from DCALS-Main & North most often emphasized personalization and empathy.
What is going well	Feedback from DCALS-Main & North most often highlighted caring relationships and student-centered support, teamwork, communication, and collaboration, program growth, systems, and innovation as current strengths.
What needs improvement	The most common improvement themes for DCALS-Main & North were facilities, space, and access, program growth, systems, and innovation, teamwork, communication, and collaboration.
Near-term priorities (12-18 months)	Near-term priorities for DCALS-Main & North centered on program growth, systems, and innovation, facilities, space, and access.
What ISD 917 should look like in 5 years	Long-term hopes for DCALS-Main & North varied across responses.

Anything else to share	Additional comments for DCALS-Main & North reinforced themes related to teamwork, communication, and collaboration.

DHH Resource-LCE, IGMS, SHS

Question	Summary of themes
Core values that resonate most	Responses from DHH Resource-LCE, IGMS, SHS most often emphasized collaboration, communication, and personalization.
What is going well	Feedback from DHH Resource-LCE, IGMS, SHS most often highlighted caring relationships and student-centered support, teamwork, communication, and collaboration, program growth, systems, and innovation as current strengths.
What needs improvement	The most common improvement themes for DHH Resource-LCE, IGMS, SHS were caring relationships and student-centered support, staffing and retention, teamwork, communication, and collaboration.
Near-term priorities (12-18 months)	Near-term priorities for DHH Resource-LCE, IGMS, SHS centered on teamwork, communication, and collaboration, transitions, pathways, and future readiness, facilities, space, and access.
What ISD 917 should look like in 5 years	In five years, respondents connected to DHH Resource-LCE, IGMS, SHS most often envisioned stronger caring relationships and student-centered support, staffing and retention, transition pathways and future readiness.
Anything else to share	There were few or no additional comments recorded for DHH Resource-LCE, IGMS, SHS.

Districtwide

Question	Summary of themes
Core values that resonate most	Responses from Districtwide most often emphasized collaboration, stewardship, and communication.
What is going well	Feedback from Districtwide most often highlighted staffing and retention, caring relationships and student-centered support, program growth, systems, and innovation as current strengths.
What needs improvement	The most common improvement themes for Districtwide were program growth, systems, and innovation, teamwork, communication, and collaboration, facilities, space, and access.

Near-term priorities (12-18 months)	Near-term priorities for Districtwide centered on program growth, systems, and innovation, caring relationships and student-centered support, facilities, space, and access.
What ISD 917 should look like in 5 years	In five years, respondents connected to Districtwide most often envisioned stronger program growth, systems, and innovation, facilities, space, and access, staffing and retention.
Anything else to share	Additional comments for Districtwide reinforced themes related to program growth, systems, and innovation, staffing and retention, facilities, space, and access.

Itinerants

Question	Summary of themes
Core values that resonate most	Responses from Itinerants most often emphasized collaboration, innovation, personalization, and empathy.
What is going well	Feedback from Itinerants most often highlighted caring relationships and student-centered support, teamwork, communication, and collaboration, belonging, inclusion, and equity as current strengths.
What needs improvement	The most common improvement themes for Itinerants were teamwork, communication, and collaboration, safety, consistency, and behavior supports, caring relationships and student-centered support.
Near-term priorities (12-18 months)	Near-term priorities for Itinerants centered on program growth, systems, and innovation.
What ISD 917 should look like in 5 years	Long-term hopes for Itinerants varied across responses.
Anything else to share	There were few or no additional comments recorded for Itinerants.

Lebanon Education Center & ECSE-TEA

Question	Summary of themes
Core values that resonate most	Responses from LEC & ECSE-TEA most often emphasized collaboration, empathy, equity, diversity, and personalization.
What is going well	Feedback most often highlighted caring relationships and student-centered support as a core strength. Respondents also noted teamwork, communication, and collaboration, along with program growth, systems, and innovation, and facilities, space, and access as positive aspects of

	the current environment. Safety, consistency, and behavioral supports were also identified as important strengths.
What needs improvement	The most common improvement themes included staffing and retention, facilities, space, and access, and program growth, systems, and innovation. Continued attention to caring relationships and student-centered support was also noted as an area to strengthen and sustain.
Near-term priorities (12-18 months)	Near-term priorities centered on staffing and retention, program growth, systems, and innovation, and facilities, space, and access. Respondents also emphasized strengthening teamwork, communication, and collaboration, as well as maintaining a focus on caring relationships and student-centered support.
What ISD 917 should look like in 5 years	In five years, respondents most often envisioned stronger staffing and retention, improved facilities, space, and access, and sustained caring relationships and student-centered support. They also highlighted the importance of continued growth in teamwork, communication, and collaboration across programs.
Anything else to share	Additional comments reinforced themes related to caring relationships and student-centered support, teamwork, communication, and collaboration, staffing and retention, and facilities, space, and access.

Other

Question	Summary of themes
Core values that resonate most	Responses from Other most often emphasized personalization and empathy.
What is going well	Feedback from Other most often highlighted teamwork, communication, and collaboration, staffing and retention, program growth, systems, and innovation as current strengths.
What needs improvement	The most common improvement themes for Other were facilities, space, and access, teamwork, communication, and collaboration, staffing and retention.
Near-term priorities (12-18 months)	Near-term priorities for Other centered on program growth, systems, and innovation, staffing and retention, safety, consistency, and behavior supports.

What ISD 917 should look like in 5 years	In five years, respondents connected to Other most often envisioned stronger caring relationships and student-centered support, transitions, pathways, and future readiness, facilities, space, and access.
Anything else to share	Additional comments for Other reinforced themes related to caring relationships and student-centered support, program growth, systems, and innovation.

Mission and Vision

As a reminder, mission statements generally focus on why an organization exists while vision statements focus on what an organization should become to accomplish their purpose.

Based on stakeholder input, it is recommended that both the mission and vision for Intermediate School District 917 be refined. The current statements are directionally strong and already reflect major themes such as partnership, equity, specialized services, and support for students and families. However, stakeholder feedback suggests the language could better emphasize belonging, trust, personalization, responsiveness, and clear pathways for student success.

Area	Current	Proposed	Recommended
Mission	In partnership with member districts, Intermediate School District 917 provides high quality, equitable and specialized programming to meet the needs of all students.	Refine slightly	In partnership with member districts, Intermediate School District 917 provides high-quality, equitable, and personalized services to build on the unique strengths and needs of students in support of families and caregivers.
Vision	Intermediate School District 917 models an innovative culture with diverse pathways serving students and families through equitable practices with highly trained staff.	Refine more clearly	Intermediate School District 917 exhibits an innovative culture centered in belonging with diverse pathways serving students and supporting families and caregivers through equitable practices and highly trained staff.

Rationale

- The current mission and vision align with stakeholder priorities, so a full rewrite is not necessary.

- The mission would be stronger with more explicit student- and family-centered language and a clearer emphasis on strengths and individualized needs.
- The vision would benefit from less abstract language and a stronger emphasis on trust, belonging, responsiveness, and meaningful pathways.
- These revisions preserve the district's current direction while making the statements more human, distinctive, and reflective of stakeholder voice.

The recommended revision keeps the foundation of both statements, but refines the wording so the mission and vision more clearly reflect belonging, trust, personalization, equity, and student-centered pathways.

Core Values

Once again, based on stakeholder feedback, it is recommended that the current core values are refined rather than replaced. Stakeholder feedback suggests the district's current values are directionally strong, but definitions could be updated to better reflect what stakeholders emphasized most: collaboration, personalization, empathy, communication, trust, belonging, and practical improvement.

Further, the revised core values have been reordered. The first core values focus on student outcomes (personalization, equity), and then follow as detailed:

- Building trust (integrity, empathy)
- Centering belonging (diversity)
- Focusing on working together (collaboration, communication)
- Ending with action and accountability (innovation, stewardship)

Original core values

- **Personalization**: Building on the strengths and addressing the unique needs of individual students
- **Equity**: Intentionally providing opportunities while removing barriers at all levels of the organization
- **Empathy**: Considering and respecting the perspective and needs of member districts, students, families, and staff
- **Collaboration**: Working together to achieve more collectively
- **Innovation**: Ongoing improvement of programs and services
- **Stewardship**: Managing financial and human resources carefully and responsibly
- **Communication**: Multi-dimensional, transparent conversation focused on sharing information and creating a positive learning and working environment
- **Integrity**: Aligning our actions with our values and beliefs
- **Diversity**: Appreciating and valuing everyone's unique selves

Suggested revised core values

- **Integrity**: Acting with honesty and accountability to align actions with our values
- **Empathy**: Actively listening to honor the perspectives and needs of others
- **Personalization**: Building on everyone's strengths and addressing their unique needs
- **Diversity**: Valuing intersectionality, lived experiences, and perspectives to foster belonging for all
- **Collaboration**: Fostering relationships and working in partnership to achieve shared goals
- **Communication**: Engaging in transparent, multi-dimensional communication that fosters trust
- **Equity**: Ensuring access and outcomes by removing barriers and providing appropriate support
- **Innovation**: Continuously improving programs and services through practical, responsive solutions
- **Stewardship**: Responsibly managing financial and human resources to build trust and effectiveness

These core values build on our existing foundation while using more human, mission-aligned language that reflects what stakeholders most consistently shared. Our core values are the basis for individual or team-based decision-making throughout the implementation of our Strategic Plan.

Strategic Directions

Purpose
This draft strategic plan and specifically strategic directions is to guide district improvement over the next three to five years. It is intentionally simpler than prior planning documents so it can be used as a living framework for action, reflection, and accountability. The plan builds from the strongest elements of the previous strategic directions and aligns them with recent stakeholder feedback.

Why a revised approach is needed
The previous plan included many strong ideas, but its structure made it difficult to sustain and monitor over time. Stakeholders emphasized the need for clearer direction, stronger communication, staffing stability, belonging, individualized student support, and practical follow-through. This draft responds by focusing the district on five strategic priorities with a smaller number of shared outcomes and annual action steps.

Planning commitments

- Keep the plan concise, actionable, and aligned across the district
- Center students, families and caregivers, staff, member districts, and stakeholders in decision-making
- Use stakeholder feedback and data as part of continuous improvement
- Review progress annually and refine actions based on what is working
- Focus on implementation and sustainability, not just initiative adoption
- Ensure involvement of strategic partners in our initiatives to support our core values

1. Student Learning, Engagement, Achievement, and Pathways

Ensure students experience meaningful, personalized, and engaging learning that increases achievement and prepares them successfully for next steps.

Objectives

- Increase student engagement, connection, and academic growth
- Strengthen access to relevant, hands-on, and individualized learning experiences that support engagement and achievement
- Expand and clarify pathways that support transition to employment, postsecondary learning, and adult life
- Involve appropriate strategic partners to connect learning, engagement, achievement, and pathways to support students as they prepare for transition

Desired outcomes

- Students demonstrate increased engagement, stronger staff connections, and improved academic achievement
- Programs provide consistent, high-quality pathways and transition opportunities
- Student achievement and success indicators improve over time
- Strategic partnerships expand relevant learning experiences and strengthen pathways that support student achievement and successful transition

Suggested measures

- Student engagement survey results
- Student-staff connection data
- Number and consistency of active strategic partners supporting pathways
- Academic growth and achievement data (skill attainment, course completion, progress toward IEP goals)
- Participation in pathways, transition, work-based, or experiential learning opportunities
- Completion, transition, placement, or graduation-related indicators

2. Safe, Supportive, and Inclusive Environments

Create environments where students and staff experience safety, belonging, emotional and behavioral regulation, and inclusion.

Objectives

- Strengthen systems of prevention and support, including social-emotional learning and behavioral supports
- Increase consistency in inclusive and culturally responsive practices
- Promote environments where students and staff feel seen, valued, and safe
- Effectively integrate strategic partners into prevention, support, and inclusion efforts to better meet student and staff needs

Desired outcomes

- Students and staff report stronger feelings safety and belonging
- Restrictive and exclusionary practices decrease over time
- Inclusive practices are more visible and consistent across sites
- Strategic partners are consistently engaged in coordinated efforts that enhance student and staff safety, belonging, and access to supports

Suggested measures

- Student and staff safety survey results
- Family, staff and strategic partner inclusion/belonging data
- Restrictive procedures, discipline, and threat assessment trends
- Student attendance trends
- Implementation of systems of prevention and support, including SEL and behavior support practices

3. Staff Development, Support, and Stability

Attract, support, develop, and retain high-quality staff across programs and roles.

Objectives

- Improve staffing stability and reduce vacancies
- Provide meaningful professional learning, coaching, and support
- Increase staff recognition, voice, and trust in district systems
- Engage strategic partners to support staff development, recruitment, and retention efforts

Desired outcomes

- Staff feel more valued, supported, and prepared

- Retention improves across employee groups and programs
- Professional learning is relevant and connected to district priorities
- Strategic partnerships contribute to stronger staff support systems, development opportunities, and workforce stability

Suggested measures

- Staff retention rates
- Vacancy/fill rates by program
- Staff climate and satisfaction survey results
- Participation in coaching, mentoring, and professional development
- Impact of strategic partner contributions to staff development, recruitment, or retention

4. Family, Caregiver, District, and Community Partnerships

Strengthen trust, communication, and shared responsibility with families, caregivers, member districts, and community partners.

Objectives

- Improve consistency and accessibility of communication
- Increase meaningful family and caregiver engagement and partnership
- Deepen trust and responsiveness with member districts and community organizations
- Strengthen collaboration with strategic partners to support coordinated communication, engagement, and services for families and students

Desired outcomes

- Families and caregivers feel informed, welcomed, respected, and empowered
- Member districts experience ISD 917 as a trusted partner
- Communication systems are easier to access and use
- Strategic partners work collaboratively with the district to provide coordinated, responsive, and accessible support for families and students

Suggested measures

- Family and caregiver survey results
- Member district partner feedback
- Strategic partner feedback on effectiveness of collaboration and communication with ISD 917
- Participation in family and caregiver engagement opportunities
- Communication access and responsiveness measures

5. Organizational Effectiveness and Continuous Improvement

Strengthen district systems so improvement work is aligned, data-informed, and sustainable.

Objectives

- Clarify annual priorities and align program plans to district goals
- Use common improvement routines (i.e., continuous improvement planning) and data review cycles
- Improve consistency in communication, intake, referral, and operational systems
- Collaborate with strategic partners to align systems, share expertise, and strengthen continuous improvement efforts

Desired outcomes

- District priorities are clearer and more manageable
- Programs use annual improvement cycles tied to shared goals
- Systems become more efficient, aligned, and easier to navigate
- Strategic partnerships contribute to aligned systems, shared learning, and continuous improvement across programs and services

Suggested measures

- Annual progress monitoring by strategic priority
- Completion of district action steps
- Program-level continuous improvement planning cycle documentation
- Operational consistency and process improvement indicators
- Evidence of strategic partner involvement in continuous improvement efforts

Implementation & Review

Implementation and review, grounded in principles of implementation science and focused on continuous improvement, are guided by our core values, which serve as a lens for decision-making, collaboration, and reflection throughout this plan.

Implementation cycle

- Year 1
  Under each strategic direction, to ensure alignment with core values:
  - Confirm priorities
  - Establish baseline data
  - Set 1–3 district or program/site action steps
- Years 2–3
  Based on data and stakeholder feedback, using core values to guide decision-making and adjustments:
  - Implement
  - Monitor
  - Define strategies
- Years 4–5
  Reflecting on how core values are demonstrated across the system:
  - Scale successful practices
  - Strengthen consistency across programs
  - Prepare the next planning cycle

Annual review process

- Review progress on each strategic direction at least annually
- Use survey, staffing, operational, and student outcome data to assess progress
- Assess the extent to which actions and outcomes reflect the district's core values
- Identify what should continue, improve, stop, or start
- Engage stakeholders in reflecting on how well the system is living its core values in practice
- Publish a brief annual progress update for stakeholders, including examples of core values in action

Conclusion

This strategic plan builds on the strongest elements of the district's prior work while creating a more coherent, focused, and sustainable path forward. It establishes clear priorities, a manageable set of measures, and a structure for ongoing reflection, learning, and continuous improvement.

At the center of this work are the district's core values—integrity, empathy, diversity, collaboration, communication, personalization, equity, innovation, and stewardship—which serve as a foundation for how decisions are made, how relationships are built, and how progress is evaluated. These values are not only guiding principles, but a commitment to how we will carry out this work in practice.

Through intentional implementation and regular review, this plan is designed to remain responsive to student, staff, family, and partner needs while maintaining alignment with our shared values. In doing so, it supports a system that is not only effective, but also reflective, inclusive, and grounded in trust—ensuring meaningful outcomes for all learners and a strong foundation for the future.

Notes

ChatGPT was utilized to analyze data collected including comparison to current elements of the strategic plan. Further, ChatGPT was utilized when developing the elements of the updated Intermediate School District 917 Strategic Plan.



Prepare to Launch –From Pilot to Sustainable Program

Vision + Definitions

ISD 917 connects students and employers through credit-bearing internships that build abilities, expand career options, and create a clear roadmap to workforce success. By aligning education with industry needs, we increase job placements, strengthen attendance and credit attainment, and develop the next generation of talent for Dakota County and beyond.

917 Youth Internship

Program Expectations & Opportunities

- Students participate in a minimum of **5 hours per week** to earn elective credit opportunities
- Students are required to complete an identified **industry-recognized credential** during their internship experience
- Flexible scheduling is available to increase access and participation opportunities for all students, based on employer availability and needs
- Students gain valuable workplace skills, career exploration experiences, and professional connections while receiving support from 917 staff

Program Pilot Goals

- Increase access to internships
  - *Looking for one to two districts to participate in pilot program.*
  - *Pilot capped at 10 students, paid, credit-bearing, a minimum of 5 hours per week for a semester credit (example of 60 hours)*

- Provide additional capacity to member districts
  - *Student Applications will be launching September/October ‘26*

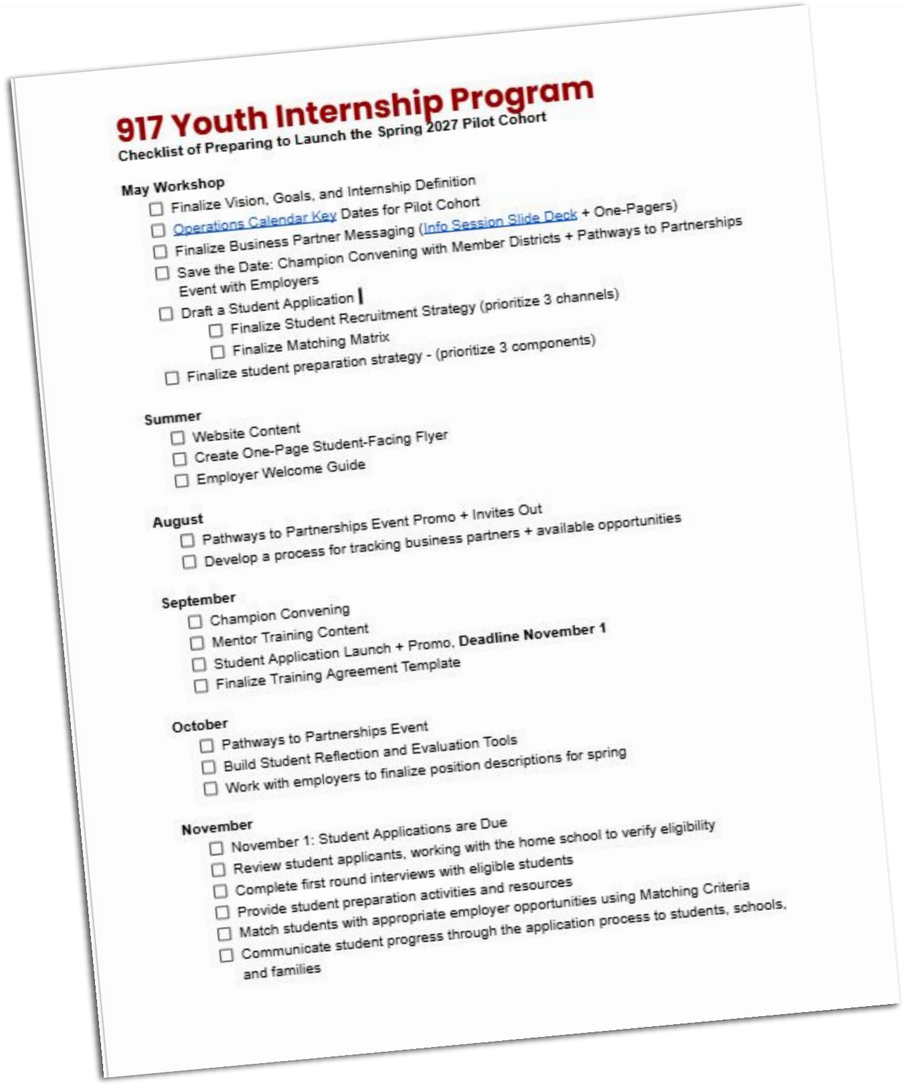
- Community impact
  - *10 businesses engaged in partnership event*
  - *5 Employers trained as skills mentors*

- Positively impact attendance and credit accumulation

Criteria + Eligibility:

- Rising Juniors or Seniors
- Academic Standing (School Approval)
- Has transportation
- Eligible to work in US
- Participation in internship preparation activities

Launch Checklist



917 Youth Internship Program

Checklist of Preparing to Launch the Spring 2027 Pilot Cohort

May Workshop

- [ ] Finalize Vision, Goals, and Internship Definition
- [ ] Operations Calendar Key Dates for Pilot Cohort
- [ ] Finalize Business Partner Messaging (Info Session Slide Deck + One-Pagers)
- [ ] Save the Date: Champion Convening with Member Districts + Pathways to Partnerships Event with Employers
- [ ] Draft a Student Application
  - [ ] Finalize Student Recruitment Strategy (prioritize 3 channels)
  - [ ] Finalize Matching Matrix
- [ ] Finalize student preparation strategy - (prioritize 3 components)

Summer

- [ ] Website Content
- [ ] Create One-Page Student-Facing Flyer
- [ ] Employer Welcome Guide

August

- [ ] Pathways to Partnerships Event Promo + Invites Out
- [ ] Develop a process for tracking business partners + available opportunities

September

- [ ] Champion Convening
- [ ] Mentor Training Content
- [ ] Student Application Launch + Promo, **Deadline November 1**
- [ ] Finalize Training Agreement Template

October

- [ ] Pathways to Partnerships Event
- [ ] Build Student Reflection and Evaluation Tools
- [ ] Work with employers to finalize position descriptions for spring

November

- [ ] November 1: Student Applications are Due
- [ ] Review student applicants, working with the home school to verify eligibility
- [ ] Complete first round interviews with eligible students
- [ ] Provide student preparation activities and resources
- [ ] Match students with appropriate employer opportunities using Matching Criteria
- [ ] Communicate student progress through the application process to students, schools, and families

https://docs.google.com/document/d/1Xr2P03_zjjDBzbifaM07Kh05LKrCiBYMcStDF1a0rls/edit?usp=sharing

Key Dates for Spring 2027 Pilot

Program Planning	Business Outreach	Student Recruitment	Matching & Preparation	Launching the Experience	Ongoing Support	Wrap-Up & Next Steps
Strategy Review, Calendar, Pathway Mapping	Employer Recruitment, Profile Creation	Application Process, Student Screening	Matching Students, Interview Prep	Student Orientation, First Day	Pulse Checks, Reflections, 360 Reviews	Celebration, Surveys, Planning
February - May 2026	*Pathways to Partnership Event in Oct*	*App Deadline: Nov 1*	*Interviews in December/Jan*	*January 25 - Quarter 3+4 Internships*	*Mid Exp 360s - March* *End Exp 360s*	*May*

Managing the Experience: What, Who, Why, Where & When

The When	Who	What to Discuss / Collect	Goal	Where & When
Educational Training Agreements	**Student, Employer, & School**	What are they learning? How is the work-train-shadow reflected?	Set expectations for success for all stakeholders	Prior to the start of the internship
Student Reflections	**Student**	What are they learning? How does it align with goals? Wins & challenges?	Give students voice; collect qualitative impact data.	The 3rd, 6th and final weeks of each quarter
Employer Pulse Checks	**Employer**	Is the student meeting expectations? Is the 'why' for partnering still being met?	Ensure employer support; identify concerns early.	The 3rd, 6th and final weeks of each quarter
Goals & Progress	**Student, Employer & School**	Are hours being met? How is this shaping the student's post-graduation plans?	Keep program on track; gather long-term impact data.	Exit interviews at the end of the internship with each stakeholder

Channel / Method	Target Audience	Timing & Touchpoints	Who Delivers	Notes
May & September	Member districts Perkins reps and Admin	Identify 1-2 districts interested in being a pilot	917 coordinates	
June	Dakota-Scott County Workforce	Info session	Noelle/Frank	
October-November	Students	Application and information Student Info session Parent Communication	917/Member high school Internship contact	
September-January	Families, counselors, businesses	Community pages, emails, info sessions	917 and member district counselors/Internship contact	
January	Students	Internship Starts	917 and member district counselors/Internship contact	
February-May **27.28 Scale up to expand the internship program**	Families, counselors, businesses Students	Application and information Student Info session Parent Communication	917 and member district counselors/Internship contact	

4 As Quality Check

Dimension	Guiding Question	Score	Evidence / Notes
Aspiration	*Did the internship connect to each student's genuine career aspirations?*		Key evidence / notes:
Abilities	*Are students building measurable, transferable skills?*		Key evidence / notes:
Agency	*Do students have voice and choice in their internship experience?*		Key evidence / notes:
Authentic	*Are experiences genuinely tied to real workplace tasks?*		Key evidence / notes:



Together, we are building a sustainable, equitable and innovative regional Internship Program that connects today’s classrooms to tomorrow's careers.

Association of Metropolitan School Districts

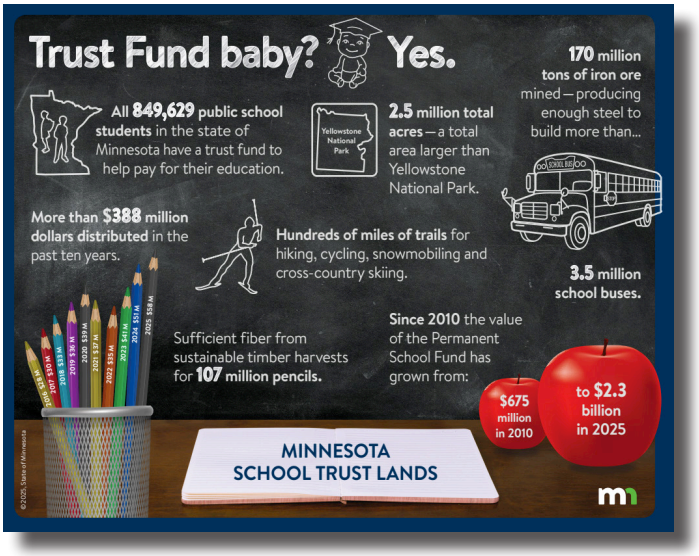
PERMANENT SCHOOL FUND

2026

CONSTITUTIONAL AMENDMENT WOULD INCREASE FUNDING FOR SCHOOLS

Passage of the Amendment Would Increase Distributions From the Permanent School Fund.

The Minnesota Legislature approved bipartisan legislation in the 2026 legislative session placing a question on the ballot in November to amend the State Constitution. The proposed amendment would modernize the distribution formula from the Permanent School Fund (PSF) increasing the funding schools receive.



What is the Permanent School Fund?
The Fund's history goes back to the earliest days of the United States, even before the U.S. Constitution was adopted and long before Minnesota became a state. In 1785, Congress created a system for organizing the westward expansion. The land was divided into townships, and each township was split into 36 sections. To help support public education, Congress set aside one section in every township, with the land or its proceeds dedicated to funding local public schools.

Minnesota's Department of Natural Resources manages about 2.5 million acres of school trust land, with proceeds from land management activities such as timber sales, mining, and land leases added to the fund. Revenues are invested by the State Board of Investment, and the MN Department of Education annually distributes a portion to every public school district.

What exactly changes if this passes?
Minnesota's Constitution currently limits distributions to the net interest and dividends earned on the Fund often resulting in small and unpredictable payments. If voters approve the Constitutional amendment this November, the distributions could include capital gains from asset appreciation and the state would adopt a 4.5 percent distribution rate, calculated using a three-year rolling average of the Fund's value. In recent years, distributions have averaged only 2.5% of the fund's value.

Does this solve all of Minnesota's school funding challenges?
While the increased funding won't erase the budget challenges facing school districts, it will provide desperately needed resources to help students succeed. If the amendment is approved, school districts would see an increase of approximately $27.19 per pupil.

Will my property taxes go up?
NO. Passage of this amendment will provide a funding increase without increasing taxes and without using revenue from the state general fund.

Who supports this?
The bipartisan legislation for the amendment is based on a recommendation from a 2024 Task Force commissioned by the Legislature. The Task Force analyzed distribution policies from educational trust funds in other states, Minnesota trust funds, and higher education endowments, and found that most endowments distribute between 4 to 5 percent of their average value — nearly double the state's current distribution rate.

The Task Force report highlights that strong returns over the last 15 years have tripled the value of the fund — growing

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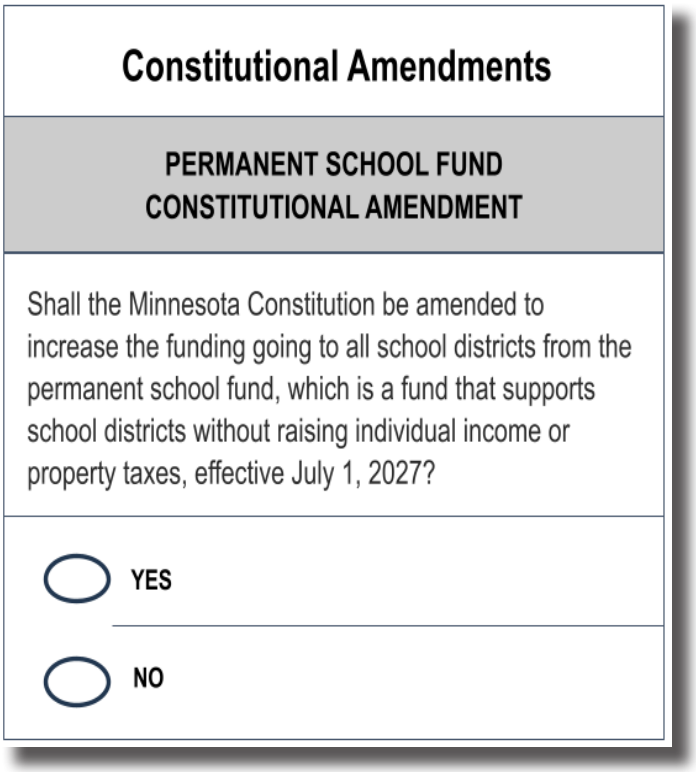
VOTERS ENCOURAGED TO LEARN MORE ABOUT PSF

from $675 million in FY10 to $2.3 billion by FY25. An estimated $58 million was distributed to schools statewide in FY25.

What's on the ballot
For the amendment to be approved, the question must receive a majority of all votes cast in the election. If a voter does not vote on the question, it has the effect of being a "no" vote.

Voters can use the resources below to learn more about the proposed amendment, the history of the Permanent School Fund, and election and voting information.

- Read the PSF Task Force Report
- LINK: View Informational Slides about the PSF
- Election and Voting Information



ABOUT AMSD

The Association of Metropolitan School Districts represents more than 50 K-12 school districts and intermediate / cooperative districts. AMSD member school districts enroll more than one-half of all public school students in Minnesota, with the mission to lead the transformation of public education.

CONTACT AMSD

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AMSD MEMBER DISTRICTS

Anoka-Hennepin School District • Bloomington Public Schools • BrightWorks • Brooklyn Center Community Schools • Buffalo-Hanover-Montrose • Burnsville-Eagan-Savage School District 191 • Centennial School District • Columbia Heights Public Schools • Duluth Public Schools • Eastern Carver County Schools • Eden Prairie Schools • Edina Public Schools • Elk River School District ISD #728 • Farmington Area Public Schools • Forest Lake Area Schools • Fridley Public Schools • Hastings Public Schools • Hopkins Public Schools • Intermediate School District #287 • Intermediate School District #917 • Inver Grove Heights Schools • Lakeville Area Public Schools • Mahtomedi Public Schools • Mankato Area Public Schools • Minneapolis Public Schools • Minnetonka Public Schools • Mounds View Public Schools • North St. Paul-Maplewood-Oakdale School District • Northeast Metro Intermediate School District #916 • Northwest Suburban Integration District • Orono Schools • Osseo Area Schools • Perpich Center for Arts Education • Prior Lake-Savage Area Schools • Richfield Public Schools • Robbinsdale Area Schools • Rochester Public Schools • Rockford Area Schools • Rosemount-Apple Valley-Eagan Public Schools • Roseville Area Schools • Shakopee Public Schools • South St. Paul Public Schools • South Washington County Schools • SouthWest Metro Intermediate District • Spring Lake Park Schools • St. Anthony-New Brighton Independent School District • St. Cloud Area School District 742 • St. Louis Park Public Schools • St. Michael Albertville Schools • Saint Paul Public Schools • Stillwater Area Public Schools • Wayzata Public Schools • West St. Paul-Mendota Heights-Eagan School District • Westonka Public Schools • White Bear Lake Area 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: June 8, 2026 at 6:00-7:15 P.M.

Location: Hastings High School – Lecture Hall

In Attendance: Elaine Mikel-Mulder, Matt Bruns, Melissa Millner, Carrie Tate, Philip Biermaier, Mak Zuzek, Dr. Kristine Wehrkamp Herman, Kari Gorr, and LynDee Humble

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Date & Time: June 10, 2026 at 5:00-6:00 P.M.

Location: District Offices

In Attendance: Elaine Mikel-Mulder, Matt Bruns, Philip Biermaier, Dr. Kristine Wehrkamp Herman, Kari Gorr, and LynDee Humble

Overview

The June 8th Community Event was a small turn out. Conversations centered on AI use, Technology Use, and the desire to receive more updates on board action surrounding student growth. The general sentiment from the representatives that were there was that the community has “spoken” and would like little reminders of board presence at community events and general summary of actions moving forward.

The June 10th meeting focused on improving school board–staff relationships, reviewing feedback from staff and community debriefs, and discussing potential actions to increase board visibility and communication. Participants discussed a perceptions survey, governance versus management roles, and proposed monthly school visits, clearer policy communication, and regular Facebook updates to address trust and transparency.

Key Discussion Themes and Findings

Staff Event Debrief Highlights

- Participants shared that small-group conversations revealed both positive collaboration and moments where staff misinterpreted board intentions.

Board Visibility Visits – Discussion

- The committee discussed implementing monthly half-hour school visits during the day, where each board member would observe classrooms and interact with staff in their work setting, with sign-ups coordinated through principals.
- The idea was to let staff “host” board members (e.g., in food service or maintenance) so board members and staff could interact in a non-high-stakes environment.

- Participants stressed that visits should not become complaint sessions and suggested that, if pursued, coordinating with principals could help identify optimal dates to visit.

Policy Communication to Staff

- To address staff's desire to give input on policies, the committee discussed pushing a direct link to the board packet via email (or ensure all staff receive notifications from BoardBook) and asking principals to flag relevant policies in their staff communications.

Governance vs. Management Clarification

- The committee discussed staff comments pertaining to board decisions versus administrative decisions.
- The committee discussed the value of posing questions to the experts proposing items put before the board for action to ensure that where concern exists, the public knows there has been inquiry while also showing that we have trust in our experts and their decision making.
- The committee discussed the value of explaining votes (especially "no" votes) to clarify the intentions of the board when their decision strays from proposed actions.

Facebook Blurbs After Board Meetings

- The committee discussed publishing a short summary on the district's Facebook page after each regular meeting, written by a board member or Kari, highlighting key decisions and ending with the board's phone number to invite feedback. The blurbs would be visually distinct to identify them as coming from the board, not from an individual member.

Follow-Up Communication to Staff

- The committee discussed plans to craft a formal communication to all staff summarizing the action steps from the staff meeting, after the full board approves the steps at an upcoming board meeting.
- The committee discussed that any such communication could include language such as "We heard you" and a list of potential commitments (e.g., school visits, board packet notifications, Facebook blurbs), with an invitation for questions.
- The committee discussed best mechanism to send this communication (Kari, Chair, Superintendent, etc.)

Topics Discussed for Possible Future Action:

- BoardBook staff notification: The committee discussed verifying with LynDee whether all staff can receive BoardBook notifications, not just administrators.
- Board packet notification: The committee discussed the possibility of a recurring schedule-send email to all staff with a hyperlink to the full board packet before each board meeting.
- School visit coordination: The committee discussed working with principals to identify possible visit dates per building (October/November and February/March), then sending an email to board members asking their availability, if this idea moves forward.
- Policy email to staff: The committee discussed asking principals to consider including a note in their staff communications pointing to board policies and inviting questions.
- Post-meeting Facebook blurb: The committee discussed the idea of producing and publishing a brief summary after each regular board meeting, ending with the board website that includes phone numbers, designed visually to come from the board.
- Follow-up communication to staff: The committee discussed drafting a message that would state the board heard staff feedback and list any action steps, contingent on approval of those steps at an upcoming board meeting.
- Follow-up communication to staff regarding the decision not to move forward with an anonymous email.

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1000 11TH STREET WEST
HASTINGS, MN 55033-2597
Phone (651) 480-7000
Fax (651) 480-7004

Next Community Collaboration Committee Meeting

To be determined.

The committee will reconvene to discuss details next steps for communications and proposed action items. Further, we will find a time for the next Staff Community Collaboration night.

FINANCE COMMITTEE
May 27, 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, Jen Seubert, and LynDee Humble

1. The proposed 2026-2027 budget was presented in detail and reviewed
    - The committee asked very good questionsThe proposed budget will be reviewed at the 06/10/2026 school board work session by the full school board.
    - There will be a recommendation that the proposed budget be approved at the 06/17/2026 school board meeting.

2. The committee discussed the potential renewal of one of the levies that is currently in place. The levy is expiring in the near future, and the funding received through the levy is critical to the operation of the school district.
    - The board has the authority to vote to renew the levy at its current terms.
    - That possibility was discussed, and a resolution to do so was considered.
    - The plan to vote to approve the renewal of the levy with school board authority was supported by the committee.
    - Discussed the possible processes that can be used to renew, or revoke and replace
    - At the June 10th school board work session, the school board will discuss that possibility to renew the levy with the existing authority.
    - A resolution to approve by board authority will be considered, and possibly approved by the board at the June 17th school board meeting, or at the July school board meeting.

3. Authorities overview and operating referendum expiration
    - The finance committee and administration will seek direction from the school board to narrow possibilities for renewal and a possible expansion of levy authority.

- Presently, there appears to be lot of positive energy at the committee level to strongly consider the strategy to revoke the current levy authorities and seek voter approval of a single levy authority in the fall of 2027.
- The need for seeking community thoughts and the prospective tolerance of levy authority amounts from citizens is critical.
- The need for community tolerance and perspective can be gathered through surveying the community. It is common to hire a vendor for this activity.

4. Next Meetings
    - TBD, the next step for the finance committee is to interview and assess two or more vendors for evaluating the perspective and tolerance of the community regarding local property tax support of ISD 200. Those meetings will be arranged by distinct administration and will be announced when the dates and times are set.
    - October meeting, 2025-2026 Financial results will be discussed. Additionally, the Oct 1, 2026 enrollment update and budget impact will be reviewed.
    - December meeting, the revised 2026-2027 budget will be reviewed.

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
Date: June 11, 2026
Time: 1:00 PM – 2:00 PM
Location: Conference Room A, District Office

Attendees:
Dr. Wehrkamp Herman, Carrie Tate, Melissa Millner, Phillip Biermaier, Jen Seubert, LynDee Humble

Purpose
Discuss strategies to strengthen communication, collaboration, and partnership between the District and the cities and townships it serves.

Background

Joint Powers Meetings with the City of Hastings have been occurring

- Continue discussing options for improvement and growth

Roundtable Discussions with Townships and Surrounding Communities will be new
Dr. Wehrkamp Herman sent an introductory email on April 24 to city and township leadership to introduce the concept and begin coordinating quarterly meetings. LynDee sent follow up email May 15, 2026 as well as making direct phone calls

Townships responding with interest

- Douglas Township
- Nininger Township
- Ravenna Township
- Vermillion Township

Cities interested in meeting

- Hastings

Proposed Representation
District

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

Cities and Townships (Recommended; Participation Optional)

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

Proposed Discussion Topics

Introductions

- Who you are, your role and representation

Community and Infrastructure

- Road construction and infrastructure projects (e.g., sewer, utilities)
- Transportation and school bussing coordination (focusing on road construction plans)
    - Making sure everyone has updated information on Hastings Bus Company's new primary contact now that Terry has retired

- Housing development plans
    - What are economic development plans to welcome new families and businesses
- Demographic and population trends

Financial and Tax Matters
- Tax updates, including anticipated increases
- Levy information and opportunities for community presentations

Community Engagement and Planning
- Community priorities, concerns, and key initiatives
- Election cycles and timing

Public Services and Partnerships
- Opportunities for local sourcing and partnerships (e.g., food service)

Meeting Logistics
Frequency: Quarterly
Location: 1st meeting to be held at the District 200 office with date options within the 1st 2 weeks of August

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Next Steps
- Confirm interest and participation from city and township representatives with date options
- Finalize meeting schedule and rotation of host locations.
- Establish an initial agenda framework for quarterly meetings.
- Identify and familiarize key contacts within each participating community.

Next Committee Meeting
August 26, 2026 from 5-6:00 pm Conference Room A in the District Office

BRIDGE TO SUCCESS

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INDEPENDENT SCHOOL DISTRICT 200
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Native American Parent Advisory Council: Summary of June 4, 2026

I. **Call to Order**
II. **Old Business**
III. **New Business**
  A. **District Updates**
    1. School Board
      a) Both Dakota Language position is posted
      b) Posting has been shared with Prairie Island Community
    2. Andrew Hodges: Teaching + Learning
    3. Cyan Peacock-Hale: Native American Education Liaison
  B. **NAPAC Updates**
    1. Plans to spend down remaining fund balance
      a) Tribal flags placed in additional buildings
      b) Welcome Back to School Feast
        (1) Around "Raider, Set, Go!" time
        (2) Cyan will highlight new flag installation(s)
    2. Meeting dates 2026
      a) Moccasin making
      b) Graduation Ceremony: First Tuesday in May 2027
IV. **Future Events**
  A. **August Meeting**
    1. Curriculum Center
    2. August 6, 2026
    3. 6:00 PM

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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

August 6, 2026 at 12:00pm

May 28 & June 11, 2026 Policy Committee Summary

Review Cycle Tracker

1st Readings

200 Board Member Handbook

- Committee Discussion: Pg 13 Replace: "*three*" with "*two*", Replace: "*3*" with "*2*", and Replace: "*72*" with "*48*". These changes are recommended to ensure consistency and alignment with the proposed procedural language in Policy 203.1PR
    - Committee Recommendation: ***1st Reading/Consent***

203.1PR School Board Meeting Procedures

- Committee Discussion: The procedures under 203 are all related to how the board operates before, during, and after meetings and work sessions, the committee has streamlined this into a single procedure. The committee is recommending that "203.1PR School Board Meeting Procedures" replaces the following procedures in our policy manual:
    - 203.1PR School Board Procedures; Rules of Order
    - 203.2PR Order of the Regular School Board Meeting Procedure
    - 203.5PR School Board Meeting Agenda Procedure
    - 203.6PR Consent Agenda Procedure
        - Committee Recommendation: ***1st Reading/Consent***

204 School Board Meeting Minutes

- Committee Discussion: This policy has been updated with clear and concise language that makes understanding the statutory requirements easier, while maintaining full compliance with applicable law
- Section III(B) *Recordings of Closed Meetings* has been removed and added to ISD 200 Policy 205 Open and Closed Meetings
    - Committee Recommendation: ***1st Reading***

205 Open Meetings and Closed Meetings

- Committee Discussion: Section IV(C)(1): Added *"Recordings of Closed Meetings"* from Policy 204
- Section I: slight language revisions to provide clarity
- Section II(A): removed " *including executive sessions*" we do not have executive sessions
- Section IV(A)(1): Defines that if the board adds a regular meeting to the calendar, 3 days notice shall be given
- Section IV(A)(2)(a): replaced "*principal bulletin board"* with "*district bulletin board*"
- Section IV(A)(2)(c): removed irrelevant language
- Section IV(A)(4): updated with clear language
- Section IV(A)(8-10): Removed "*Votes and Written Materials*" sections, since they are already included in 203.1PR School Board Meeting Procedures
- Section IV(C)(1): Added "*Recordings of Closed Meetings"* from Policy 204
- Section IV(C)(6): Added "*Hastings Public Schools employees shall not record attorney-client privilege meetings.*"
- Section IV(C)(11): Added "*The recording is not available to the public*"

- Committee Recommendation: ***1st Reading***

206 Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations

- Committee Discussion: Replaced "*Minn. Stat. §*" with "*Minnesota Statutes section*" through out and added Legal References that are included in the body of the policy
  - Committee Recommendation: ***1st Reading***

206.1FRM Public Participation at School Board Meetings- Procedure & Request Form

- Committee Discussion: "*Reviewed"*date has been updated, no other changes recommended
  - Committee Recommendation: ***1st Reading/Consent***

206.2PR Public Comment Procedures

- Committee Discussion: "*Reviewed"*date has been updated, no other changes recommended
  - Committee Recommendation: ***1st Reading/Consent***

207 Public Hearings

- Committee Discussion: Language updated throughout for readability.
- Section III(C): Added clarifying language outlining the procedure for public participation during Public Hearings
  - Committee Recommendation: ***1st Reading***

209 Code of Ethics (New)

- Committee Discussion: If approved by the board this policy would replace our current Policy 209
  - Committee Recommendation:***1st Reading***

213 School Board Committees

- Committee Discussion: These changes align to the handbook language that was adopted in February
  - Committee Recommendation:***1st Reading***

213.1PR School Board Committees Procedure

- Committee Discussion: These changes align to the handbook language that was adopted in February
  - Committee Recommendation:***1st Reading/Consent***

220 Student School Board Representatives

- Committee Discussion:The board originally adopted this policy before student representatives were seated at the board table. Now with two years of experience working with these amazing students, we have identified opportunities to provide clarity regarding roles, expectations, and operational procedures. These updates reflect our commitment to continuous improvement and ensuring that this policy supports meaningful student participation in board governance.
  - Committee Recommendation:***1st Reading***

220.1PR Student School Board Committee (SSBC) Operations

- Committee Discussion: This new procedure establishes the process by which the committee receives and reviews Student School Board Representative applications, interviews qualified candidates, and forwards recommendations to the full Board for consideration of appointment.
  - Committee Recommendation: ***1st Reading/Consent***

2nd & 3rd Readings

No changes since last reading

Annual Review Policies

613 Graduation Requirements

- Committee Discussion:This is the first year with this policy in place, "*Policy Reviewed*" date was updated and no other changes are recommended
    - Committee Recommendation: ***1st Reading/Consent***

722 Public Data Requests

- Committee Discussion: Section VIII(A)(2): added "*with*" & "*or a check*"/ "*Policy Reviewed*" date was updated
    - Committee Recommendation: ***1st Reading/Consent***

June 17, 2026 Board Meeting

1st Readings:

204 School Board Meeting Minutes
205 Open Meetings and Closed Meetings
206 Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations
207 Public Hearings
209 Code of Ethics (New)
213 School Board Committees
220 Student School Board Representatives

Consent Agenda:

2nd & 3rd Reading/Consent

- 203 Operation of the School Board - Governing Rules
- 302 Superintendent Contract, Duties, and Evaluation
- 410 Family and Medical Leave
- 511 Student Fundraising

Annual Review Policies/Consent

- 613 Graduation Requirements
- 722 Public Data Requests

Procedures/Consent

- 200 Board Member Handbook
- 203.1PR School Board Meeting Procedures
- 206.1FRM Public Participation at School Board Meetings- Procedure & Request Form
- 206.2PR Public Comment Procedures
- 213.1PR School Board Committees Procedure
- 220.1PR Student School Board Committee (SSBC) Operations

Replace and Remove from Manual/Consent

- 203.1PR School Board Procedures; Rules of Order
- 203.2PR Order of the Regular School Board Meeting Procedure
- 203.5PR School Board Meeting Agenda Procedure
- 203.6PR Consent Agenda Procedure

204 SCHOOL BOARD MEETING MINUTES

I. PURPOSE

The purpose of this policy is to establish procedures relating to the maintenance of records of the school board and the publication of its official proceedings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.

III. MAINTENANCE OF MINUTES AND RECORDS

The district's administrative assistant shall prepare and maintain permanent records of all school board meetings, including the official minutes for regular and special meetings.

The minutes of regular and special meetings shall include:

A. The date, time, location of the meeting, and the names of board members present;

B. All formal motions and resolutions, including the names of members making and seconding each motion;

C. The vote of each member, including abstentions, shall be recorded on each action taken. If the vote is unanimous, it may be reflected as unanimous; and

D. Identification of each individual item approved through the consent agenda.

Draft minutes shall be reviewed by the board, corrected as necessary, and approved at a subsequent meeting.

Once approved, the official meeting minutes shall be made available for public inspection at the district office and may also be posted in BoardBook.

~~The clerk or designee shall keep and maintain permanent records of the school board, including records of the minutes of school board meetings and other required records of the school board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law shall be recorded in a journal or meeting minutes kept for that purpose. Public records maintained by the school district shall be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the~~

school district after they have been prepared. Minutes of a school board meeting shall be approved or modified by the school board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.¶

Recordings of Closed Meetings¶

1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the expense of the school district. Recordings of closed meetings shall be made separately from the recordings of an open meeting, to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter shall be separately recorded.¶

2. Recordings of closed meetings shall be preserved by the school district for the following time periods:¶

   a) Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.¶

   b) Meetings closed to discuss security matters shall be preserved for at least four (4) years.¶

   c) Meetings closed to discuss the purchase or sale of property shall be preserved for at least eight (8) years after the date of the meeting.¶

   d) All other closed meetings shall be preserved by the school district for at least three (3) years after the date of the meeting.¶

   e) Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the school district's Records Retention Schedule.¶

3. Recordings of closed meetings shall be classified by the school district as protected non-public data that is not accessible by the public or any subject of the data, with the following exceptions:¶

   a) Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the school district for the current budget period.¶

   b) Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school district has abandoned the purchase or sale.¶

   c) Recordings of any other closed meetings shall be classified and/or released as

~~required by court order.¶~~

4. ~~Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the school district, with the exception of recordings that have been classified as public data as set forth in Section III.B.3. above. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.¶~~

5. ~~Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:¶~~

   a) ~~The date of the closed meeting;¶~~

   b) ~~The basis upon which the meeting was closed (i.e.: labor negotiations strategy, purchase or sale of real property, educational data, etc.); and¶~~

   c) ~~The classification of the data.¶~~

~~Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3 above~~.

IV. PUBLICATION OF OFFICIAL MEETING MINUTES~~PROCEEDINGS~~

The school board shall publish its official meeting minutes in the district's designated newspaper within 10 days after the minutes are approved.

A. The published meeting minutes must fairly summarize the board's actions at regular and special meetings and include, at a minimum:

   1. The substance of each official action taken;

   2. The subject of each motion;

   3. The names of members making and seconding each motion;

   4. How each member present voted; and

   5. A brief description of each resolution and whether it was adopted or defeated.

B. The official meeting minutes and permanent board records may contain more detail than what is published.

C. If the minutes are published before board approval, the publication shall state that the minutes are not yet approved.

D. The board may publish a summary of the minutes rather than the full text. Any summary shall:

1. Be written clearly and in language understandable to the public;

2. Identify that it is a summary and not the full meeting minutes;

3. State that the full meeting minutes are available for public inspection at the district office, during regular business hours; and

4. State that a copy of the meeting minutes, excluding attachments, is available at no cost from the district office by standard mail or electronic mail.

~~The school board shall cause its official proceedings to be published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceedings occurred; however, if the school board conducts regular meetings not more than once every thirty (30) days, the school board need not publish the minutes until ten (10) days after they have been approved by the school board.¶~~

~~The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. They must include the substance of all official actions taken by the school board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the school board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the board, the proceedings to be published may reflect that fact.¶~~

~~The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the school board. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is available for public inspection at the administrative offices of the school district and that a copy of the proceedings, other than attachments to the minutes, is available without cost at the offices of the school district or by means of standard or electronic mail.¶~~

Legal References: *Minn. Stat. § 13D.01, Subds. 4-6 (Meetings Must be Open to the Public; Exceptions)*

Minn. Stat. § 123B.09, Subd. 10 (Boards of Independent School Districts)
Minn. Stat. § 123B.14, Subd. 7 (Officers of Independent School Districts)
Minn. Stat. § 331A.01 (Definition)
Minn. Stat. § 331A.05, Subd. 8 (Form of Public Notices)
Minn. Stat. § 331A.08, Subd. 3 (Computation of Time)
Op. Atty. Gen. 161-a-20, December 17, 1970
Ketterer v. Independent School District No. 1, 248 Minn. 212, 79 N.W.2d 428 (1956)

Cross References: *ISD 200 Policy 205 (Open Meetings and Closed Meetings)*

Policy Reviewed: *05.28.2026* ~~*05.31.2023*~~
Policy Adopted: *07.31.2024*
Policy Revised: *07.01.2024*

205 OPEN MEETINGS AND CLOSED MEETINGS

I. PURPOSE

The school board embraces the philosophy of openness in the conduct of its business, in the belief that openness produces better programs, greater administrative ~~more~~ efficiency ~~in administration of programs~~, and an organization more responsive to public interest and less susceptible to undue private influence ~~interest~~. The school board shall conduct its business under the presumption of openness. At the same time, the school board recognizes and respects the privacy rights of individuals as provided by law. The school board also recognizes that there are certain exceptions to the Minnesota Open Meeting Law as recognized in statute where it has been determined that, in limited circumstances, the public interest is best served by closing a meeting of the school board.

The purpose of this policy is to provide guidelines to assure the rights of the public to be present at school board meetings, while also protecting the individual's rights to privacy under law, and to close meetings when the public interest so requires as recognized by law.

II. GENERAL STATEMENT OF POLICY

A. Except as otherwise expressly provided by statute, all meetings of the school board~~,~~ ~~including executive sessions,~~ shall be open to the public.

B. Meetings shall be closed only when expressly authorized by law.

III. DEFINITION

"Meeting" means a gathering of at least a quorum of school board members - or quorum of a committee or subcommittee of school board members, at which members discuss, decide, or receive information as a group on issues relating to the official business of the school board. The term does not include a chance or social gathering or the use of social media by members of a public body so long as the social media use is limited to exchanges with all members of the general public. For purposes of the Open Meeting Law, social media does not include email.

IV. PROCEDURES

A. Meetings

1. Regular Meetings

A schedule of the regular meetings of the school board shall be kept on file at the school district office. If the school board decides to hold a regular meeting at a time or place

different from the time or place stated in its regular meeting schedule, it shall give ~~the~~ at least three (3) days ~~same~~ notice of the meeting ~~as for a special meeting~~.

a) Remote participation by board members at regular meetings will be in compliance with Minnesota Statutes, section 13D.02.

2. Special Meetings

a) For a special meeting, the school board shall post written notice of the date, time, place, and purpose of the meeting on the ~~principal~~ district bulletin board in the ~~of the school~~district office. ~~or on the door of the school board's usual meeting room. if there is no principal bulletin board.~~ The school board's actions at the special meeting are limited to those topics included in the notice.

b) The notice shall also be mailed or otherwise delivered to each person who has filed a written request for notice of special meetings. This notice shall be posted and mailed or delivered at least three days before the date of the meeting.

c) As an alternative to mailing or otherwise delivering notice to persons who have filed a written request, the school board may publish the notice once, at least three days before the meeting, in the official newspaper of the school district. ~~or, if none, in a qualified newspaper of general circulation within the area of the school district~~.

d) A person filing a request for notice of special meetings may limit the request to particular subjects, in which case the school board is required to send notice to that person only concerning those particular subjects.

e) The school board will establish an expiration date on requests for notice of special meetings and require refiling once each year. Not more than 60 days before the expiration date of request for notice, the school board shall send notice of the refiling requirement to each person who filed during the preceding year.

3. Emergency Meetings

a) An emergency meeting is a special meeting called because of circumstances that, in the judgment of the school board, require immediate consideration.

b) If matters not directly related to the emergency are discussed or acted upon, the minutes of the meeting shall include a specific description of those matters.

c) The school board shall make good faith efforts to provide notice of the emergency meeting to each news medium that has filed a written request for notice if the request includes the news medium's telephone number.

d) Notice of the emergency meeting shall be given by telephone or any other method

used to notify the members of the school board.

e) Notice shall be provided to each news medium which has filed a written request for notice as soon as reasonably practicable after notice has been given to the school board members.

f) Notice shall include the subject of the meeting.

g) Posted or published notice of an emergency meeting shall not be required.

h) The notice requirements for an emergency meeting as set forth in this policy shall supersede any other statutory notice requirement for a special meeting that is an emergency meeting.

4. Recessed or Continued Meetings

If a meeting is recessed or continued and the time and place for reconvening are announced during the original meeting and recorded in the minutes, no additional public notice is required. ~~If a meeting is a recessed or continued session of a previous meeting, and the time and place of the meeting was established during the previous meeting and recorded in the minutes of that meeting, then no further published or mailed notice is necessary.~~

5. Closed Meetings

The notice requirements of the Minnesota Open Meeting Law apply to closed meetings.

6. Actual Notice

If a person receives actual notice of a meeting of the school board at least 24 hours before the meeting, all notice requirements are satisfied with respect to that person, regardless of the method of receipt of notice.

7. Health Pandemic or Declared Emergency

In the event of a health pandemic or an emergency declared under Minnesota Statutes. Chapter 12, a meeting may be conducted by telephone or other electronic means in compliance with Minnesota Statutes section 13D.021.

8. Meetings Conducted by Interactive Technology

A meeting may be conducted by interactive technology, Zoom, Skype, or other similar electronic means in compliance with Minnesota Statutes section 13D.02.

~~Votes~~¶

~~The votes of school board members shall be recorded in a journal or minutes kept for that purpose. The journal or any minutes used to record votes of a meeting must be open to the public during all normal business hours at the school district's administrative offices. ¶~~

~~Written Materials¶~~

~~9. In any open meeting, a copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and distributed to or available to all school board members shall be available in the meeting room for inspection by the public while the school board considers their subject matter.¶~~

~~10. This provision does not apply to materials not classified by law as public, or to materials relating to the agenda items of a closed meeting.~~

B. Open Meetings and Data

1. Meetings may not be closed to discuss data that are not public data, except as provided under Minnesota law.

2. Data that are not public data may be discussed at an open meeting if the disclosure relates to a matter within the scope of the school board's authority and is reasonably necessary to conduct the business or agenda item before the school board.

3. Data discussed at an open meeting retain the data's original classification; however, a record of the meeting, regardless of form, shall be public.

C. Closed Meetings

1. Recordings of Closed Meetings

a) All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the expense of the school district. Recordings of closed meetings shall be made separately from the recordings of an open meeting, to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter shall be separately recorded.

b) Recordings of closed meetings shall be preserved by the school district for the following time periods:

(1) Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed;

(2) Meetings closed to discuss security matters shall be preserved for at least four

(4) years;

(3) Meetings closed to discuss the purchase or sale of property shall be preserved for at least eight (8) years after the date of the meeting;

(4) All other closed meetings shall be preserved by the school district for at least three (3) years after the date of the meeting;

(5) Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the school district's Records Retention Schedule.

c) Recordings of closed meetings shall be classified by the school district as protected non-public data that is not accessible by the public or any subject of the data, with the following exceptions:

(1) Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the school district for the current budget period.

(2) Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school district has abandoned the purchase or sale.

(3) Recordings of any other closed meetings shall be classified and/or released as required by court order.

d) Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the school district, with the exception of recordings that have been classified as public data. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.

e) Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:

(1) The date of the closed meeting;

(2) The basis upon which the meeting was closed (i.e.: labor negotiations strategy, purchase or sale of real property, educational data, etc.); and

(3) The classification of the data.

f) Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data.

2. Labor Negotiations Strategy

a) The school board may, by a majority vote in a public meeting, decide to hold a closed meeting to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to Minnesota's Public Employment Labor Relations Act (PELRA).

b) The time and place of the closed meeting shall be announced at the public meeting. A written roll of school board members and all other persons present at the closed meeting shall be made available to the public after the closed meeting. The proceedings of a closed meeting to discuss negotiation strategies shall be recorded, and the recording shall be preserved for two years after the contract discussed at the meeting is signed. The recording shall be made available to the public after all labor contracts are signed by the school board for the current budget period.

3. Sessions Closed by Bureau of Mediation Services

All negotiations, mediation sessions, and hearings between the school board and its employees or their respective representatives are public meetings. These meetings may be closed only by the Commissioner of the Bureau of Mediation Services (BMS). The use of recording devices, stenographic records, or other recording methods is prohibited in mediation meetings closed by the BMS.

4. Preliminary Consideration of Allegations or Charges

The school board shall close one or more meetings for preliminary consideration of allegations or charges against an individual subject to its authority. If the school board members conclude that discipline of any nature may be warranted as a result of those specific charges or allegations, further meetings or hearings relating to those specific charges or allegations held after that conclusion is reached must be open. A meeting must also be open at the request of the individual who is the subject of the meeting. A closed meeting for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

5. Performance Evaluations

   The school board may close a meeting to evaluate the performance of an individual who is subject to its authority. The school board shall identify the individual to be evaluated prior to closing a meeting. At its next open meeting, the school board shall summarize its conclusions regarding the evaluation. A meeting must be open at the request of the individual who is the subject of the meeting. A closed meeting for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

6. Attorney-Client Privilege Meeting

   A meeting may be closed if permitted by the attorney-client privilege. Attorney-client privilege applies when litigation is imminent or threatened, or when the school board needs advice above the level of general legal advice, for example, regarding specific acts and their legal consequences. A meeting may be closed to seek legal advice concerning litigation strategy, but the mere threat that litigation might be a consequence of deciding a matter one way or another does not, by itself, justify closing the meeting. The motion to close the meeting must specifically describe the matter to be discussed at the closed meeting, subject to relevant privacy and confidentiality considerations under state and federal law. The law does not require that such a meeting be recorded. Hastings Public Schools employees shall not record attorney-client privilege meetings.

7. Dismissal Hearing

   a) A hearing on the dismissal of a licensed teacher shall be public or private at the teacher's discretion. A hearing regarding placement of teachers on unrequested leave of absence shall be public.

   b) A hearing on dismissal of a student pursuant to the Pupil Fair Dismissal Act shall be closed unless the pupil, parent or guardian requests an open hearing.

   c) To the extent a teacher or student dismissal hearing is held before the school board and is closed, the closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

8. Coaches; Opportunity to Respond

   a) If the school board has declined to renew the coaching contract of a licensed or non-licensed head varsity coach, it must notify the coach within 14 days of that decision.

b) If the coach requests the reasons for the nonrenewal, the school board must give the coach the reasons in writing within 10 days of receiving the request. The existence of parent complaints must not be the sole reason for the school board not to renew a coaching contract.

c) On the request of the coach, the school board must provide the coach with a reasonable opportunity to respond to the reasons at a regular school board meeting.

d) The meeting may be open or closed at the election of the coach unless the meeting is closed as required by Minnesota Statutes section 13D.05, to discuss educational or certain other nonpublic data.

e) A meeting closed for this purpose must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

9. Meetings to Discuss Certain Not Public Data

Any portion of a meeting must be closed if the following types of data are discussed:

a) Data that would identify alleged victims or reporters of criminal sexual conduct, domestic abuse, or maltreatment of minors or vulnerable adults;

b) Active investigative data collected or created by a law enforcement agency;

c) Educational data, health data, medical data, welfare data, or mental health data that are not public data; or

d) An individual's personal medical records.

e) A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

10. Purchase and Sale of Property

a) The school board may close a meeting:

(1) To determine the asking price for real or personal property to be sold by the school district;

(2) To review confidential or nonpublic appraisal data; and

(3) To develop or consider offers or counteroffers for the purchase or sale of real or personal property.

b) Before closing the meeting, the school board must identify on the record the particular real or personal property that is the subject of the closed meeting.

c) The closed meeting must be recorded at the expense of the school district. The recording must be preserved for eight years after the date of the meeting and be made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school board has abandoned the purchase or sale. The real or personal property that is the subject of the closed meeting must be specifically identified on the recording. A list of school board members and all other persons present at the closed meeting must be made available to the public after the closed meeting.

d) An agreement reached that is based on an offer considered at a closed meeting is contingent on its approval by the school board at an open meeting. The actual purchase or sale must be approved at an open meeting and the purchase price or sale price is public data.

11. Security Matters

a) The school board may close a meeting to receive security briefings and reports, to discuss issues related to security systems, to discuss emergency response procedures, and to discuss security deficiencies in or recommendations regarding public services, infrastructure, and facilities, if disclosure of the information discussed would pose a danger to public safety or compromise security procedures or responses.

b) Financial issues related to security matters must be discussed and all related financial decisions must be made at an open meeting.

c) Before closing a meeting, the school board must refer to the facilities, systems, procedures, services, or infrastructures to be considered during the closed meeting.

d) The closed meeting must be recorded at the expense of the school district and the recording must be preserved for at least four years. The recording is not available to the public.

12. Other Meetings

Other meetings shall be closed as provided by law, except as provided above. A closed meeting must be electronically recorded at the expense of the school district, and the recording must be preserved for at least three years after the date of the meeting. The recording is not available to the public.

D. Procedures for Closing a Meeting

The school board shall provide notice of a closed meeting just as for an open meeting. A school board meeting may be closed only after a majority vote at a public meeting. Before closing a meeting, the school board shall state on the record the specific authority permitting the meeting to be closed and shall describe the subject to be discussed.

Legal References: *Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)*
Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures)
Minn. Stat. § 122A.33, Subd. 3 (License and Degree Exemption for Head Coach)
Minn. Stat. § 122A.40, Subd. 14 (Employment; Contracts; Termination)
Minn. Stat. § 179A.14, Subd. 3 (Negotiation Procedures)
Minn. Stat. § 331A.08, Subd. 3 (Computation of Time)
Minn. Rules Part 5510.2810 (Petition for Mediation)
Brown v. Cannon Falls Township, 723 N.W.2d 31 (Minn. App. 2006)
Brainerd Daily Dispatch v. Dehen, 693 N.W.2d 435 (Minn. App. 2005)
The Free Press v. County of Blue Earth, 677 N.W.2d 471 (Minn. App. 2004)
Prior Lake American v. Mader, 642 N.W.2d 729 (Minn. 2002)
Star Tribune v. Board of Education, Special School District No. 1, 507 N.W.2d 869 (Minn. App. 1993)
Minnesota Daily v. University of Minnesota, 432 N.W.2d 189 (Minn. App. 1988)
Moberg v. Independent School District No. 281, 336 N.W.2d 510 (Minn. 1983)
Sovereign v. Dunn, 498 N.W.2d 62 (Minn. App. 1993), rev. denied. (Minn. 1993)
Dept. of Admin. Advisory Op. No. 21-003 (April 19, 2021)
Dept. of Admin. Advisory Op. No. 21-002 (January 13, 2021)
Dept. of Admin. Advisory Op. No. 19-012 (October 24, 2019)
Dept. of Admin. Advisory Op. No. 19-008 (May 22, 2019)
Dept. of Admin. Advisory Op. No. 19-006 (April 9, 2019)
Dept. of Admin. Advisory Op. No. 18-019 (December 28, 2018)
Dept. of Admin. Advisory Op. No. 17-005 (June 22, 2017)
Dept. of Admin. Advisory Op. No. 13-009 (March 19, 2013)
Dept. of Admin. Advisory Op. No. 13-015 (December 23, 2013)
Dept. of Admin. Advisory Op. No. 12-004 (March 8, 2012)
Dept. of Admin. Advisory Op. No. 11-004 (April 18, 2011)
Dept. of Admin. Advisory Op. No. 10-013 (April 29, 2010)
Dept. of Admin. Advisory Op. No. 10-020 (September 23, 2010)
Dept. of Admin. Advisory Op. No. 09-020 (September 8, 2009)
Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 06-027 (September 28, 2006)
Dept. of Admin. Advisory Op. No. 04-004 (February 3, 2004)

Cross References: *ISD 200 Policy 204 (School Board Meeting Minutes)*
ISD 200 Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy)
ISD 200 Policy 207 (Public Hearings)
ISD 200 Policy 406 (Public and Private Personnel Data)
ISD 200 Policy 515 (Protection and Privacy of Pupil Records)
MSBA Law Bulletin "C" (Minnesota's Open Meeting Law)

Policy Reviewed: *05.28.2026* ~~*09.05.2025*~~
Policy Adopted: *11.19.2025*
Policy Revised: *06.28.2023*

206 PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS ABOUT PERSONS AT SCHOOL BOARD MEETINGS AND DATA PRIVACY CONSIDERATIONS

I. PURPOSE

A. The school board recognizes the value of participation by the public in deliberations and decisions on school district matters. At the same time, the school board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants' respective views.

B. The purpose of this policy is to provide procedures to assure open and orderly public comments to the school board as well as to protect the due process and privacy rights of individuals under the law.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school board is to encourage comments to the school board by persons of subjects related to the school district. The school board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate free comments to the school board by all interested parties.

B. The school board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students.

III. DEFINITIONS

A. "Personnel data" means government data on individuals maintained because the individual is or was an employee or applicant for employment. For purposes of this policy, "employee" includes a volunteer or an independent contractor.

B. Personnel data on current and former employees that is "public" includes:

Name; employee identification number, which must not be the employee's social security number; actual gross salary; salary range; terms and conditions of employment relationship; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary; bargaining unit; job title; job description; education and training background; previous work experience; date of first and last employment; the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action; the final disposition of any disciplinary action as defined in Minnesota Statutes section § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the

public body; the complete terms of any agreement settling any dispute arising out of the employment relationship, including a buyout agreement as defined in Minnesota. Statutes section § 123B.143, Subd. 2, except that the agreement must include specific reasons for the agreement if it involves the payment of more than $10,000 of public money; work location; work telephone number; badge number; work-related continuing education; honors and awards received; and payroll time sheets or other comparable data that are only used to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

C. Personnel data on current and former applicants for employment that is "public" includes:

Veteran status; relevant test scores; rank on eligible list; job history; education and training; and work availability. Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the appointing authority to be finalists for a position in public employment. For purposes of this subdivision, "finalist" means an individual who is selected to be interviewed by the appointing authority prior to selection.

D. "Educational data" means data maintained by the school district which relates to a student.

E. "Student" means an individual currently or formerly enrolled or registered in the school district, or applicants for enrollment, or individuals who receive shared time services.

F. Data about applicants for appointments to a public body, including a school board, collected by the school district as a result of the applicant's application for appointment to the public body are private data on individuals, except that the following are public: name; city of residence, except where the appointment has a residency requirement that requires the entire address to be public; education and training; employment history; volunteer work; awards and honors; prior government service; any data required to be provided or that is voluntarily provided in an application to a multi member agency pursuant to Minnesota. Statutes section § 15.0597; and veteran status. Once an individual has been appointed to a public body, the following additional items of data are public: residential address; either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; the first and last dates of service on the public body; the existence and status of any complaints or charges against an appointee; and, upon completion of an investigation of a complaint or charge against an appointee, the final investigative report unless access to the data would jeopardize an active investigation. Any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

IV. RIGHTS TO PRIVACY

A. School district employees have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:

1. Right to a private hearing for teachers, pursuant to Minnesota Statutes section 122A.40, Subd. 14 (Teachers Discharge Hearing);

2. Right to privacy of personnel data as provided by Minnesota Statutes section 13.43 (Personnel Data);

3. Right to consideration by the school board of certain data treated as not public as provided in Minnesota Statutes section 13D.05 (Not Public Data);

4. Right to a private hearing for licensed or non-licensed head varsity coaches to discuss reasons for nonrenewal of a coaching contract pursuant to Minnesota Statutes section 122A.33, Subd. 3.

B. School district students have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:

1. Right to a private hearing, Minnesota Statutes section 121A.47, Subd. 5 (Student Dismissal Hearing);

2. Right to privacy of educational data, Minnesota Statutes section 13.32 (Educational Data); 20 U.S.C. § 1232g (FERPA);

3. Right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minnesota Statutes Chapter 260E (Reporting of Maltreatment of Minors) and Minnesoota Statutes Chapter 363A (Minnesota Human Rights Act).

V. THE PUBLIC'S OPPORTUNITY TO BE HEARD

The school board will strive to give all persons an opportunity to be heard and to have complaints considered and evaluated, within the limits of the law and this policy and subject to reasonable time, place, and manner restrictions. Among the rights available to the public is the right to access public data as provided by Minnesota Statutes section 13.43, Subd. 2 (Public Data).

VI. PROCEDURES FOR COMMENTS TO THE BOARD

A. The school board will not engage in discussion during this time, however, if a citizen's comments include inaccurate or incorrect information, the chair may provide accurate or clarifying information following the conclusion of the public comment period. The chair may respond at a later time and/or direct administration to follow up with the speaker.

B. To be recognized, those who want to participate in public comments must complete the

Public Participation at School Board Meetings Procedures and Request (206.1FRM) and submit their request via email or drop it off at the district office no later than 8:00 a.m. on the day prior to the regularly scheduled board meeting. If a group or organization wishes to address the school board on a topic, one representative shall be designated as the speaker. Selected speakers will be notified by the administrative assistant to the superintendent.

C. Only those speakers recognized by the school board will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, school board, or the proceedings may be directed to leave.

D. Matters which may involve preliminary allegations, or which may be potentially libelous or slanderous in nature shall not be considered in public, but shall be processed as determined by the school board in accordance with governing law.

E. The school board shall promptly rule out of order any discussion by any person, including school board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual and any media feed will be cut immediately.

F. Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.

VII. COMPLAINTS

A. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.

B. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the school district policy governing that kind of complaint. In the absence of a designated person, the matter should be referred to the superintendent.

C. Unresolved complaints from Paragraph 1 of this section or problems concerning the school district should be directed to the superintendent's office.

D. Complaints which are unresolved at the superintendent's level may be brought before the board as a whole by notifying the school board in writing.

VIII. PENALTIES FOR VIOLATION OF DATA PRIVACY

A. The school district is liable for damages, costs and attorneys' fees, and, in the event of a willful violation, punitive damages for violation of state data privacy laws. (Minnesota Statutes section 13.08, Subd. 1.)

B. A person who willfully violates data privacy or whose conduct constitutes the knowing unauthorized acquisition of not public data is guilty of a misdemeanor. (Minnesota Statutes section § 13.09.)

C. In the case of an employee, willful violation of the Minnesota data practices law, Chapter 13, and any rules adopted thereunder, including any action subject to a criminal penalty, constitutes just cause for suspension without pay or dismissal. (Minnesota Statutes section § 13.09.)

IX. PROCEDURES

The board may determine when necessary, the time, place, and manner considerations for this policy during a board meeting as outlined in 206.2PR.

Legal References: *Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)*
Minn. Stat. § 13.08, Subd. 1 (Action for Damages)
Minn. Stat. §13.09 (Penalties)
Minn. Stat. §13.32 (Educational Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)
Minn. Stat. § 13D.05 (Meetings Having Data Classified as Public)
Minn. Stat. § 15.0597 (Appointments to Multimember Agencies)
Minn. Stat. § 121A.47, Subd. 5 (Exclusion and Expulsion Procedures;Closed or Open Meeting)
Minn. Stat. § 122A.33, Subd. 3 (License and Degree Exemption for Head Coach; Notice of Nonrenewal; Opportunity to Respond)
Minn. Stat. § 122A.40, Subd. 14 (Employment; Contracts; Termination; Hearing Procedures)
Minn. Stat. § 122A.44 (Contracting with Teachers; Substitute Teachers)
Minn. Stat. § 123B.02, Subd. 14 (General Powers of Independent School Districts; Employees; Contracts for Services)
Minn. Stat. § 123B.143, Subd. 2 (Superintendents; Disclose Past Buyouts or Contract is Void)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
Minn. Op. Atty. Gen. 852 (July 14, 2006)

Cross References: *ISD 200 Policy 203.2PR (Order of the Regular School Board Meeting)*
ISD 200 Policy 205 (Open Meetings and Closed Meetings)
ISD 200 Policy 206.1FRM (Public Participation at School Board Meeting: Procedure and Request Form)
ISD 200 Policy 206.2PR (Board Procedures for Policy 206)
ISD 200 Policy 207 (Public Hearings)
ISD 200 Policy 406 (Public and Private Personnel Data)
ISD 200 Policy 515 (Protection and Privacy of Pupil Records)
MSBA School Law Bulletin "C" (Minnesota's Open Meeting Law)

MSBA School Law Bulletin "I" (School Records – Privacy – Access to Data)

Policy Reviewed: *05.28.2026* ~~*03.06.2024*~~
Policy Adopted: *03.26.2025*
Policy Revised: *01.13.2025*

207 PUBLIC HEARINGS

I. PURPOSE

The school board values public input during public hearings. This policy sets clear procedures for receiving that input efficiently.~~The school board recognizes the importance of obtaining public input on matters properly before the school board during a public hearing. at public hearings as required by law. The purpose of this policy is to establish procedures to efficiently receive public input.~~
~~for public hearings to efficiently receive public input~~.

II. GENERAL STATEMENT OF POLICY

The school board will follow the procedures in this policy to receive public input in an efficient and orderly manner during public hearings.~~For the school board to efficiently receive public input at public hearings on matters properly before the school board, the procedures set forth in this policy are established by the school board.~~

III. PROCEDURES

A. Public Hearings

Public hearings are required by law for certain matters, including but not limited to: school closures (Minnesota Statutes section 123B.51), education district establishment (Minnesota Statutes section 123A.15), agreements for secondary education (Minnesota Statutes section 123A.30), the annual Comprehensive Achievement and Civic Readiness review (Minnesota Statutes section 120B.11), and the Truth-in-Taxation hearing on the proposed property tax levy (Minnesota Statutes section 275.065).

In addition, the school board may hold other public hearings on district matters at its discretion.~~Public hearings are required by law concerning certain issues, including but not limited to, school closings (Minnesota Statutes, section 123B.51), education district establishment (Minnesota Statutes, section 123A.15), and agreements for secondary education (Minnesota Statutes, section 123A.30). Additionally, other public hearings may be held by the school board on school district matters at the school board's discretion~~,

B. Notice of Public Hearings

Public notice for public hearings required by law will be given as required by the applicable statute. For other hearings, notice will be provided in the same manner as a regular meeting if held with a regular meeting, in the same manner as a special meeting if held with a special meeting, or as otherwise determined by the school board.~~Public notice of a public~~

~~hearing required by law shall be given as provided by the enabling legislation. Public notice of other hearings shall be given in the manner required for a regular meeting if held in conjunction with a regular meeting, in the manner required for a special meeting if held in conjunction with a special meeting, or as otherwise determined by the school board.~~

C. Public Participation

The school board retains the right to designate time, place, and manner unless otherwise directed by law. Speakers shall state their name for the record and refrain from using their time to criticize or complain about anyone using any personally identifiable information. Speakers are expected to be respectful and refrain from the use of profanity or obscenities or conduct that poses a substantial or material disruption to the board meeting. The school board is interested in hearing comments from the public and will listen carefully, but will not respond or debate. Comments made by any others may be ruled out of order and those not abiding by this may potentially be asked to leave. The board chair may offer clarifying comments once the speaker has finished.

¶

Legal References: *Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)*
Minn. Stat. § 123A.15 (Establishing Education Districts)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123B.51 (Schoolhouses and Sites; Uses for School and Nonschool Purposes; Closings)
Minn. Stat. §275.065 (Proposed Property Taxes; Notices)

Cross References: *ISD 200 Policy 206 (Public Participation in School Board Meetings/ Complaints about Persons at School Board Meetings and Data Privacy Considerations)*

Policy Reviewed: *05.28.2026* ~~*07.12.2023*~~
Policy Adopted: *07.31.2024*
Policy Revised: *07.01.2024*

209 CODE OF ETHICS

I. PURPOSE

The purpose of this policy is to define the duties, responsibilities, and ethical obligations of individual school board members. The board must govern the schools of the district and is expected to exercise the authority granted by the legislature to promote academic excellence, provide sound guidance, and ensure responsible use of public resources in accordance with the law and in the best interest of all students.

II. GENERAL STATEMENT OF POLICY

School board members serve as stewards of public education and representatives of the community. Each member has the duty to uphold the Constitution and laws of the United States and the State of Minnesota, support effective and efficient district operations, and ensure that the district remains focused on improving student outcomes, achieving academic excellence, and maintaining fiscal responsibility to the taxpayers. Each member accepts this responsibility as a public trust and is committed to governing with integrity, transparency, and accountability.

III. AS A SCHOOL BOARD MEMBER, I WILL . . .

A. Place student achievement and academic growth at the center of all board decisions.

B. Commit to continuous improvement of educational programs and student outcomes.

C. Support policies that promote safe, effective, and well-managed schools.

D. Prepare for and actively participate in board meetings, work sessions and committee work.

E. Respect the role of the superintendent while holding the superintendent accountable for implementing board policies and the strategic plan.

F. Uphold the authority of the board once decisions are made while respecting the right of members to express differing viewpoints and vote according to their informed judgment.

G. Communicate clearly, act respectfully, and demonstrate integrity in all interactions.

IV. TO MAINTAIN THE INTEGRITY OF THE SCHOOL BOARD, I WILL . . .

A. Recognize that authority granted to us rests only with the board acting as a whole, not with individual members.

B. Strive to build mutual trust and cooperation among board members to ensure effective governance.

C. Listen respectfully, refrain from personal criticism, encourage others to express their own opinions, and engage civilly in professional discussions.

D. Keep an open mind until all relevant information has been presented and discussed, and exercise independent judgment when making decisions.

E. Uphold the unity of the board by focusing on the issues, data, and student outcomes.

V. IN WORKING WITH THE SUPERINTENDENT, I WILL . . .

A. Support a relationship built on mutual trust, clear communication, and shared commitment to student success.

B. Respect the superintendent's role as the district's chief executive officer, and the board's sole employee.

C. Provide clear policy direction and expect regular, data-informed reporting on student outcomes, finances, and operations.

D. Hold the superintendent accountable for implementing board policies, executing the strategic plan, and achieving district goals.

E. Respect established administrative channels by referring operational concerns and complaints through the appropriate chain of command.

F. Encourage professional excellence, innovation, and continuous improvement among all district employees.

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

A. Exercise sound judgment based on facts, data, and the long-term interests of students and the district.

B. Establish clear goals and expectations for student performance, financial management, and operational effectiveness.

C. Monitor progress toward district goals and require regular, data-driven reporting from the superintendent.

D. Oversee and evaluate the superintendent's performance in implementing board policies and advancing the district's strategic plan.

E. Ensure that district resources are managed prudently, efficiently, and in a manner that provides the greatest value to taxpayers.

F. Focus on policy, governance, and accountability, while delegating administrative and operational functions to the superintendent.

VII. IN FULFILLING LEGAL AND ETHICAL OBLIGATIONS, I WILL . . .

A. Adhere to the Minnesota Open Meeting Law and avoid serial communications or other actions that could undermine public trust and transparency.

B. Maintain confidentiality of data and information protected by law.

C. Avoid conflicts of interest and comply with all required disclosures and ethical standards.

D. Avoid private actions or commitments made outside the board's authority that could compromise the governance responsibilities of the board or the administration.

E. Participate in official actions only at duly called and legally conducted meetings of the school board.

F. Respect the distinction between the governance role of the board and the administrative responsibilities of the superintendent.

VIII. IN MAINTAINING FISCAL RESPONSIBILITY AND ACCOUNTABILITY, I WILL . .

A. Safeguard taxpayer resources through responsible budgeting and fiscal oversight.

B. Support long-range financial planning aligned with district goals and community priorities.

C. Require accuracy, transparency, and accountability in financial reporting.

D. Ensure expenditures directly support classroom instruction, student services, and the strategic priorities established by the board.

E. Evaluate financial decisions for efficiency, effectiveness, and sustainability

IX. IN REPRESENTING THE HASTINGS COMMUNITY, I WILL . . .

A. Represent the entire community and act in the best interests of all students.

B. Communicate openly and honestly with parents, staff, and residents.

C. Promote confidence in public education through ethical conduct, transparency, and good governance.

D. Act in a manner that promotes public confidence in the integrity and effectiveness of the school board.

E. Encourage community partnerships that enhance learning, support students, and strengthen the district’s strategic plan.

F. Be accessible, accountable, and responsive to the community.

G. Demonstrate respect for all viewpoints and encourage constructive community engagement.

Legal References: *Minn. Stat. § 123B.02, Subd. 1 (General Powers of Independent School District)*
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

Cross References: *ISD 200 Policy 201 Legal Status of the School Board*

Policy Reviewed: *06.11.2026*
Policy Adopted:
Policy Revised:

213 SCHOOL BOARD COMMITTEES

I. PURPOSE

~~The purpose of this policy is to provide for the structure and the operation of committees or subcommittees of the school board.~~ The purpose of this policy is to establish the school board's use of board committees in order to support effective governance, informed decision-making, and efficient board operations.

School board committees are created to study designated topics in depth, review relevant data and information, and develop recommendations for the full board's consideration. Committees enhance the board's ability to focus on strategic leadership while maintaining appropriate oversight and accountability.

II. GENERAL STATEMENT OF POLICY

Committees will support the work of the board by focusing on specific, ongoing areas of responsibility. They serve in an advisory role by reviewing information, discussing issues in greater detail, and developing informed recommendations for the full school board to consider. All final decisions and actions remain with the full school board.

III. ESTABLISHING SCHOOL BOARD COMMITTEES

A. Standing committees are established annually through formal board action at the organizational meeting. Additional standing committees may be created only through formal board action at a regular board meeting. ~~It is the policy of the school board to designate school board committees or subcommittees when it is determined that a committee process facilitates the mission of the school board.~~

   1. To ensure all board members are prepared to establish standing committees at the organizational meeting, a "Standing Committee Discussion" will be included under "Items for Discussion" on the December work session agenda.

B. Ad hoc committees may be established by general board consensus to address temporary needs or perform special functions. Upon completion of their work, the ad hoc committee is automatically dissolved.

C. Committee membership will be established in accordance with ISD 200 Procedure 213.1PR and the Board Member Handbook.

~~The school board has determined that standing committees facilitate the operation of the school board and the school district.~~

~~A school board committee or subcommittee will be formed by school board direction which shall outline the duties and purpose of the committee or subcommittee.~~

~~A committee or subcommittee is advisory in nature and has only such authority as specified by the school board.~~

~~The school board will receive reports or recommendations from a committee or subcommittee for consideration. The school board, however, retains the right and has the duty to make all final decisions related to such reports or recommendations.~~

~~The school board also may establish such ad hoc committees for specific purposes as it deems appropriate.~~

~~The school board reserves the right to limit, create or abolish any standing or ad hoc committee as it deems appropriate.¶~~

~~D. A committee of the school board shall not appoint a subcommittee of that committee without approval of the school board.~~

Legal References: *Minn. Stat. Ch. 13D (Open Meeting Law)*

Cross References: *ISD 200 Policy 201 (Legal Status of the School Board)*
ISD 200 Policy 203 (Operation of the School Board –Governing Rules)
ISD 200 Procedure 213.1PR (School Board Committees Procedure)
MSBASchool Law Bulletin"C" (Minnesota's Open Meeting Law)

Policy Reviewed: *06.11.2026~~09.18.2023~~*
Policy Adopted: *12.20.2023*
Policy Revised: *06.28.2023*

220 STUDENT SCHOOL BOARD REPRESENTATIVE

I. PURPOSE

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 purpose of this policy is to define the application process, and to establish the rights and responsibilities of student representatives on the school board.

II. GENERAL STATEMENT OF POLICY

The school board values the voices of students and wishes to both encourage student involvement and promote a communications link between the school board and the students of the district by authorizing up to four (4) student representatives to serve on the school board as non-voting members.

~~**TERMS AND QUALIFICATIONS**¶~~

~~A. An application for the position of Student School Board Representative is open to all students in grades 10 and 11;¶~~

~~B. Student representatives will serve on the board for a 1one-year term that begins in May (mentors will be appointed during the May bBoard mMeeting);¶~~

~~C. Student representatives will **not** be expected to attend board meetings during the summer months, but will be expected to attend 1 onboarding meeting at the district office; and¶~~

~~Student representatives will officially be seated at the board table during the September regular board meeting.~~

III. QUALIFICATIONS

A. An application for the position of Student School Board Representative is available on the district's website for the entire month of March and it is open to all ISD 200 sophomores and juniors;

B. Candidates must have completed registration for the upcoming school year;

C. Candidates must submit the online application, including parent/guardian consent and signature, and a letter of recommendation. If the application is missing any of these requirements, the applicant is disqualified and will not be interviewed;

D. Candidates must be making satisfactory progress towards graduation to be considered for an interview (Hastings High School principal or designee will determine whether a candidate meets this criteria); and

E. All candidates meeting this criteria will be offered an interview. Interviews will be conducted at the high school from mid-April to mid-May and the candidates selected to serve as student representatives will be offered the position, by phone no later than May 15.

IV. TERM OF SERVICE

A. Student representatives will be announced by name during the board's regular meeting in May and each student will be assigned a board member as a mentor;

B. Student representatives will officially be seated at the board table after completing their Ceremonial Oath of Office during the board's regular meeting in September;

C. Students will serve until the end of the school year; and

D. During the summer months student representatives are encouraged but not required to attend board meetings and work sessions. Student representatives will be expected to attend 1 onboarding meeting in late August at the district office.

V. STUDENT ACTIVITY REPORTS

A. All ~~seven~~ schools in the district are expected to be represented in the monthly Student Activity Reports provided October - May.

1. Each student representative shall prepare a ~~written~~ report of various past or future academic and enrichment activities using the template provided and include details about their assigned school or schools. Reports must be reviewed and approved by the building principal or designee. Once approved, the reports must be emailed to the board chair no later than ~~the third Friday of the month by 3~~12:00pm ~~or~~ six ~~five~~ days prior to the regular meeting; and

2. Each student representative is responsible for presenting a brief summary of their report monthly during the board's regular meeting.

VI. MEETING & WORK SESSION ATTENDENCE

Student representatives are expected to attend a majority of regular meetings and work sessions. It is expected that student representatives read meeting and work session agendas prior to attending. If a student representative is unable to attend a meeting, but would like to provide input in the meeting, they shall submit their input in writing to another student representative prior to the meeting.

If a student is unable to attend a meeting, they are expected to contact the board chair.

A. Regular Meetings: All four student representatives are expected to attend each regular meeting and provide a written and verbal student report. Student representatives are encouraged to remain for the entire meeting. At a minimum, at least one student

representative must remain for the full duration of each regular meeting, with this responsibility rotating among the student representatives;

B. Work Sessions: At a minimum, at least one student representative must be present for the duration of each work session. It does not have to be the same student for the entire work session, for example: one representative could attend from 6:00pm - 7:00pm and another representative could attend from 7:00pm - 8:00pm. This responsibility should rotate among the student representatives; and

C. Closed Meetings: Student representatives shall ~~will~~ not attend closed meetings.

VII. ~~APPLICATIONS & INTERVIEWS~~ COMMITTEE PROGRESS

A. Application: The Student School Board Committee (SSBC) or designee will review and present recommendations to the board.

B. Interviews: The Student School Board Committee (SSBC) will provide progress updates to the board per the timeline established in 220.1PR.

VIII. RIGHTS AND RESPONSIBILITIES

~~Attend regular board meetings. Regular board meetings are typically held on the fourth Wednesday of each month beginning at 6:00 PM and generally concluding by 8:00 PM. Meetings held during the summer or school breaks are not required, but are encouraged. It is expected that student representatives will attend a majority of these meetings. ¶~~

~~If a student is unable to attend a meeting, they are expected to share any comments, presentations, etc. to the administrative assistant and board chair.¶~~

~~Student representatives will not attend closed meetings.¶~~

~~Student representatives, in consultation with the superintendent and board chair, may attend working sessions, board retreats, special meetings, and workshops.~~

A. Student representatives will sit at the board table during meetings and work sessions.

B. Student representatives will be bound by all rules, policies, procedures, and norms ~~and regulations~~ that bind the school board.

C. Student representatives will present regularly to the board (students may determine what the report includes) and one annual report on their experience as a student representative. ~~activities~~.

D. Student representatives will serve as ex-officio members of the school board, and will not have official voting rights. Student representatives may participate in all discussions that are open to the public before the official vote by the board.

E. Student representatives will not have access to the following:

1. Sensitive personnel matters;

2. Legal action strategy;

3. Negotiations strategy; or

4. Other confidential matters.

F. Student representatives shall access meeting agendas on BoardBook. All information received must be handled in an appropriate manner.

G. Student representatives shall act appropriately while serving on the school board, in a manner consistent with other school board members and the school board Code of Ethics.

H. Student representatives on the school board shall work to represent opinions of the student body and not solely the representative's own opinions.

I. Student representatives shall consult with the superintendent and/or assigned mentor in carrying out the responsibilities associated with serving on the school board.

J. If approached by media personnel in request to make public comments, student representatives shall consult with their mentor and/or board chair to formulate an appropriate response.

K. If community members contact you, it is important that you respond and guide them to the appropriate administrator following the chain of command.

L. If a student is unable or unwilling to fulfill the requirements of their role on the school board, the committee may seek an alternate recommendation from the high school principal, or the board may leave the position open.

M. If a Student School Board Representative fails to meet the expectations outlined in this policy, the Student School Board Representative Committee may initiate the following progressive disciplinary process, which will be communicated by the assigned mentor:

a. Verbal warning;

b. Written warning; and

c. Removal from the Student School Board Representative position.

The committee reserves the right to accelerate or modify this process based on the nature and severity of the concern.

IX. COMPENSATION, SCHOLARSHIPS/REIMBURSEMENT

A. Student representatives shall not receive compensation.

B. Student representatives are eligible to apply for the Robert E. Meeks MSBA Student School Board Member Scholarship ~~one of two MSBA Student School Board Member Scholarships~~. Applications for MSBA scholarships must be submitted by mid-March each year.

C. Expense reimbursements will only be made for pre-approved expenditures.

Revised: *06.11.2026~~04.12.2024~~*
Adopted: *05.22.2024*
Reviewed:

Board of Education
Independent School District 200
Hastings, Minnesota

A Regular Meeting of the School Board of Independent School District No. 200, Hastings, Minnesota, was held on Wednesday, May 20, 2026 at the Hastings Middle School Media Center.

The meeting was called to order at 5:31 PM by Chair Carrie Tate.

The following board members were present: Philip Biermaier, Jessica Dressely, Elaine Mikel-Mulder, Melissa Millner, Carrie Tate and Mark Zuzek. Matt Bruns was absent. 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 amend the agenda was made by Mark Zuzek to remove the Personnel Report from the consent agenda to an individual action item. The amended agenda was seconded by Jessica Dressely. With 6 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 Employee of the Year: Pete McGinnis; Hastings Rotary Students of the Month: Charlie Reamer, Ellie Magnus, Kimberly King, Delaney Smith; and the 2026 Bilingual Seal Awards: Daniel Shashkov, Alexa Garcia Jasso, Danna Castrejon Hernandez, Wyatt Clear, and Isabella McClellan.

Superintendent Wehrkamp Herman provided the Board with the Superintendent Report.

Elementary Curriculum Updates in Practice Presentation was provided by Andy Larson, Bonnie Whitehill, Hannah Munson, and Hanna Thostenson.

The Student School Board Representative Committee update was provided by Melissa Millner along with the announcement of the 2026-2027 Student School Board Representatives: Leighton Morgan and Samantha Seaman.

The Student School Board Representatives provided their school updates.

A curriculum proposal for third and fourth grade Functional Morphology was provided by Andy Larson.

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 School Board Representative 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 Facilities Committee update was provided by Mark Zuzek, no meeting held since the last update.

The Finance Committee update was provided by Mark Zuzek.

The NAPAC Committee Liaison update was provided by Jessica Dressely.

The Policy Committee update was provided by Jessica Dressely which included a First Reading of Policy 511 and Second Reading of Policy 203, 302, and 410.

A motion to amend the agenda was made by Jessica Dressely to add Policy 511 Fundraising Appendix A and Appendix B to the consent agenda and seconded by Mark Zuzek. With 6 ayes, 0 nays, the motion carried.

A motion to approve the Consent Agenda was made by Elaine Mikel-Mulder and seconded by Jessica Dressely. With a vote of 6 ayes, and 0 nays, the motion carried unanimously. The following items were approved under the consent agenda:

- Meeting Minutes from 04/22/2026 Regular Board Meeting
- April Bills Payable
- Grant Approvals
- Contract Approvals
- Policy to Sunset after Second Reading: 304
- Field Trip Approval - Choir - March 2027
- Field Trip Approval - Band & Orchestra - March 2028
- MOU - Appendix C Addition of Raider Media Productions Advisor
- Updated Non-Contract Rates of Pay
- MOU with Education Minnesota Hastings - Teachers for READ Act Professional Development - Phase 2
- Joint Maintenance Facility (JMF) Agreement with the City of Hastings
- Policy 511 Fundraising Appendix A and Appendix B

A motion was made by Mark Zuzek to approve the ISD917 LTFM and was seconded by Elaine Mikel-Mulder. With a vote of 6 ayes and 0 nays, the motion carried.

A motion was made by Melissa Millner to approve the appointment of the 2026-2027 Student School Board Representatives: Leighton Morgan and Samantha Seaman and was seconded by Philip Biermaier. With a vote of 6 ayes and 0 nays, the motion carried.

Melissa Millner left the meeting at 6:51 pm.

A presentation of the 2026-2027 Staff Development Plan was provided by Andrew Hodges, Director of Teaching & Learning.

A motion was made by Mark Zuzek to approve the 2026-2027 Staff Development Plan and was seconded by Elaine Mikel-Mulder. With a vote of 5 ayes and 0 nays, the motion carried.

A motion was made by Mark Zuzek to approve the Resolution Establishing Dates for Filing Affidavits of Candidacy and waive the reading. The motion was seconded by Elaine Mikel-Mulder. Roll call vote was taken by Mark Zuzek. With a vote of 5 ayes and 0 nays, the motion carried.

A motion was made by Jessica Dressely to approve the April 2026 Donations Acceptance Resolution and waive the reading. The motion was seconded by Philip Biermaier. Roll call vote was taken by Mark Zuzek. With a vote of 5 ayes and 0 nays, the motion carried.

A motion was made by Jessica Dressely to approve the Personnel Report and was seconded by Elaine Mikel-Mulder. With a vote of 3 ayes, 1 nay and 1 abstention, the motion carried. Voting nay was Philip Biermaier. Abstaining was Mark Zuzek.

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 Mark Zuzek. With a vote of 5 ayes and 0 nays, the motion carried.

The meeting was adjourned at 7:04 PM.

Board of Education
Independent School District 200
Hastings, Minnesota

This is a summary of the Hastings Public Schools Board Meeting on Wednesday, May 20, 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 5:31 PM by Chair Carrie Tate.

The following board members were present: Biermaier, Dressely, Mikel-Mulder, Millner, Tate and Zuzek. Bruns was absent. 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 04/22/2026 Regular Board Meeting; April Bills Payable; Grant Approvals; Contract Approvals; Policy to Sunset after Second Reading: 304; Field Trip Approval - Choir - March 2027; Field Trip Approval - Band & Orchestra - March 2028; MOU - Appendix C Addition of Raider Media Productions Advisor; Updated Non-Contract Rates of Pay; MOU with Education Minnesota Hastings - Teachers for READ Act Professional Development - Phase 2; Joint Maintenance Facility (JMF) Agreement with the City of Hastings; Policy 511 Fundraising Appendix A and Appendix B

Individual action items approved: Agenda; ISD917 LTFM; 2026-2027 Student School Board Representatives; 2026-2027 Staff Development Plan; Resolution Establishing Dates for Filing Affidavits of Candidacy; April 2026 Donations Acceptance Resolution; Personnel Report

All motions were carried.

The meeting was adjourned at 7:04 PM.

Board of Education
Independent School District 200
Hastings, Minnesota

A Closed Meeting of the School Board of Independent School District No. 200, Hastings, Minnesota, was held on Wednesday, June 10, 2026, at the District Office in Conference Room A.

The meeting was called to order at 9:48 PM.

The following board members were present: Philip Biermaier, Matt Bruns, Jessica Dressely, Elaine Mikel-Mulder, Melissa Millner, Carrie Tate, and Mark Zuzek. Superintendent Wehrkamp Herman was also present at the meeting.

The item before the board was to move to a closed session for Superintendent Dr. Wehrkamp Herman's performance evaluation.

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

The meeting was closed at 9:50 PM.

Meeting Closed.

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

With no further business Matt Bruns made a motion to adjourn the meeting, seconded by Mark Zuzek. The vote was: 7 ayes, 0 nays, motion carried unanimously.

Meeting adjourned at 10:08 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 was held on Wednesday, June 10, 2026 at the District Office Conference Room A, 1000 W 11th Street, Hastings, MN 55033. The meeting was called to order at 9:48 PM by Chair Tate. Directors Biermaier, Bruns, Dressely, Mikel-Mulder, Millner, Tate, and Zuzek were present. Also present was Superintendent Dr. Wehrkamp Herman.

A closed session pursuant to Minnesota Statute 13D.03 to discuss the superintendent end of year evaluation.

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

All motions were carried unanimously.

The meeting was adjourned at 10:08 PM.

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

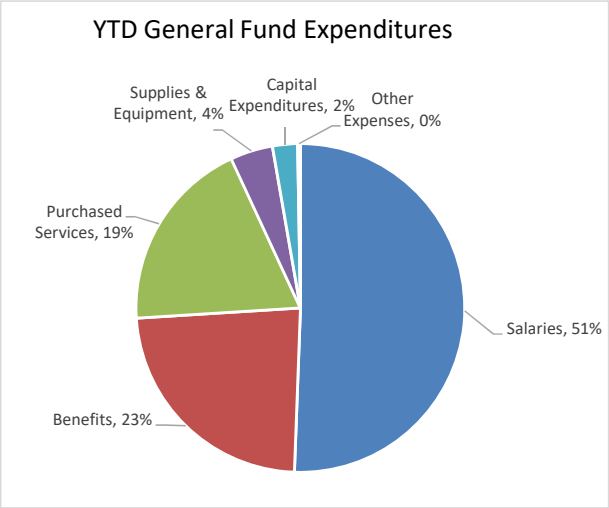
EXPENDITURE TOTALS

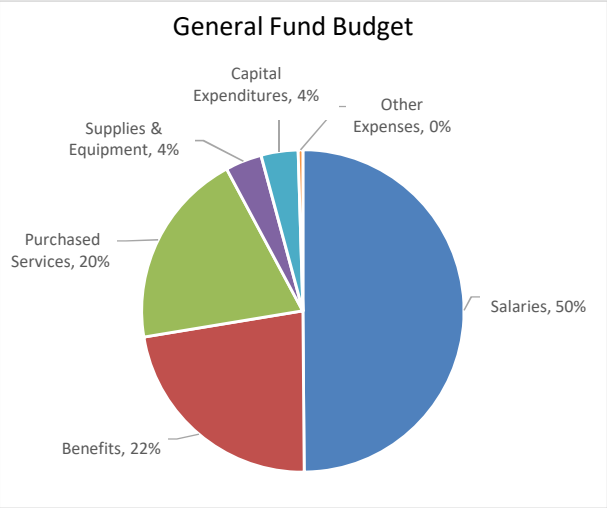
	FY 2026 Budget (REV)	**Monthly Expenditures	Year-to-Date Expenditures	Remaining Balance	% Spent
General Fund (01)					
100 Salaries	35,318,477	3,070,846	27,242,488	8,075,989	77%
200 Benefits	15,956,927	1,271,230	12,626,139	3,330,787	79%
300 Purchased Services	13,984,601	990,033	10,275,877	3,708,725	73%
400 Supplies & Equipment	2,592,729	236,641	2,262,875	329,854	87%
500 Capital Expenditures	2,638,174	48,960	1,321,879	1,316,295	50%
800 Other Expenses	322,822	(9,394)	141,043	181,779	44%
	70,813,730	5,608,316	53,870,301	16,943,429	**76%**
Food Service Fund (02)	3,517,837	303,659	3,097,482	420,355	**88%**
Community Service Fund (04)	2,847,673	241,726	2,370,274	477,399	**83%**
Building Construction Fund (06)	563,602	2,356	118,635	444,967	**21%**
Debt Service Fund (07)	4,686,350	750	4,685,950	400	**100%**
Student Activities Fund (10)	275,000	29,833	361,422	(86,422)	**131%**
Deferred Accounts-Donations/Misc Fund (11)	640,619	37,453	545,519	95,100	**85%**
Scholarships Fund (12)	140,000	1,500	154,500	(14,500)	**110%**
Totals	**$83,484,811**	**$6,225,594**	**$65,204,083**	**$18,280,728**	

** 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	5/1/2026	5/31/2026	2,158,680	Pay dates 5/5 and 5/20
Liability Checks & Wires	5/1/2026	5/31/2026	1,603,490	Bd. Share $469,619
Total			**$3,762,171**	

FINANCE DISBURSEMENTS

Checks & Wires	5/1/2026	5/31/2026	1,557,745
Total			**$1,557,745**

SELF-FUNDED INSURANCE

	Revenue YTD	Expenses YTD	YTD Balance
Dental	696,572	545,436	$151,136
Health	9,372,361	9,052,142	$320,220

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

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

May 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	May 31, 2026 % of Budget Received	May 31, 2025 % of Actuals Received	May 31, 2024 % of Actuals Received
Property Tax	$ 14,283,473	$ 16,231,220	$ 16,232,034	$ 16,231,521	$ 11,906,013	$ 4,325,508	73.35%	73.24%	79.14%
Local Revenue (Fees, Interest, Etc.)	$ 3,558,465	$ 3,761,739	$ 2,491,158	$ 2,951,458	$ 3,779,610	(828,152)	128.06%	95.04%	106.89%
State Revenue	$ 46,353,239	$ 50,104,638	$ 48,428,882	$ 49,705,882	$ 41,522,153	8,183,729	83.54%	82.65%	86.39%
Federal Revenue	$ 3,200,553	$ 1,718,352	$ 1,453,531	$ 1,605,332	$ 455,517	1,149,815	28.38%	42.35%	66.67%
Other Revenue	$ 445,045	$ 521,567	$ 226,500	$ 226,500	$ 92,183	134,317	40.70%	19.67%	29.54%
TOTAL REVENUE	**$ 67,840,775**	**$ 72,337,516**	**$ 68,832,105**	**$ 70,720,693**	**$ 57,755,476**	**$ 12,965,217**	**81.67%**	**79.77%**	**84.64%**

EXPENDITURES

OBJECT SERIES	June 30, 2024	June 30, 2025	Adopted Budget FY26	Revised Budget FY26	Expended YTD	Budget Remaining	May 31, 2026 % of Budget Expended	May 31, 2025 % of Actuals Expended	May 31, 2024 % of Actuals Expended
Salary & Wages	$ 32,409,949	$ 33,831,675	$ 35,152,322	$ 35,430,376	$ 27,336,223	$ 8,094,153	77.15%	79.31%	79.69%
Employee Benefits	$ 14,515,095	$ 14,637,250	$ 16,267,128	$ 15,978,395	$ 12,638,180	3,340,215	79.10%	80.32%	79.34%
Purchased Services	$ 11,360,622	$ 12,590,669	$ 12,963,388	$ 14,258,798	$ 10,716,264	3,542,534	75.16%	79.92%	81.61%
Supplies & Materials	$ 1,999,355	$ 3,264,620	$ 3,121,534	$ 2,977,474	$ 2,479,066	498,408	83.26%	85.74%	91.31%
Capital Expenditures	$ 3,433,364	$ 3,309,617	$ 2,720,675	$ 2,754,673	$ 1,439,731	1,314,942	52.27%	72.69%	93.37%
Debt Service	$ -	$ -	$ -	$ -	$ -	0	0.00%	0.00%	0.00%
Other Expenditures	$ 527,439	$ 517,111	$ 456,918	$ 469,632	$ 322,278	147,354	68.62%	68.12%	67.16%
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**	**$ 54,931,742**	**$ 16,937,606**	**76.43%**	**79.06%**	**80.56%**

PROGRAM SERIES	June 30, 2024	June 30, 2025	Adopted Budget FY26	Revised Budget FY26	Expended YTD	Budget Remaining	May 31, 2026 % of Budget Expended	May 31, 2025 % of Actuals Expended	May 31, 2024 % of Actuals Expended
Administration	$ 2,125,692	$ 2,200,195	$ 2,343,023	$ 2,375,540	$ 2,055,652	$ 319,888	86.53%	87.82%	88.72%
District Support Services	2,529,185	3,162,391	3,472,149	3,498,810	2,950,482	548,328	84.33%	87.39%	91.38%
Ele & Sec Regular Instruction	27,536,015	29,122,591	30,005,309	30,631,685	23,197,246	7,434,439	75.73%	77.71%	77.43%
Career & Tech Instruction	893,888	925,084	961,153	977,743	722,026	255,717	73.85%	76.12%	74.64%
Special Education Instruction	11,746,765	12,425,179	13,411,487	13,774,473	9,804,052	3,970,421	71.18%	74.45%	76.04%
Instructional Support Services	2,899,636	3,469,068	3,121,292	3,199,037	2,371,243	827,794	74.12%	72.63%	74.45%
Pupiil Support Services	8,401,946	8,785,611	9,005,980	9,197,531	7,515,144	1,682,387	81.71%	82.67%	83.86%
Site, Building & Equipment	7,891,013	7,909,716	7,768,187	7,621,687	5,708,471	1,913,216	74.90%	83.26%	90.68%
Fiscal & Other Fixed Costs	523,435	566,389	593,384	592,842	607,426	(14,584)	102.46%	98.22%	99.89%
TOTAL PROGRAM SERIES	**$ 64,547,575**	**$ 68,566,224**	**$ 70,681,965**	**$ 71,869,348**	**$ 54,931,742**	**$ 16,937,606**	**76.43%**	**79.06%**	**80.56%**

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

HASTINGS

May 31, 2026

FOOD SERVICE DETAILED (Fund 02)

REVENUE	June 30, 2024	June 30, 2025	Adopted Budget FY26	Revised Budget FY26	Received YTD	Budget Remaining	May 31, 2026 % of Budget Received	May 31, 2025 % Of Actual Received	May 31, 2024 % Of Actual Received
Local Revenue	$ 43,854	$ 27,806	$ 20,000	$ 24,000	$ 9,565	$ 14,435	39.86%	0.00%	0.00%
State Revenue	1,526,870	1,649,423	1,649,753	1,738,276	1,493,997	244,279	85.95%	84.90%	84.62%
Federal Revenue	1,312,276	1,216,963	1,211,713	1,166,391	854,574	311,817	73.27%	70.55%	70.54%
Sales	343,222	322,140	348,200	348,200	332,439	15,761	95.47%	112.72%	112.57%
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**	**$ 2,690,575**	**$ 586,292**	82.11%	81.52%	80.72%

EXPENDITURES BY OBJECT	June 30, 2024	June 30, 2025	Adopted Budget FY26	Revised Budget FY26	Expended YTD	Budget Remaining	May 31, 2026 % of Budget Expended	May 31, 2025 % Of Actual Expended	May 31, 2024 % Of Actual Expended
Salary & Wages	$ 997,975	$ 1,129,135	$ 1,177,729	$ 1,175,673	$ 1,068,504	$ 107,169	90.88%	87.65%	84.23%
Employee Benefits	283,846	283,604	308,312	311,270	$ 287,526	23,744	92.37%	90.35%	84.32%
Purchased Services	272,869	236,103	267,850	267,850	$ 169,885	97,965	63.43%	77.57%	76.21%
Supplies & Materials	1,598,212	1,629,175	1,611,229	1,641,044	$ 1,447,305	193,739	88.19%	90.32%	87.26%
Capital Expenditures	135,497	195,862	90,000	120,000	$ 122,753	(2,753)	102.29%	100.00%	100.00%
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%	98.83%	98.90%
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**	**$ 3,097,482**	**$ 420,355**	**88.05%**	**89.17%**	**85.75%**

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

HASTINGS **May 31, 2026**

COMMUNITY EDUCATION DETAILED (Fund 04)

REVENUE	June 30, 2024	June 30, 2025	Adopted Budget FY26	Revised Budget FY26	Received YTD	Budget Remaining	May 31, 2026 % of Budget Received	May 31, 2025 % Of Actual Received	May 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	1,754,929	144,734	92.38%	94.96%	95.03%
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%	85.70%
TOTAL REVENUE	**$ 2,810,138**	**$ 2,832,491**	**$ 2,853,816**	**$ 2,851,410**	**$ 2,489,547**	**$ 361,863**	**87.31%**	**88.72%**	**88.38%**

EXPENDITURES BY OBJECT	June 30, 2024	June 30, 2025	Adopted Budget FY26	Revised Budget FY26	Expended YTD	Budget Remaining	May 31, 2026 % of Budget Expended	May 31, 2025 % Of Actual Expended	May 31, 2024 % Of Actual Expended
Salary & Wages	$ 1,775,081	$ 1,773,618	$ 1,722,548	$ 1,713,179	$ 1,462,077	$ 251,102	85.34%	88.10%	85.89%
Employee Benefits	599,054	632,360	665,876	632,675	$ 506,450	126,225	80.05%	96.09%	86.52%
Purchased Services	325,274	370,076	341,919	374,401	$ 297,440	76,961	79.44%	102.64%	82.21%
Supplies & Materials	98,283	97,351	97,620	101,392	$ 90,385	11,007	89.14%	86.22%	70.70%
Capital Expenditures	1,917	4,103	3,506	4,506	$ 1,495	3,011	33.18%	213.97%	177.80%
Debt Service	0	0	0	0	$ -	0	0.00%	0.00%	0.00%
Other Expenditures	66,768	67,063	21,202	21,521	$ 12,427	9,094	57.74%	77.86%	79.64%
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**	**$ 2,370,274**	**$ 477,400**	**83.24%**	**91.20%**	**85.00%**

ELECTRONIC FUND TRANSFERS

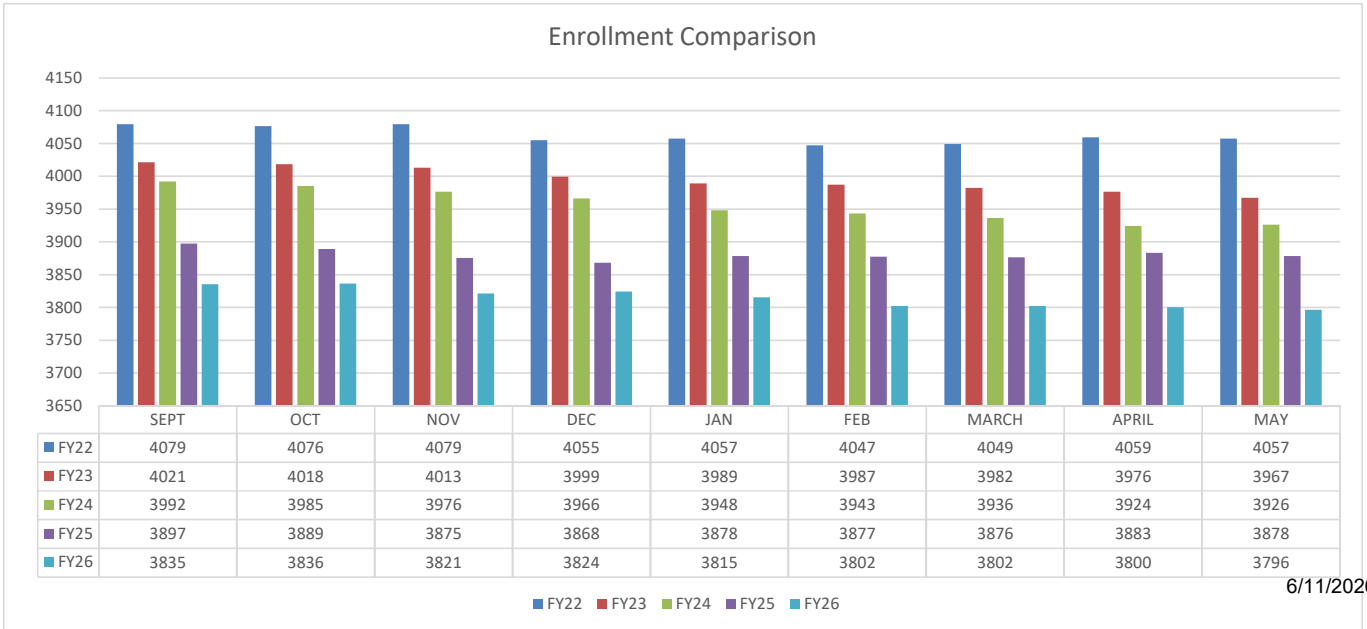
Date	From	To	Amount	Description
5/1/2026	MSDLAF General	MSDLAF Health Self Funded	29,051.25	Health Insurance
5/1/2026	MSDLAF General	MSDLAF AP	1,988.77	Accounts Payable
5/1/2026	MSDLAF General	MSDLAF AP	955,031.11	Accounts Payable
5/4/2026	Merchants Bank	MSDLAF General	50,000.00	Local Receipts
5/5/2026	MSDLAF General	MSDLAF Payroll	1,828,113.19	Payroll
5/5/2026	MSDLAF General	MSDLAF Health Self Funded	822,031.84	Health Insurance
5/5/2026	MSDLAF General	MSDLAF Flex	17,813.44	Payroll
5/6/2026	Merchants Bank	MSDLAF General	75,000.00	Local Receipts
5/8/2026	MSDLAF General	MSDLAF AP	45,968.90	Accounts Payable
5/8/2026	MSDLAF General	MSDLAF AP	19,170.16	Accounts Payable
5/8/2026	MSDLAF General	MSDLAF Payroll	2,063.83	Payroll
5/8/2026	MSDLAF Bond Proceeds	MSDLAF AP	749.76	Accounts Payable
5/11/2026	MSDLAF General	Vermillion Bank	19,432.20	Local Receipts
5/12/2026	Merchants Bank	MSDLAF General	25,000.00	Local Receipts
5/15/2026	MSDLAF General	MSDLAF AP	626,952.78	Accounts Payable
5/18/2026	Merchants Bank	MSDLAF General	50,000.00	Local Receipts
5/19/2026	MSDLAF General	MSDLAF Health Self Funded	29,114.47	Health Insurance
5/20/2026	MSDLAF General	MSDLAF Payroll	1,953,723.21	Payroll
5/20/2026	MSDLAF General	MSDLAF Flex	17,848.68	Payroll
5/21/2026	Merchants Bank	MSDLAF General	100,000.00	Local Receipts
5/22/2026	MSDLAF Scholarship	MSDLAF ScholarshipMAX	25,000.00	Exchange
5/22/2026	MSDLAF General	MSDLAF AP	12,605.44	Accounts Payable
5/22/2026	MSDLAF General	MSDLAF Payroll	1,297.08	Payroll
5/29/2026	MSDLAF General	MSDLAF Health Self Funded	56.34	Health Insurance
5/29/2026	MSDLAF General	MSDLAF AP	23,619.67	Accounts Payable
5/29/2026	MSDLAF General	MSDLAF Dental Self Funded	60,135.51	Dental Insurance
5/29/2026	MSDLAF General	MSDLAF Payroll	275.84	Payroll
5/29/2026	MSDLAF Bond Proceeds	MSDLAF AP	1,426.67	Accounts Payable
5/29/2026	MSDLAF General	MSDLAF Payroll	5,283.88	Payroll
5/29/2026	MSDLAF General	MSDLAF Scholarship	14,830.00	Local Receipts
5/29/2026	MSDLAF General	MSDLAF AP	826,504.75	Accounts Payable
			$7,640,088.77	

ENROLLMENT

GRADE	COUNT
K	261
1	258
2	253
3	272
4	285
5	285
6	278
7	294
8	305
9	325
10	295
11	328
12	357
	3796

SCHOOL	COUNT
ALP	48
High School	1257
Middle School	1162
Kennedy Elementary	451
Pinecrest Elementary	407
McAuliffe Elementary	471
	3796

Elementary	1329
Middle School	1162
High School/ALP	1305
Total District	**3796**



	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY
FY22	4079	4076	4079	4055	4057	4047	4049	4059	4057
FY23	4021	4018	4013	3999	3989	3987	3982	3976	3967
FY24	3992	3985	3976	3966	3948	3943	3936	3924	3926
FY25	3897	3889	3875	3868	3878	3877	3876	3883	3878
FY26	3835	3836	3821	3824	3815	3802	3802	3800	3796

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 5/31/2026

Crs Code	Activity Account	Balance 7/1/2025	Receipts	Disbursements	Subtotal (Less Interest)	Interest Earned	Balance 5/31/2026
601	Art Club	**342.61**	4,649.00	4,649.00	342.61	21.3062	**363.92**
608	AVID	**2,309.08**	0.00	1,623.71	685.37	48.5019	**733.87**
602	Band	**1,852.94**	5,564.25	5,422.34	1,994.85	84.5809	**2,079.43**
605	Basketball - Boys	**5,276.27**	0.00	1,074.87	4,201.40	142.4219	**4,343.82**
609	Choir Tour	**1,769.44**	-1,500.00	0.00	269.44	36.3188	**305.76**
610	Cross Country Running	**549.60**	910.00	1,206.00	253.60	16.0168	**269.62**
613	Fellowship Christian Athletes (FCA)	**3,481.12**	4,705.00	4,194.72	3,991.40	123.4137	**4,114.81**
615	Gymnastics	**4,213.33**	833.47	0.00	5,046.80	142.6079	**5,189.41**
616	French Honor Society (FHS)	**1,548.07**	5,007.75	1,423.28	5,132.54	87.8991	**5,220.44**
622	Marching Band	**47,025.43**	42,129.86	72,877.32	16,277.97	790.5801	**17,068.55**
675	**INTEREST EARNED**	**0.00**	4,420.51	0.00	**4,420.51**	-	**0.00**
623	National Honor Society (NHS)	**2,842.95**	7,494.75	7,344.71	2,992.99	113.2734	**3,106.26**
625	Nordic Skiing	**360.57**	2,928.50	1,455.55	1,833.52	33.4434	**1,866.96**
626	Orchestra	**213.16**	0.00	0.00	213.16	6.4919	**219.65**
618	Peer Helpers	**103.33**	193.00	21.04	275.29	5.4655	**280.76**
632	Show Choir	**44,492.93**	148,297.85	189,236.14	3,554.64	826.6837	**4,381.32**
647	Spanish Club	**5,489.94**	10,244.40	13,688.76	2,045.58	137.8182	**2,183.40**
650	Student Council	**43,929.25**	39,277.00	49,148.40	34,057.85	1,168.0954	**35,225.95**
652	Tennis - Boys	**3,213.88**	1,460.00	228.10	4,445.78	98.5548	**4,544.33**
653	Tennis - Girls	**1,321.76**	886.00	2,202.93	4.83	14.3998	**19.23**
655	Thespians	**141.67**	166.00	0.00	307.67	6.2591	**313.93**
656	Track	**10,643.97**	6,700.20	5,224.65	12,119.52	305.9363	**12,425.46**
654	Ultimate Frisbee	**646.90**	280.00	0.00	926.90	21.5056	**948.41**
665	Middle School Yearbook	**14.47**	679.00	0.00	693.47	3.6221	**697.09**
666	Middle School Student Council	**6,172.55**	0.00	400.87	5,771.68	185.3133	**5,956.99**
		187,955.22	**285,326.54**	**361,422.39**	**111,859.37**	**4,420.5100**	**111,859.37**

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

May 2026 Investment Reconciliation - %-104-%

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	BALANCE END OF MONTH
GENERAL FUND - 01	27,000,000.00	10,000,000.00	5,000,000.00	32,000,000.00
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	29,500,000.00	10,000,000.00	5,000,000.00	**34,500,000.00**

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	32,000,000.00	0.00	32,000,000.00
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	34,500,000.00	0.00	**34,500,000.00**

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

May 2026 Bank Reconciliation

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	JOURNAL ENTRIES	BALANCE END OF MONTH
GENERAL FUND- 01	11,732,799.72	11,125,927.55	(2,967,286.54)	(7,648,507.32)	12,242,933.41
FOOD SERVICE FUND - 02	197,015.63	368,474.34	(136,299.46)	(165,306.98)	263,883.53
COMMUNITY ED - 04	640,045.36	134,813.28	(43,084.41)	(195,102.92)	536,671.31
BUILDING CONSTRUCTION - 06	449,807.65	1,367.51	(2,356.46)	0.00	448,818.70
DEBT REDEMPTION - 07	2,738,737.75	0.00	(750.00)	7,093.07	2,745,080.82
STUDENT ACTIVITY FUND -10	135,366.43	6,326.25	(29,833.31)	0.00	111,859.37
DEFERRED ACCOUNTS - 11	497,286.08	81,661.44	(34,414.08)	(2,924.53)	541,608.91
SCHOLARSHIP - 12	267,269.47	15,668.39	(1,500.00)	0.00	281,437.86
DENTAL SELF FUNDED - 20	1,070,351.11	3,173.74	(43,428.54)	60,135.51	1,090,231.82
HEALTH SELF FUNDED -21	3,231,624.68	8,429.81	(931,170.86)	863,784.10	3,172,667.73
OPEB PERA/CE TRUST - 45	7,409,577.55	0.00	0.00	21,326.35	7,430,903.90
TOTALS	28,369,881.43	11,745,842.31	(4,190,123.66)	(7,059,502.72)	**28,866,097.36**

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	81,026.67	0.00	0.00	105.94	81,132.61
MSDLAF AP	962,076.39	(860,834.68)	0.00	49.33	101,291.04
MSDLAF Payroll	175,358.81	(17,883.08)	0.00	0.00	157,475.73
MSDLAF Scholarship	283,917.86	(2,500.00)	0.00	0.00	281,417.86
MSDLAF General	16,633,534.14	0.00	11,484.95	0.00	16,645,019.09
MSDLAF Flex	143,729.40	(1,051.35)	0.00	0.00	142,678.05
MSDLAF Dental Self Funded	1,099,329.16	(9,097.34)	0.00	0.00	1,090,231.82
MSDLAF Health Self Funded	2,367,049.35	0.00	0.00	0.00	2,367,049.35
MSDLAF Bond Proceeds	448,998.73	(180.03)	0.00	0.00	448,818.70
Vermillion Bank	113,301.35	(2,545.34)	0.00	0.00	110,756.01
OPEB PERA/CE Trust Account	7,440,227.10	0.00	0.00	0.00	7,440,227.10
TREASURER'S BALANCE	29,748,548.96	(894,091.82)	11,484.95	155.27	**28,866,097.36**

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	P611MB	114730		Wire	1	10229		MERCHANTS BANK FEES		No	Yes	No	05/12/2026	34.57
												Bank Total:		$34.57
USAP	P610A	114721		Wire	1	11387		AMAZON CAPITAL SERVICES, INC		No	Yes	No	05/08/2026	18,647.97
USAP	P61115	114851		Wire	1	10920		AFFINETY - MERCH BANK FEES (WIRE)		No	Yes	No	05/15/2026	1,742.04
USAP	P61115	114852		Wire	1	2976		SALES TAX (MN DEPT REVENUE)		No	Yes	No	05/15/2026	122.00
USAP	P610B	114899		Wire	1	9557		BMO HARRIS BANK NA		No	Yes	No	05/28/2026	21,444.52
USAP	P61130	114993		Wire	1	3167		MSDLAF BANK FEES		No	Yes	No	05/29/2026	219.91
USAP	P61130	114994		Wire	1	9935		ELEYO FEES		No	Yes	No	05/29/2026	774.00
USAP	P61101	114662	840771	Check	1	10278	R1	DECKER		Yes	Yes	No	05/01/2026	1,014.31
USAP	P61101	114664	840772	Check	1	6542		LAKEVILLE SO HIGH SCHOOL		Yes	Yes	No	05/01/2026	625.00
USAP	P61101	114663	840773	Check	1	10832		LIKES, CASEY		Yes	Yes	No	05/01/2026	145.00
USAP	P61101	114665	840774	Check	1	9347		WAAGE, CHRISTIAN		Yes	Yes	No	05/01/2026	204.46
USAP	P61102	114682	840775	Check	1	11213		ANDERSON, ERIN		Yes	Yes	No	05/08/2026	120.06
USAP	P61102	114705	840776	Check	1	12342		BOSHEY III, JEFFREY		Yes	Yes	No	05/08/2026	375.00
USAP	P61102	114715	840777	Check	1	6768		BUMP, MICHELLE		Yes	Yes	No	05/08/2026	84.25
USAP	P61102	114700	840778	Check	1	12310		COMPASS GROUP/CANTEEN		Yes	Yes	No	05/08/2026	228.44
USAP	P61102	114716	840779	Check	1	8840	R2	DEFINITIVE TECHNOLOGY SOLUTIONS		Yes	Yes	No	05/08/2026	216.99
USAP	P61102	114692	840780	Check	1	12143		DESCHAMPE-MORRISON, BRANDON		Yes	Yes	No	05/08/2026	375.00
USAP	P61102	114704	840781	Check	1	12341		EAGLE JR, BOBBY		Yes	Yes	No	05/08/2026	375.00
USAP	P61102	114701	840782	Check	1	12338		ELIZABETH DESCHAMPE-MORRISON		Yes	Yes	No	05/08/2026	500.00
USAP	P61102	114690	840783	Check	1	12112		ENCORE EVENTS		Yes	Yes	No	05/08/2026	1,760.50
USAP	P61102	114687	840784	Check	1	11968		EVOLVE WINDOWS AND DOORS LLC		Yes	Yes	No	05/08/2026	557.00
USAP	P61102	114699	840785	Check	1	12237		FISCH, NICOLE		Yes	Yes	No	05/08/2026	50.04
USAP	P61102	114686	840786	Check	1	11844		FUTURA LANGUAGE PROFESSIONALS		Yes	Yes	No	05/08/2026	660.00
USAP	P61102	114710	840787	Check	1	1482		GRAINGER, W.W..		Yes	Yes	No	05/08/2026	773.00
USAP	P61102	114696	840788	Check	1	12220		GRONSETH, DEANNA		Yes	Yes	No	05/08/2026	358.15
USAP	P61102	114714	840789	Check	1	4980		HANSON, TRENT		Yes	Yes	No	05/08/2026	201.47
USAP	P61102	114711	840790	Check	1	1522		HASTINGS AREA CHAMBER OF COMME		Yes	No	No	05/08/2026	304.00
USAP	P61102	114685	840791	Check	1	11750		HERMANSON, SAMANTHA		Yes	Yes	No	05/08/2026	25.52
USAP	P61102	114697	840792	Check	1	12223		HOVLAND, RACHEAL		Yes	Yes	No	05/08/2026	17.33
USAP	P61102	114708	840793	Check	1	12345		HUNTER, MOLLY		Yes	Yes	No	05/08/2026	375.00
USAP	P61102	114684	840794	Check	1	11726		JOHNSON, STEFANIE		Yes	Yes	No	05/08/2026	26.39
USAP	P61102	114691	840795	Check	1	12120		KELLY SERVICES		Yes	Yes	No	05/08/2026	32,465.00
USAP	P61102	114689	840796	Check	1	12024	R1	KIDCREATE STUDIO-WOODBURY		Yes	Yes	No	05/08/2026	418.00
USAP	P61102	114712	840797	Check	1	2796		LAWRENCE INTERIORS		Yes	Yes	No	05/08/2026	211.00
USAP	P61102	114695	840798	Check	1	12215		MILLER, ROSE		Yes	Yes	No	05/08/2026	14.94
USAP	P61102	114702	840799	Check	1	12339		MORRIN, SEQOUIA BRIAN		Yes	Yes	No	05/08/2026	375.00

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
USAP	P61102	114694	840800	Check	1	12165	R24	NATHAN ILLGEN		Yes	Yes	No	05/08/2026	49.71
USAP	P61102	114693	840801	Check	1	12165	R23	PATTY MATSON		Yes	Yes	No	05/08/2026	51.84
USAP	P61102	114713	840802	Check	1	3070		PINECREST PETTY CASH ACCOUNT		Yes	Yes	No	05/08/2026	476.17
USAP	P61102	114703	840803	Check	1	12340		REDIX, AANAKWAD		Yes	Yes	No	05/08/2026	375.00
USAP	P61102	114698	840804	Check	1	12230		SEIBERT, JACK		Yes	Yes	No	05/08/2026	26.25
USAP	P61102	114683	840805	Check	1	11291	R1	SMSC		Yes	Yes	No	05/08/2026	2,776.80
USAP	P61102	114688	840806	Check	1	11996		STOCKDALE, SCOTT		Yes	No	No	05/08/2026	353.90
USAP	P61102	114709	840807	Check	1	12346		STOKKE, SERINA		Yes	Yes	No	05/08/2026	242.15
USAP	P61102	114706	840808	Check	1	12343		WHITE, AYDEN		Yes	Yes	No	05/08/2026	375.00
USAP	P61102	114707	840809	Check	1	12344		WILSON, JAKOB		Yes	Yes	No	05/08/2026	375.00
USAP	P61115	114760	840810	Check	1	11847		ABILITY 2 BELIEVE		Yes	Yes	No	05/15/2026	360.00
USAP	P61115	114830	840811	Check	1	7370		ADAGIO DJAY ENTERTAINMENT		Yes	Yes	No	05/15/2026	450.00
USAP	P61115	114780	840812	Check	1	12349		ALPINE INN		Yes	No	No	05/15/2026	1,064.00
USAP	P61115	114771	840813	Check	1	12168		AMPERSAND THERAPY LLC		Yes	Yes	No	05/15/2026	10,988.75
USAP	P61115	114825	840814	Check	1	7110		APPLE EDUCATION INC		Yes	Yes	No	05/15/2026	93,894.00
USAP	P61115	114748	840815	Check	1	10919	R1	ARVIG		Yes	Yes	No	05/15/2026	1,255.95
USAP	P61115	114775	840816	Check	1	12316	R1	ASPI SOLUTIONS INC		Yes	Yes	No	05/15/2026	1,082.00
USAP	P61115	114820	840817	Check	1	6190	R3	AVIBEN LLC		Yes	Yes	No	05/15/2026	583.87
USAP	P61115	114768	840818	Check	1	12105		BAFARO, RILEY		Yes	No	No	05/15/2026	93.98
USAP	P61115	114828	840819	Check	1	7312	R3	BATTERIES PLUS BULBS		Yes	No	No	05/15/2026	135.90
USAP	P61115	114741	840820	Check	1	10641		BAYCOM INC		Yes	Yes	No	05/15/2026	49.00
USAP	P61115	114755	840821	Check	1	11580		BEN BROUWER PIANO CARE		Yes	Yes	No	05/15/2026	190.00
USAP	P61115	114753	840822	Check	1	1156		BIX PRODUCE COMPANY LLC		Yes	Yes	No	05/15/2026	1,317.65
USAP	P61115	114814	840823	Check	1	4426		BLICK ART MATERIALS		Yes	Yes	No	05/15/2026	123.60
USAP	P61115	114826	840824	Check	1	7120	R2	BSN SPORTS LLC		Yes	Yes	No	05/15/2026	8,552.95
USAP	P61115	114840	840825	Check	1	8681		CANVAS HEALTH		Yes	Yes	No	05/15/2026	5,421.67
USAP	P61115	114767	840826	Check	1	1204	R1	CARPENTER ST. CROIX VALLEY NATUI		Yes	Yes	No	05/15/2026	485.00
USAP	P61115	114836	840827	Check	1	7911		CENTURYLINK		Yes	Yes	No	05/15/2026	80.52
USAP	P61115	114781	840828	Check	1	1235		CITY OF HASTINGS		Yes	Yes	No	05/15/2026	8,729.92
USAP	P61115	114773	840829	Check	1	12227		CLOCWORKS INC		Yes	Yes	No	05/15/2026	638.78
USAP	P61115	114765	840830	Check	1	12002		COLUMN SOFTWARE PBC		Yes	Yes	No	05/15/2026	97.28
USAP	P61115	114782	840831	Check	1	1251		COMMERCIAL KITCHEN SERVICES		Yes	Yes	No	05/15/2026	3,550.49
USAP	P61115	114783	840832	Check	1	1257		COMPUTER INTEGRATION TECHNOLO		Yes	Yes	No	05/15/2026	13,917.87
USAP	P61115	114736	840833	Check	1	10245		CSTMN LLC		Yes	Yes	No	05/15/2026	6,487.21
USAP	P61115	114785	840834	Check	1	1286		CUB FOODS		Yes	Yes	No	05/15/2026	65.09
USAP	P61115	114823	840835	Check	1	6745		CULLIGAN OF STILLWATER		Yes	Yes	No	05/15/2026	54.64
USAP	P61115	114849	840836	Check	1	9816		DAKOTA CITY HERITAGE VILLAGE INC		Yes	No	No	05/15/2026	688.00
USAP	P61115	114757	840837	Check	1	11584		DASH SPORTS LLC		Yes	Yes	No	05/15/2026	2,410.00

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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	P61115	114841	840838	Check	1	8840		DEFINITIVE TECHNOLOGY SOLUTIONS		Yes	Yes	No	05/15/2026	2,087.79
USAP	P61115	114746	840839	Check	1	10860		DEPARTMENT OF TRANSPORTATION		Yes	Yes	No	05/15/2026	743.25
USAP	P61115	114848	840840	Check	1	9582		ERICKSON, ANGILEE		Yes	No	No	05/15/2026	52.20
USAP	P61115	114831	840841	Check	1	7457	R1	EXPERIENCE SHOWS LLC		Yes	Yes	No	05/15/2026	60.00
USAP	P61115	114829	840842	Check	1	7322	R1	FERGUSON ENTERPRISES		Yes	Yes	No	05/15/2026	344.81
USAP	P61115	114786	840843	Check	1	1409		FISHER SCIENTIFIC		Yes	Yes	No	05/15/2026	301.33
USAP	P61115	114850	840844	Check	1	9863	R2	GENUINE PARTS COMPANY		Yes	Yes	No	05/15/2026	68.54
USAP	P61115	114787	840845	Check	1	1457	R1	GIBBS FARM/RCHS		Yes	Yes	No	05/15/2026	876.00
USAP	P61115	114770	840846	Check	1	12165	R25	GINNY CHRISTENSON		Yes	Yes	No	05/15/2026	20.00
USAP	P61115	114788	840847	Check	1	1482		GRAINGER, W.W..		Yes	Yes	No	05/15/2026	1,314.44
USAP	P61115	114789	840848	Check	1	1483		GRAPHIC DESIGN INC		Yes	Yes	No	05/15/2026	6,926.00
USAP	P61115	114834	840849	Check	1	7862		GREEN COMPANIES LLC		Yes	No	No	05/15/2026	2,998.00
USAP	P61115	114810	840850	Check	1	3030		GROTH MUSIC		Yes	Yes	No	05/15/2026	134.00
USAP	P61115	114824	840851	Check	1	6789		HADLER, AMANDA		Yes	No	No	05/15/2026	27.26
USAP	P61115	114779	840852	Check	1	12348		HAMMER, JACOB		Yes	No	No	05/15/2026	149.99
USAP	P61115	114739	840853	Check	1	10474		HARTMAN, EMMY		Yes	No	No	05/15/2026	251.97
USAP	P61115	114790	840854	Check	1	1524		HASTINGS AREA YMCA		Yes	Yes	No	05/15/2026	88.00
USAP	P61115	114791	840855	Check	1	1555	R1	HAWKINS, INC.		Yes	Yes	No	05/15/2026	1,300.75
USAP	P61115	114756	840856	Check	1	11582		HEWITT, SARA		Yes	Yes	No	05/15/2026	32.19
USAP	P61115	114792	840857	Check	1	1582	R2	HILLYARD INC-MINNEAPOLIS		Yes	Yes	No	05/15/2026	1,015.96
USAP	P61115	114844	840858	Check	1	9329		HOMETOWN ACE HARDWARE		Yes	Yes	No	05/15/2026	636.50
USAP	P61115	114737	840859	Check	1	10420		HOPE ENGLISH-SPANISH INTERPRETE		Yes	No	No	05/15/2026	4,477.50
USAP	P61115	114762	840860	Check	1	11943	R1	IMPERIAL DADE		Yes	Yes	No	05/15/2026	13,095.67
USAP	P61115	114842	840861	Check	1	9202	R1	INFINITE CAMPUS, INC.		Yes	Yes	No	05/15/2026	75,010.00
USAP	P61115	114812	840862	Check	1	3584		INFOPRO LEGAL RESOURCES INC		Yes	Yes	No	05/15/2026	2,850.00
USAP	P61115	114833	840863	Check	1	7721	R3	INNOVATIVE OFFICE SOLUTIONS		Yes	Yes	No	05/15/2026	8,575.41
USAP	P61115	114793	840864	Check	1	1679	R1	J.W. PEPPER & SON INC		Yes	Yes	No	05/15/2026	63.30
USAP	P61115	114818	840865	Check	1	5828		JIM CARLSON LEASING CO.		Yes	Yes	No	05/15/2026	380.00
USAP	P61115	114822	840866	Check	1	6681	R1	KENNEDY & GRAVEN SCHOOL LAW SE		Yes	Yes	No	05/15/2026	140.00
USAP	P61115	114821	840867	Check	1	6681		KENNEDY & GRAVEN, CHARTERD		Yes	Yes	No	05/15/2026	6,095.00
USAP	P61115	114846	840868	Check	1	9459	R1	KONICA MINOLTA/LOFFLER		Yes	Yes	No	05/15/2026	2,054.00
USAP	P61115	114766	840869	Check	1	12020		KUMMER, JUSTIN		Yes	Yes	No	05/15/2026	30.45
USAP	P61115	114769	840870	Check	1	12136		LIFECORE FITNESS, LLC		Yes	No	No	05/15/2026	7,598.00
USAP	P61115	114778	840871	Check	1	12336		LOGGERS TRAIL GOLF COURSE		Yes	Yes	No	05/15/2026	2,016.00
USAP	P61115	114752	840872	Check	1	11295		MAJESKI PLUMBING INC		Yes	Yes	No	05/15/2026	360.00
USAP	P61115	114763	840873	Check	1	11985		MASMS		Yes	No	No	05/15/2026	150.00
USAP	P61115	114794	840874	Check	1	1894		MASSP		Yes	Yes	No	05/15/2026	3,540.00
USAP	P61115	114795	840875	Check	1	1914		MCEA EXECUTIVE OFFICE		Yes	Yes	No	05/15/2026	14.00

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
USAP	P61115	114796	840876	Check	1	1942		MENARDS		Yes	Yes	No	05/15/2026	693.78
USAP	P61115	114832	840877	Check	1	7502		MIDWEST EDUCATIONAL CONSULTAN		Yes	Yes	No	05/15/2026	10,200.00
USAP	P61115	114797	840878	Check	1	1977		MINNESOTA COACHES LLC		Yes	Yes	No	05/15/2026	97,960.72
USAP	P61115	114798	840879	Check	1	1988		MINNESOTA HISTORICAL SOCIETY		Yes	Yes	No	05/15/2026	1,040.00
USAP	P61115	114839	840880	Check	1	8186	R1	MPCA		Yes	Yes	No	05/15/2026	410.85
USAP	P61115	114740	840881	Check	1	10500	R4	MRI SOFTWARE LLC		Yes	Yes	No	05/15/2026	22.00
USAP	P61115	114827	840882	Check	1	7142		MSHSL REGION 4 AA		Yes	Yes	No	05/15/2026	300.00
USAP	P61115	114835	840883	Check	1	7883	R1	NAC MECHANICAL & ELECRICAL SERV		Yes	Yes	No	05/15/2026	10,018.50
USAP	P61115	114776	840884	Check	1	12333		NINHAM, DANIEL		Yes	Yes	No	05/15/2026	350.00
USAP	P61115	114742	840885	Check	1	10721	R4	NORTHFIELD SOLAR LLC		Yes	Yes	No	05/15/2026	32,637.15
USAP	P61115	114759	840886	Check	1	11771		NOVA EDUCATION CONSULTANTS		Yes	Yes	No	05/15/2026	4,530.00
USAP	P61115	114799	840887	Check	1	2146		ORKIN PEST CONTROL INC.		Yes	Yes	No	05/15/2026	387.25
USAP	P61115	114774	840888	Check	1	12313	R1	PACIFIC ONESOURCE INC		Yes	Yes	No	05/15/2026	19,680.00
USAP	P61115	114772	840889	Check	1	12203		PEDIATRIC HOME RESPIRATORY SERV		Yes	Yes	No	05/15/2026	37.50
USAP	P61115	114749	840890	Check	1	11186	R2	PERFORMANCE FOOD SERVICE		Yes	Yes	No	05/15/2026	2,162.13
USAP	P61115	114838	840891	Check	1	8152		PITNEY BOWES		Yes	Yes	No	05/15/2026	8,766.60
USAP	P61115	114800	840892	Check	1	2219		POSTMASTER		Yes	Yes	No	05/15/2026	1,666.39
USAP	P61115	114758	840893	Check	1	11740		PRAIRIE FARMS - WOODBOURY, MN		Yes	Yes	No	05/15/2026	4,950.79
USAP	P61115	114815	840894	Check	1	5123		RED BALLOON BOOKSHOP		Yes	Yes	No	05/15/2026	2,590.49
USAP	P61115	114847	840895	Check	1	9479	R1	SAF-GARD SAFETY SHOE CO		Yes	Yes	No	05/15/2026	94.99
USAP	P61115	114809	840896	Check	1	3029		SCHMITT MUSIC		Yes	Yes	No	05/15/2026	694.00
USAP	P61115	114808	840897	Check	1	2850	R1	SCHOOL SPECIALTY		Yes	No	No	05/15/2026	1,492.99
USAP	P61115	114754	840898	Check	1	11568		SHEEHAN, CYNDI		Yes	Yes	No	05/15/2026	26.10
USAP	P61115	114819	840899	Check	1	6142		SHI INTERNATIONAL CORP		Yes	Yes	No	05/15/2026	17,160.00
USAP	P61115	114751	840900	Check	1	11196	R1	SHRED IT USA - C/O STERICYCLE INC.		Yes	Yes	No	05/15/2026	116.12
USAP	P61115	114801	840901	Check	1	2465		STATE SUPPLY CO INC		Yes	Yes	No	05/15/2026	1,244.49
USAP	P61115	114813	840902	Check	1	4405	R1	STEP SAVER INC		Yes	Yes	No	05/15/2026	95.92
USAP	P61115	114837	840903	Check	1	8109		STRATEGIC STAFFING SOLUTIONS		Yes	Yes	No	05/15/2026	5,520.00
USAP	P61115	114816	840904	Check	1	5445	r2	SUMMIT FIRE PROTECTION		Yes	Yes	No	05/15/2026	327.00
USAP	P61115	114747	840905	Check	1	10898	R1	SYMMETRY ENERGY SOLUTIONS		Yes	Yes	No	05/15/2026	6,680.88
USAP	P61115	114802	840906	Check	1	2514		TARTAN HIGH SCHOOL		Yes	Yes	No	05/15/2026	300.00
USAP	P61115	114803	840907	Check	1	2522		TERRY'S HARDWARE		Yes	Yes	No	05/15/2026	1,696.01
USAP	P61115	114764	840908	Check	1	11994		TGA OF EASTERN TWIN CITIES		Yes	Yes	No	05/15/2026	2,112.00
USAP	P61115	114804	840909	Check	1	2548	R1	T-MOBILE		Yes	Yes	No	05/15/2026	260.00
USAP	P61115	114777	840910	Check	1	12334		TOOLS FOR SUCCESS LLC		Yes	Yes	No	05/15/2026	640.00
USAP	P61115	114805	840911	Check	1	2559		TRIO SUPPLY		Yes	Yes	No	05/15/2026	3,379.30
USAP	P61115	114806	840912	Check	1	2563		TROPHIES PLUS		Yes	No	No	05/15/2026	287.25
USAP	P61115	114807	840913	Check	1	2567		U.S. BANK		Yes	Yes	No	05/15/2026	750.00

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USAP	P61115	114817	840914	Check	1	5557	R1	ULINE SHIPPING SUPPLIES		Yes	Yes	No	05/15/2026	55.50
USAP	P61115	114843	840915	Check	1	9280		UNITED PROMOTIONS		Yes	Yes	No	05/15/2026	2,895.45
USAP	P61115	114784	840916	Check	1	1280		UNITED RENTALS (NORTH AMERICA) I		Yes	Yes	No	05/15/2026	1,060.36
USAP	P61115	114811	840917	Check	1	3277		UPPER LAKES FOODS, INC		Yes	Yes	No	05/15/2026	26,261.21
USAP	P61115	114761	840918	Check	1	11939	R1	VIRTU CORPORATION		Yes	Yes	No	05/15/2026	1,428.00
USAP	P61115	114750	840919	Check	1	11187	R1	VISTAR		Yes	Yes	No	05/15/2026	869.27
USAP	P61115	114743	840920	Check	1	10722	R4	WALCOTT SOLAR LLC		Yes	Yes	No	05/15/2026	16,879.29
USAP	P61115	114744	840921	Check	1	10723	R4	WARSAW SOLAR LLC		Yes	Yes	No	05/15/2026	15,058.46
USAP	P61115	114738	840922	Check	1	10452		WAYNE PETERSON ENTERPRISES		Yes	Yes	No	05/15/2026	2,453.40
USAP	P61115	114845	840923	Check	1	9382		WAYZATA RESULTS		Yes	No	No	05/15/2026	1,000.00
USAP	P61115	114745	840924	Check	1	10851	R2	XELLO INC		Yes	Yes	No	05/15/2026	9,928.66
USAP	P61103	114887	840925	Check	1	12352		AUTUMN LEHRKE		Yes	No	No	05/22/2026	132.98
USAP	P61103	114877	840926	Check	1	10132		BURMEISTER, ANNE		Yes	No	No	05/22/2026	262.69
USAP	P61103	114888	840927	Check	1	1251		COMMERCIAL KITCHEN SERVICES		Yes	Yes	No	05/22/2026	2,478.35
USAP	P61103	114884	840928	Check	1	12165	R27	DAKOTA COUNTY TREASURER		Yes	No	No	05/22/2026	215.00
USAP	P61103	114886	840929	Check	1	12350		ELLANA LAMOREUX		Yes	No	No	05/22/2026	44.00
USAP	P61103	114881	840930	Check	1	11913		FARBER, MICHAEL		Yes	No	No	05/22/2026	37.02
USAP	P61103	114880	840931	Check	1	11701		HARRIS, BRIGGAN		Yes	Yes	No	05/22/2026	21.75
USAP	P61103	114885	840932	Check	1	12284		IDEAL ENERGIES SOLAR LEASING 202		Yes	No	No	05/22/2026	886.51
USAP	P61103	114882	840933	Check	1	11943	R1	IMPERIAL DADE		Yes	Yes	No	05/22/2026	1,121.52
USAP	P61103	114878	840934	Check	1	11207		INFINITE HEALTH COLLABORATIVE		Yes	Yes	No	05/22/2026	100.00
USAP	P61103	114893	840935	Check	1	3584		INFOPRO LEGAL RESOURCES INC		Yes	Yes	No	05/22/2026	2,850.00
USAP	P61103	114894	840936	Check	1	9504		LEONTOVICH, KELCEY		Yes	No	No	05/22/2026	201.27
USAP	P61103	114892	840937	Check	1	3072		MCAULIFFE PETTY CASH ACCOUNT		Yes	Yes	No	05/22/2026	426.39
USAP	P61103	114889	840938	Check	1	1915		MCGINNIS, PETER		Yes	No	No	05/22/2026	24.11
USAP	P61103	114890	840939	Check	1	1942		MENARDS		Yes	Yes	No	05/22/2026	217.90
USAP	P61103	114891	840940	Check	1	3070		PINECREST PETTY CASH ACCOUNT		Yes	Yes	No	05/22/2026	490.95
USAP	P61103	114879	840941	Check	1	11602		PRO-TEC DESIGN, INC.		Yes	Yes	No	05/22/2026	2,990.00
USAP	P61103	114883	840942	Check	1	12165	R26	ROBERTA ARMBRUSTER-MURRAY		Yes	No	No	05/22/2026	105.00
USAP	P61130	114979	840943	Check	1	5510		ACCELERATED TECHNOLOGIES		Yes	No	No	05/29/2026	90.41
USAP	P61130	114917	840944	Check	1	11213		ANDERSON, ERIN		Yes	No	No	05/29/2026	144.20
USAP	P61130	114916	840945	Check	1	11204	R1	ASLIS		Yes	No	No	05/29/2026	143.00
USAP	P61130	114931	840946	Check	1	11916		BACKYARD PARTY RENTALS		Yes	No	No	05/29/2026	300.00
USAP	P61130	114922	840947	Check	1	11558		BATAGLIA, KATHERINE		Yes	No	No	05/29/2026	93.82
USAP	P61130	114910	840948	Check	1	10641		BAYCOM INC		Yes	No	No	05/29/2026	443.00
USAP	P61130	114913	840949	Check	1	11110		BELLEVILLE WHOLESALE HOBBY		Yes	No	No	05/29/2026	274.50
USAP	P61130	114923	840950	Check	1	1156		BIX PRODUCE COMPANY LLC		Yes	No	No	05/29/2026	8,917.05
USAP	P61130	114937	840951	Check	1	12327		BLACK BEARS AND BLUEBERRIES LLC		Yes	No	No	05/29/2026	1,495.75

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	P61130	114912	840952	Check	1	10943		BRANDT, JULIANA		Yes	No	No	05/29/2026	102.08
USAP	P61130	114956	840953	Check	1	1949		BRIGHTWORKS		Yes	No	No	05/29/2026	170.00
USAP	P61130	114920	840954	Check	1	11349		CE CONTRACT		Yes	No	No	05/29/2026	215.00
USAP	P61130	114988	840955	Check	1	9262		CENTER FOR RESPONSIVE SCHOOLS		Yes	No	No	05/29/2026	889.00
USAP	P61130	114974	840956	Check	1	3748		CENTERPOINT ENERGY		Yes	No	No	05/29/2026	6,332.29
USAP	P61130	114981	840957	Check	1	7295		CENTURYLINK		Yes	No	No	05/29/2026	170.98
USAP	P61130	114982	840958	Check	1	7332		CENTURYLINK		Yes	No	No	05/29/2026	3,835.75
USAP	P61130	114918	840959	Check	1	11236		CHORDS AND BOARDS LLC		Yes	No	No	05/29/2026	315.00
USAP	P61130	114942	840960	Check	1	1257		COMPUTER INTEGRATION TECHNOLO		Yes	No	No	05/29/2026	4,504.00
USAP	P61130	114970	840961	Check	1	3055		CONTINENTAL CLAY COMPANY		Yes	No	No	05/29/2026	1,094.26
USAP	P61130	114943	840962	Check	1	1286		CUB FOODS		Yes	No	No	05/29/2026	28.03
USAP	P61130	114921	840963	Check	1	11555		CUSTOM COMMUNICATIONS INC		Yes	No	No	05/29/2026	1,955.26
USAP	P61130	114987	840964	Check	1	8840		DEFINITIVE TECHNOLOGY SOLUTIONS		Yes	No	No	05/29/2026	6,054.81
USAP	P61130	114909	840965	Check	1	10275		ELTHON, CRYSTAL		Yes	No	No	05/29/2026	151.87
USAP	P61130	114940	840966	Check	1	12347		EVOLUTION AUTO SERVICE		Yes	No	No	05/29/2026	3,620.89
USAP	P61130	114983	840967	Check	1	7457	R1	EXPERIENCE SHOWS LLC		Yes	No	No	05/29/2026	79.00
USAP	P61130	114944	840968	Check	1	1409		FISHER SCIENTIFIC		Yes	No	No	05/29/2026	1,921.30
USAP	P61130	114975	840969	Check	1	3800		FOX, MARY ELLEN		Yes	No	No	05/29/2026	51.20
USAP	P61130	114992	840970	Check	1	9863	R2	GENUINE PARTS COMPANY		Yes	No	No	05/29/2026	178.35
USAP	P61130	114945	840971	Check	1	1478		GOPHER SPORT		Yes	No	No	05/29/2026	442.42
USAP	P61130	114946	840972	Check	1	1482		GRAINGER, W.W..		Yes	No	No	05/29/2026	548.72
USAP	P61130	114947	840973	Check	1	1483		GRAPHIC DESIGN INC		Yes	No	No	05/29/2026	278.00
USAP	P61130	114939	840974	Check	1	12332		GREATMATS.COM CORPORATION		Yes	No	No	05/29/2026	993.54
USAP	P61130	114969	840975	Check	1	3030		GROTH MUSIC		Yes	No	No	05/29/2026	114.70
USAP	P61130	114948	840976	Check	1	1582	R2	HILLYARD INC-MINNEAPOLIS		Yes	No	No	05/29/2026	2,559.34
USAP	P61130	114932	840977	Check	1	11943	R1	IMPERIAL DADE		Yes	No	No	05/29/2026	102.64
USAP	P61130	114984	840978	Check	1	7721	R3	INNOVATIVE OFFICE SOLUTIONS		Yes	No	No	05/29/2026	4,018.15
USAP	P61130	114949	840979	Check	1	1660		INSTITUTE FOR ENVIRONMENTAL ASS		Yes	No	No	05/29/2026	3,777.36
USAP	P61130	114972	840980	Check	1	3071		KENNEDY PETTY CASH ACCOUNT		Yes	No	No	05/29/2026	418.36
USAP	P61130	114950	840981	Check	1	1799	R1	LAKESHORE LEARNING MATERIALS		Yes	No	No	05/29/2026	59.98
USAP	P61130	114908	840982	Check	1	10012	R1	LANGUAGE TESTING INTERNATIONAL,		Yes	No	No	05/29/2026	6.00
USAP	P61130	114978	840983	Check	1	5218		LEE, ERIN		Yes	No	No	05/29/2026	102.43
USAP	P61130	114991	840984	Check	1	9776	R1	LOFFLER COMPANIES		Yes	No	No	05/29/2026	1,724.25
USAP	P61130	114951	840985	Check	1	1863		MACKIN EDUCATIONAL RESOURCES		Yes	No	No	05/29/2026	4,103.00
USAP	P61130	114953	840986	Check	1	1891		MASBO		Yes	No	No	05/29/2026	238.00
USAP	P61130	114954	840987	Check	1	1894		MASSP		Yes	No	No	05/29/2026	1,770.00
USAP	P61130	114928	840988	Check	1	11760		MCSAS PRODUCTIONS LLC		Yes	No	No	05/29/2026	500.00
USAP	P61130	114955	840989	Check	1	1942		MENARDS		Yes	No	No	05/29/2026	506.70

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
USAP	P61130	114935	840990	Check	1	12215		MILLER, ROSE		Yes	No	No	05/29/2026	23.35
USAP	P61130	114957	840991	Check	1	1977		MINNESOTA COACHES LLC		Yes	No	No	05/29/2026	610,405.43
USAP	P61130	114958	840992	Check	1	1988		MINNESOTA HISTORICAL SOCIETY		Yes	No	No	05/29/2026	1,070.00
USAP	P61130	114966	840993	Check	1	2795		MTI DISTRIBUTING, INC.		Yes	No	No	05/29/2026	1,505.45
USAP	P61130	114985	840994	Check	1	7883	R1	NAC MECHANICAL & ELECRICAL SERV		Yes	No	No	05/29/2026	1,664.00
USAP	P61130	114925	840995	Check	1	11590		NELSON, TARA		Yes	No	No	05/29/2026	87.01
USAP	P61130	114938	840996	Check	1	12328		NEW ERA THREADS LLC		Yes	No	No	05/29/2026	6,893.00
USAP	P61130	114959	840997	Check	1	2094		NINE EAGLES PROMOTIONS		Yes	No	No	05/29/2026	2,000.00
USAP	P61130	114930	840998	Check	1	11771		NOVA EDUCATION CONSULTANTS		Yes	No	No	05/29/2026	3,120.00
USAP	P61130	114952	840999	Check	1	1882		OFFICE OF MN IT SERVICES		Yes	No	No	05/29/2026	128.10
USAP	P61130	114960	841000	Check	1	2163	R1	PAN-O-GOLD BAKING CO		Yes	No	No	05/29/2026	1,937.26
USAP	P61130	114919	841001	Check	1	11262	R1	PARAGON VISUAL LLC		Yes	No	No	05/29/2026	114.60
USAP	P61130	114934	841002	Check	1	12203		PEDIATRIC HOME RESPIRATORY SERV		Yes	No	No	05/29/2026	75.00
USAP	P61130	114914	841003	Check	1	11186	R2	PERFORMANCE FOOD SERVICE		Yes	No	No	05/29/2026	1,473.48
USAP	P61130	114961	841004	Check	1	2204		PINE HARBOR CHRISTIAN ACADEMY		Yes	No	No	05/29/2026	3,748.56
USAP	P61130	114971	841005	Check	1	3070		PINECREST PETTY CASH ACCOUNT		Yes	No	No	05/29/2026	164.01
USAP	P61130	114911	841006	Check	1	10879	R1	POWERSCHOOL GROUP LLC		Yes	No	No	05/29/2026	37,850.39
USAP	P61130	114927	841007	Check	1	11740		PRAIRIE FARMS - WOODBOURY, MN		Yes	No	No	05/29/2026	16,491.28
USAP	P61130	114977	841008	Check	1	4498	R1	R M COTTON COMPANY		Yes	No	No	05/29/2026	765.00
USAP	P61130	114990	841009	Check	1	9521		RITEWAY BUSINESS FORMS		Yes	No	No	05/29/2026	147.54
USAP	P61130	114976	841010	Check	1	4344		ROWAN, MARY		Yes	No	No	05/29/2026	63.37
USAP	P61130	114924	841011	Check	1	11587		SAFEWAY DRIVING SCHOOL		Yes	No	No	05/29/2026	4,680.00
USAP	P61130	114968	841012	Check	1	3029		SCHMITT MUSIC		Yes	No	No	05/29/2026	37.00
USAP	P61130	114986	841013	Check	1	8228	R1	SCHOOL DATEBOOKS INC		Yes	No	No	05/29/2026	1,696.06
USAP	P61130	114967	841014	Check	1	2850	R1	SCHOOL SPECIALTY		Yes	No	No	05/29/2026	737.96
USAP	P61130	114936	841015	Check	1	12312	R1	SCHOOL SPECIALTY LLC		Yes	No	No	05/29/2026	1,919.00
USAP	P61130	114933	841016	Check	1	12071		STENGER, SARA		Yes	No	No	05/29/2026	138.11
USAP	P61130	114941	841017	Check	1	12353		STRIVE INC		Yes	No	No	05/29/2026	400.00
USAP	P61130	114929	841018	Check	1	11768	R1	TAHER INC		Yes	No	No	05/29/2026	6,115.57
USAP	P61130	114962	841019	Check	1	2519		TEAM SPORTING GOODS		Yes	No	No	05/29/2026	264.00
USAP	P61130	114963	841020	Check	1	2548	R1	T-MOBILE		Yes	No	No	05/29/2026	178.66
USAP	P61130	114964	841021	Check	1	2559		TRIO SUPPLY		Yes	No	No	05/29/2026	2,688.22
USAP	P61130	114965	841022	Check	1	2563		TROPHIES PLUS		Yes	No	No	05/29/2026	88.00
USAP	P61130	114980	841023	Check	1	5557	R1	ULINE SHIPPING SUPPLIES		Yes	No	No	05/29/2026	118.42
USAP	P61130	114989	841024	Check	1	9280		UNITED PROMOTIONS		Yes	No	No	05/29/2026	1,503.72
USAP	P61130	114973	841025	Check	1	3277		UPPER LAKES FOODS, INC		Yes	No	No	05/29/2026	47,507.01
USAP	P61130	114915	841026	Check	1	11187	R1	VISTAR		Yes	No	No	05/29/2026	2,392.96

HASTINGS PUBLIC SCHOOLS

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
USAP	P61130	114926	841027	Check	1	11709		ZEPTIVE, INC.		Yes	No	No	05/29/2026	354.00

Bank Total: $1,557,710.69

Report Total: $1,557,745.26

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
USPR	p611p1	114666		Wire	1	10929		AVIBEN LLC		No	Yes	No	05/05/2026	73,308.43
USPR	p611p1	114667		Wire	1	1984		MINNESOTA DEPT. OF REVENUE		No	Yes	No	05/05/2026	60,122.41
USPR	p611p1	114668		Wire	1	2016		MN TRA		No	Yes	No	05/05/2026	202,698.46
USPR	p611p1	114669		Wire	1	2705		EFTPS - TAX PAYMENT		No	Yes	No	05/05/2026	349,218.05
USPR	p611p1	114670		Wire	1	3880		MII LIFE		No	Yes	No	05/05/2026	0.00
USPR	p611p1	114671		Wire	1	7771		MINNESOTA PERA (WIRE TRANSFER)		No	Yes	No	05/05/2026	64,848.89
USPR	p611p1	114722		Wire	1	1984		MINNESOTA DEPT. OF REVENUE		No	Yes	No	05/11/2026	63.87
USPR	p611p1	114723		Wire	1	2016		MN TRA		No	Yes	No	05/11/2026	311.76
USPR	p611p1	114724		Wire	1	2705		EFTPS - TAX PAYMENT		No	Yes	No	05/11/2026	391.74
USPR	p611p2	114856		Wire	1	10929		AVIBEN LLC		No	Yes	No	05/20/2026	73,506.67
USPR	p611p2	114857		Wire	1	1984		MINNESOTA DEPT. OF REVENUE		No	Yes	No	05/20/2026	64,446.00
USPR	p611p2	114858		Wire	1	2016		MN TRA		No	Yes	No	05/20/2026	219,581.83
USPR	p611p2	114859		Wire	1	2705		EFTPS - TAX PAYMENT		No	Yes	No	05/20/2026	376,059.79
USPR	p611p2	114860		Wire	1	3880		MII LIFE		No	Yes	No	05/20/2026	0.00
USPR	p611p2	114861		Wire	1	7771		MINNESOTA PERA (WIRE TRANSFER)		No	Yes	No	05/20/2026	63,170.35
USPR	p611p2	114875		Wire	1	1984		MINNESOTA DEPT. OF REVENUE		No	Yes	No	05/22/2026	21.62
USPR	p611p2	114876		Wire	1	2705		EFTPS - TAX PAYMENT		No	Yes	No	05/22/2026	212.35
USPR	p611p3	114905		Wire	1	12267		OLD NATIONAL BANK FEES		No	Yes	No	05/29/2026	194.80
USPR	p611p1	114672	106079	Check	1	12077		GURSTEL LAW FIRM PC		Yes	Yes	No	05/05/2026	597.92
USPR	p611p1	114673	106080	Check	1	1529		HASTINGS EDUCATION ASS'N. MN.		Yes	Yes	No	05/05/2026	16,649.22
USPR	p611p1	114674	106081	Check	1	1974		MINNESOTA CHILD SUPPORT PYMT C		Yes	Yes	No	05/05/2026	11.00
USPR	p611p2	114866	106082	Check	1	12351		DIVISION OF CHILD SUPPORT		Yes	Yes	No	05/20/2026	367.50
USPR	p611p2	114872	106083	Check	1	5234		EDUCATION MINNESOTA		Yes	Yes	No	05/20/2026	16.00
USPR	p611p2	114862	106084	Check	1	10975		EDUCATION MN HASTINGS ESP'S		Yes	Yes	No	05/20/2026	2,152.54
USPR	p611p2	114864	106085	Check	1	12077		GURSTEL LAW FIRM PC		Yes	Yes	No	05/20/2026	753.20
USPR	p611p2	114867	106086	Check	1	1529		HASTINGS EDUCATION ASS'N. MN.		Yes	Yes	No	05/20/2026	16,835.52
USPR	p611p2	114874	106087	Check	1	7384		HIGH SCHOOL FACULTY SCHOLARSHI		Yes	Yes	No	05/20/2026	80.00
USPR	p611p2	114868	106088	Check	1	1974		MINNESOTA CHILD SUPPORT PYMT C		Yes	Yes	No	05/20/2026	11.00
USPR	p611p2	114869	106089	Check	1	2002		MINNESOTA TEAMSTERS LOCAL 320		Yes	No	No	05/20/2026	2,434.50
USPR	p611p2	114865	106090	Check	1	12079		NATIONAL D.R.I.V.E.		Yes	Yes	No	05/20/2026	10.00
USPR	p611p2	114870	106091	Check	1	2010		NCPERS GROUP LIFE INS -157410		Yes	No	No	05/20/2026	24.00
USPR	p611p2	114873	106092	Check	1	6780		SEIU LOCAL 284		Yes	No	No	05/20/2026	1,914.62
USPR	p611p2	114863	106093	Check	1	11741		ST. CROIX VALLEY FOUNDATION		Yes	Yes	No	05/20/2026	80.00
USPR	p611p2	114871	106094	Check	1	2576		UNITED WAY		Yes	No	No	05/20/2026	145.00
USPR	p611p3	114906	106095	Check	1	11734		THE HARTFORD		Yes	No	No	05/29/2026	12,469.26

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
USPR	p611p3	114907	106096	Check	1	12152		VISION SERVICE PLAN		Yes	No	No	05/29/2026	782.07

Bank Total: $1,603,490.37

Report Total: $1,603,490.37

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	P611B1	114680		Wire	1	11387		AMAZON CAPITAL SERVICES, INC		No	Yes	No	05/05/2026	749.76
USBP	P611B2	114854		Wire	1	9557		BMO HARRIS BANK NA		No	Yes	No	05/15/2026	1,426.67
USBP	P611B2	114853	1373	Check	1	2387		SHERWIN WILLIAMS CO		Yes	No	No	05/15/2026	180.03

Bank Total: $2,356.46

Report Total: $2,356.46

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	P10ASA	114657		Wire	1	11387		AMAZON CAPITAL SERVICES, INC		No	Yes	No	05/01/2026	522.19
ACTV	P10ASB	114717		Wire	1	9557		BMO HARRIS BANK NA		No	Yes	No	05/08/2026	2,145.44
ACTV	P10ASB	114731		Wire	1	9557		BMO HARRIS BANK NA		No	Yes	No	05/14/2026	29.71
ACTV	P11AS1	114660	38459	Check	1	7238		GILLETTE CHILDREN'S HOSPITAL		Yes	Yes	No	05/01/2026	5,255.00
ACTV	P11AS1	114658	38460	Check	1	1531		HASTINGS FAMILY SERVICE		Yes	Yes	No	05/01/2026	50.00
ACTV	P11AS1	114661	38461	Check	1	9351		INSTRUMENTALIST AWARDS LLC		Yes	Yes	No	05/01/2026	246.00
ACTV	P11AS1	114659	38462	Check	1	3600		OLDHAM, DUANE		Yes	Yes	No	05/01/2026	221.50
ACTV	P11AS2	114719	38463	Check	1	3626	R1	THE WEXFORD AT EMERALD GREENS		Yes	Yes	No	05/08/2026	9,853.80
ACTV	P11AS2	114720	38464	Check	1	7482		TINUCCI'S		Yes	Yes	No	05/08/2026	1,573.20
ACTV	P11AS2	114718	38465	Check	1	12337		ZACK ANDERSON		Yes	Yes	No	05/08/2026	110.88
ACTV	P11AS3	114734	38466	Check	1	7337		GATEWAY MUSIC FESTIVALS & TOURS		Yes	Yes	No	05/15/2026	1,798.92
ACTV	P11AS3	114732	38467	Check	1	1531		HASTINGS FAMILY SERVICE		Yes	Yes	No	05/15/2026	3,643.00
ACTV	P11AS3	114733	38468	Check	1	7236		HEIFER PROJECT INT'L		Yes	Yes	No	05/15/2026	1,640.63
ACTV	P11AS3	114735	38469	Check	1	8225		SHELHAMER, JODI		Yes	Yes	No	05/15/2026	197.70
ACTV	P11AS5	114904	38470	Check	1	7092		BECK PHOTOGRAPHY		Yes	No	No	05/29/2026	150.00
ACTV	P11AS5	114903	38471	Check	1	6081		CINDY'S FLORAL CREATIONS		Yes	No	No	05/29/2026	125.00
ACTV	P11AS5	114900	38472	Check	1	12132		ELLORY KURTZ		Yes	No	No	05/29/2026	85.34
ACTV	P11AS5	114901	38473	Check	1	2157		PADELFORD PACKET BOAT CO, INC.		Yes	No	No	05/29/2026	2,000.00
ACTV	P11AS5	114902	38474	Check	1	2563		TROPHIES PLUS		Yes	No	No	05/29/2026	185.00

Bank Total: $29,833.31

Report Total: $29,833.31

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	P6111P	114855	304664	Check	1	6973		HAMLINE UNIVERSITY		Yes	No	No	05/19/2026	1,500.00

Bank Total: $1,500.00

Report Total: $1,500.00

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

Sequence: Crs, Org, Fd

									Description	26REV Annual Budget	Period 202611	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)	(3,173.74)	(45,022.86)	100%	0.00	100%	22.86
R	20	000	000	000	095	000	422	000	Employer Share/Premiums	(495,971.00)	(41,426.04)	(445,622.40)	90%	0.00	90%	(50,348.60)
R	20	000	000	000	097	000	422	000	Employee Share/Premiums	(87,525.00)	(9,280.91)	(92,097.17)	105%	0.00	105%	4,572.17
R	20	000	000	000	098	000	422	000	Retiree-Cobra Share/Premiur	(125,174.00)	(9,428.56)	(113,829.34)	91%	0.00	91%	(11,344.66)
E	20	005	105	000	236	000	422	000	Dental Insurance Claims	665,000.00	40,370.54	511,333.29	77%	0.00	77%	153,666.71
E	20	005	105	000	301	000	422	000	Fees-Carrier & Consultant	32,126.00	3,058.00	34,102.45	106%	0.00	106%	(1,976.45)
				000	**Districtwide**					**(56,544.00)**	**(19,880.71)**	**(151,136.03)**	**267%**	**0.00**	**267%**	**94,592.03**
									Report Totals:	**(56,544.00)**	**(19,880.71)**	**(151,136.03)**	**267%**	**0.00**	**267%**	**94,592.03**

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

Sequence: Crs, Org, Fd

									Description	26REV Annual Budget	Period 202611	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)	(8,373.47)	(155,129.59)	94%	0.00	94%	(9,870.41)
R	21	000	000	000	095	000	422	000	Employer Share/Premiums	(7,073,265.00)	(639,348.68)	(6,832,047.50)	97%	0.00	97%	(241,217.50)
R	21	000	000	000	097	000	422	000	Employee Share/Premiums	(1,880,235.00)	(132,694.88)	(1,378,194.46)	73%	0.00	73%	(502,040.54)
R	21	000	000	000	098	000	422	000	Retiree-Cobra Share/Premiur	(465,611.00)	(31,244.02)	(419,321.60)	90%	0.00	90%	(46,289.40)
R	21	000	000	000	099	000	422	000	ER/Trust Share for Retirees	(57,547.00)	(2,330.80)	(35,141.20)	61%	0.00	61%	(22,405.80)
E	21	005	105	000	223	000	422	000	Medical Insurance Claims	8,272,821.00	693,238.42	5,949,193.26	72%	0.00	72%	2,323,627.74
E	21	005	105	000	224	000	422	000	Pharmacy Claims	1,459,910.00	244,868.22	2,479,290.25	170%	0.00	170%	(1,019,380.25)
E	21	005	105	000	300	000	422	000	Pharmacy Rebates/Admin Fe	(500,000.00)	(67,056.34)	(614,747.47)	123%	0.00	123%	114,747.47
E	21	005	105	000	301	000	422	000	Veba/Flex/Health	220,000.00	1,898.50	212,561.28	97%	0.00	97%	7,438.72
E	21	005	105	000	308	000	422	000	StopLoss	539,600.00	0.00	426,844.47	79%	0.00	79%	112,755.53
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	4,773.00	96%	0.00	96%	195.00
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**	**58,956.95**	**(320,219.56)**	**(80%)**	**0.00**	**(80%)**	**719,060.56**
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)	(58,165.72)	(548,614.56)	96%	0.00	96%	(22,585.44)
E	21	005	105	000	301	326	422	000	Employer-VEBA Trust Pmt.	571,200.00	58,165.72	548,614.56	96%	0.00	96%	22,585.44
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**	**58,956.95**	**(320,219.56)**	**(80%)**	**0.00**	**(80%)**	**719,060.56**

Board Meeting Date: **6.17.26**

RETIREMENT/RESIGNATION/TERMINATION

NAME	STATUS	ASSIGNMENT	EMPLOYEE GROUP	EFFECTIVE DATE
Anderson, Emily	Termination	Paraprofessional; 6.25 Hours / Day McAuliffe Elementary	Ed MN - ESP	June 4, 2026
Casas, Adam	Resignation	Culinary Specialist; 8 Hours / Day District Wide	Food Service	May 28, 2026
Connelly, Mary	Resignation	Gen Ed Paraprofessional; 6.25 Hours / Day Kennedy Elementary	Ed MN - ESP	June 5, 2026
Doty, Logan	Resignation	Paraprofessional; 6.25 Hours / Day Pinecrest Elementary	Ed MN - ESP	June 4, 2026
Lutchen, Rebekah	Resignation	HR Generalist; 8 Hours / Day District Office	Unaffiliated	June 9, 2026
Robertson, Sam	Resignation	Site Lead - Comm Ed; 6.5 Hours / Day Kennedy Elementary	Comm. Ed Para	May 20, 2026
Robertson, Tony	Resignation	Custodian; 8 Hours / Day Hastings High School	Custodian	June 2, 2026
Trembath, Linnzi	Resignation	Paraprofessional; 6.25 Hours / Day Hastings High School	Ed MN - ESP	June 5, 2026
Whalen, Jill	Resignation	Special Education Teacher; 1.0 FTE McAuliffe Elementary	ED MN - Teachers	June 5, 2026
Zarecky, Steve	Termination	Custodian; 8 Hours / Day Hastings Middle School	Custodian	May 27, 2026

NEW HIRES

NAME	ASSIGNMENT	SALARY PLACEMENT/HOURLY RATE	EMPLOYEE GROUP	EFFECTIVE DATE
Anderson, Mikah	ESY PSA; Hours Vary District Wide	$22.00 / Hour	N/A	June 15, 2026 - July 2, 2026
Anger, Stella	Support Staff Sub; Hours Vary District Wide	$19.40 / Hour	Ed MN - ESP	May 11, 2026
Anger, Stella	ESY PSA; Hours Vary District Wide	$22.00 / Hour	N/A	June 15, 2026 - July 2, 2026
Bailey, Savanna	ESY PSA; Hours Vary District Wide	$22.00 / Hour	N/A	June 15, 2026 - July 2, 2026
Caturia, Claire	Camp Horizons Asst; Hours Vary Kennedy Elementary	$15.30 / Hour	N/A	June 8, 2026 - August 21, 2026
Dannenberg, Beth	Summer School Secretary Sub; Hours Vary McAuliffe Elementary	$24.01 / Hour	N/A	June 15, 2026 - July 2, 2026
Doerr, Bridgette	Camp Horizons Asst Sub; Hours Vary Kennedy Elementary	$15.30 / Hour	N/A	May 27, 2026
Dufour, Julie	ESY PSA; 47 Total Hours District Wide	$22.00 / Hour	N/A	June 8, 2026 - July 2, 2026
Foote, Martin	ESY Teacher; 12 Total Days McAuliffe Elementary	$1900 Annually	N/A	June 8, 2026 - July 2, 2026

Geib, Jody	Summer School Instructional Asst; Hours Vary McAuliffe Elementary	$22.00 / Hour	N/A	June 15, 2026 - July 2, 2026
Giesen, Kayleigh	Camp Horizons Asst; Hours Vary Kennedy Elementary	$15.30 / Hour	N/A	June 8, 2026 - August 21, 2026
Hacken, Kay	ESY PSA; 47 Total Hours District Wide	$22.00 / Hour	N/A	June 8, 2026 - July 2, 2026
Hagen, Emma	ESY PSA; 47 Total Hours District Wide	$22.00 / Hour	N/A	June 8, 2026 - July 2, 2026
Hardy, Kathy	Summer School Instructional Asst; Hours Vary McAuliffe Elementary	$22.00 / Hour	N/A	June 15, 2026 - July 2, 2026
Heavner, Natalie	Camp Horizons Asst; Hours Vary Kennedy Elementary	$15.30 / Hour	N/A	June 8, 2026 - August 21, 2026
Hedin, Lisa	ESY PSA Sub; Hours Vary McAuliffe Elementary	$22.00 / Hour	N/A	June 15, 2026 - July 2, 2026
Hegland, Mackenzie	ESY PSA; Hours Vary District Wide	$22.00 / Hour	N/A	June 15, 2026 - July 2, 2026
Jacobson, Jeremy	ESY PSA; 47 Total Hours District Wide	$22.00 / Hour	N/A	June 8, 2026 - July 2, 2026
Jones, Christine	ESY PSA; Hours Vary District Wide	$22.00 / Hour	N/A	June 15, 2026 - July 2, 2026
Klompenhower, Brenna	ESY PSA; Hours Vary District Wide	$22.00 / Hour	N/A	June 15, 2026 - July 2, 2026
Kolta, Manal	Paraprofessional; 6.25 Hours / Day Hastings High School	$26.46 / Hour	Ed MN - ESP	August 19, 2026
LeMire, Heather	ESY PSA; Hours Vary District Wide	$22.00 / Hour	N/A	June 15, 2026 - July 2, 2026
Mancl, Riley	Float Lead Camp Horizons; Hours Vary Kennedy Elementary	$21.50 / Hour	N/A	June 8, 2026 - August 21, 2026
McTague, Sarah	Summer School Instructional Asst; Hours Vary McAuliffe Elementary	$22.00 / Hour	N/A	June 15, 2026 - July 2, 2026
McTague, Sarah	Camp Horizons PSA; Hour Vary Kennedy Elementary	$25.32 / Hour	N/A	June 8, 2026 - August 21, 2026
Moore, Lillian	Paraprofessional; 6.25 Hours / Day Hastings Middle School	$22.07 / Hour	Ed MN - ESP	August 19, 2026
Myrick, Michele	Summer School Instructional Asst; Hours Vary McAuliffe Elementary	$22.00 / Hour	N/A	June 15, 2026 - July 2, 2026
Oviatt, Jessica	ESY PSA; Hours Vary District Wide	$22.00 / Hour	N/A	June 15, 2026 - July 2, 2026
Poncelet, Lisa	Summer School Music Teacher; 13 Days Total McAuliffe Elementary	$1900 Annually	N/A	June 15, 2026 - July 2, 2026
Smallidge, Kyra	Paraprofessional Sub; Hour Vary District Wide	$19.40 / Hour	N/A	May 20, 2026
St John, Samantha	ESY PSA; 47 Total Hours District Wide	$22.00 / Hour	N/A	June 8, 2026 - July 2, 2026
Tank, Robyn	ESY PSA Sub; Hours Vary McAuliffe Elementary	$22.00 / Hour	N/A	June 15, 2026 - July 2, 2026

Teal, Christine	ESY PSA; 47 Total Hours District Wide	$22.00 / Hour	N/A	June 8, 2026 - July 2, 2026
Thome, Colleen	SPARK Instructor; 66.5 Total Hours Community Education	$18.75 / Hour	N/A	July 1, 2026
Werner, Laurel	Camp Horizons Nurse; 8 Hours / Day Kennedy Elementary	$25.98 / Hour	N/A	June 8, 2026 - August 21, 2026
Winkels, Bridee	ESY PSA; Hours Vary District Wide	$22.00 / Hour	N/A	June 15, 2026 - July 2, 2026
Winter, Kim	ESY PSA; Hours Vary District Wide	$22.00 / Hour	N/A	June 15, 2026 - July 2, 2026
Zajac, Melinda	Summer School Secretary Sub; Hours Vary McAuliffe Elementary	$26.84 / Hour	N/A	June 15, 2026 - July 2, 2026

ASSIGNMENT CHANGES

NAME	FROM	TO	EMPLOYEE GROUP	EFFECTIVE DATE(S)
Johnson, Pam	Assistant Principal Hastings Middle School	Science Teacher; 1.0 FTE Hastings Middle School	ED MN - Teachers	August 24, 2026
Raway, Linde	Sub Secretary; Hours Vary $17.84 / Hour District Wide	LTS Secretary; 8 Hours / Day $24.10 / Hour Hastings High School	N/A	April 21, 2026 - June 5, 2026

CHANGE IN CLASSIFICATION

POSITION	FROM	TO	EMPLOYEE GROUP	EFFECTIVE DATE(S)
Early Childhood Supervisor	Early Childhood Supervisor Classification 14	Early Childhood Supervisor Classification 15	Supervisor	July 1, 2026

RECOMMENDATION TO APPROVE RECLASSIFICATION OF HR GENERALIST POSITION TO HUMAN RESOURCES SUPERVISOR POSITION
June 17, 2026

Background

Administration recommends the elimination of one of two Human Resources Generalist positions and replacing/reclassifying it as a Human Resources Supervisor position. The HR Generalist position is currently vacant due to a resignation.

The District's personnel-related responsibilities continue to grow in volume and complexity, requiring increased leadership capacity and expertise in recruitment, employee relations, compliance, and human resources operations. The proposed Human Resources Supervisor position will provide enhanced support to administrators and staff on personnel-related matters, assist with the oversight of recruitment and staffing processes, employee relations and performance management issues, ensure compliance with applicable employment laws and regulations, and support a variety of human resources initiatives. Additional responsibilities are outlined in the attached job description and include oversight of recruitment practices, compensation and classification processes, staff training, policy implementation, and labor relations activities.

Creating this supervisory position will strengthen the District's ability to attract and retain qualified employees, provide timely and consistent support to administrators, and ensure effective administration of human resources functions.

Financial Impact

The proposed position represents a reclassification of a Human Resources Generalist position (classification 10) to a Human Resources Supervisor position (classification 13). The estimated annual increase in salary associated with this change, at step one, is approximately $6,000 (depending on experience of the individual hired), plus additional employer benefit costs associated with the Supervisor Agreement.

Recommendation

Administration recommends that the School Board approve the reclassification of one of the Human Resources Generalist positions to a Human Resources Supervisor position and approve the associated classification change from classification 10 to classification 13.

Submitted by: Cathy Moen, Director of Human Resources

HASTINGS PUBLIC SCHOOLS
POSITION DESCRIPTION

Job Title: Supervisor of Human Resources
Department: Human Resources
FLSA Status: Exempt
Bargaining/Work Unit: Supervisors

Reports To: Director of Human Resources
Band/Grade: 13
Position Last Updated: 6.10.26

JOB SUMMARY

To develop, direct and provide ongoing leadership for day-to-day human resources functions, including hiring processes, staffing, compensation analysis, benefit administration, contract administration, and compliance with state and federal laws related to employment, within established policies, goals and philosophies of District 200.

SUPERVISORY RESPONSIBILITIES

Human Resource Generalist
Welcome Center/HR Assistant

ESSENTIAL DUTIES AND RESPONSIBILITIES

Human Resource Supervision/Labor Relations
Percent of Time: 55%

- Directs and supervises the Human Resources Generalist and the Welcome Center/HR Assistant and is responsible for their selection, work assignment, training/development, evaluation, and other personnel related matters.
- Provides assistance and guidance to district administrators/hiring supervisors in addressing employee performance and/or discipline issues, contract interpretation, licensure requirements, leaves of absence, etc.
- Oversees the administration of the District's direct compensation programs including job descriptions; job evaluation and classification; market surveys; contract interpretation; and performance management systems.
- Ensures the timely, effective and complete orientation and ongoing training of department and District staff in all areas required and expected by applicable laws / regulations or policies of District 200.
- Develops guidelines for the preparation and distribution of current and accurate information covering employment arrangements, compensation and benefits, e.g. contract dissemination, as well as other informational materials.
- Guides the implementation and assessment of technology supported human resource systems e.g., automated substitute system, electronic application process.
- Assesses the effectiveness of recruitment processes and actively recruits for open positions through various avenues such as job fairs, etc.
- Ensures compliance with all applicable state and federal laws regarding human resources.

- Ensures the timely and accurate completion of state and federal compliance reports and District reporting responsibilities as required or requested.
- Actively represents the district in community-based and state organizations where there are mutual interests.
- Acts as lead resource for District collective bargaining negotiations; acting lead negotiator as assigned.
- Gathers and prepares comparative and other data, used during the negotiations process.
- Serves as a primary convener on discipline and grievance issues to ensure actions taken are consistent with applicable laws, regulations, and contracts.
- Prepares final contracts and Terms and Conditions of employment for distribution and posting, upon settlement of agreement.

Staffing and Information/Records Management
Percent of Time: 35%

- Coordinates the staffing process including the posting, application, hiring, and onboarding processes, ensuring positions are posted in accordance with bargaining contract terms and all District and legal documentation are completed as required, i.e. I9 forms, background checks, etc.
- Assists with the annual staffing process, advises supervisors on employee assignments based on allocations available and ensures contractual requirements are followed (e.g. teacher seniority, FTE rights, spring postings).
- Processes employee status changes in a timely fashion, including recalculation of time, rate verification, determining of benefits etc.
- Creates and maintains personnel files, ensuring documents are filed in a timely manner and there is a complete and accurate personnel database for all staff.
- Ensures the timely preparation of the Human Resource Personnel Report for School Board approval.
- Maintains and sends out bargaining group seniority lists and monthly union data reports in a timely manner.
- Assists with the completion of public data requests.

Customer Service and Employee Relations
Percent of Time:

- Performs general HR customer service functions by responding to employee questions.
- Manages, reviews compliance, and administers employee leave systems and requests; Administers leaves for employees and ensures compliance with HIPPA, COBRA, FMLA, PFML, and ADA.

Special Projects
Percent of Time: 5%

- Proposes recommendations for improvements, enhancements or changes in Human Resources procedures and methods.
- Attend meetings, workshops, and training sessions to maintain knowledge in areas related to position.
- Stays abreast of changing laws and requirements related to work.
- Performs other job-related duties as requested or assigned.

KNOWLEDGE, SKILLS AND ABILITIES

- Ability to work cooperatively with others, in a manner that builds respect and teamwork.
- Highly developed interpersonal skills, including listening, communication, and presentation of information.
- Demonstrated exceptional customer service skills including outstanding conflict resolution, responsiveness and follow through.
- Ability to effectively communicate through a variety of mediums.
- An ability to work purposefully, confidently and independently within authority and responsibility parameters of the position under minimal supervision.
- High tolerance for stress and an ability to handle multiple and changing priorities and requests from a wide variety of sources, with attention to detail and deadlines.
- Excellent organizational, planning, group process and time management skills, and an ability to provide clear, correct answers and direction to others.
- Demonstrated knowledge and skills necessary for effective recruitment practices and interview strategies.
- Knowledge of state and federal laws, regulations and reporting requirements governing school districts.
- A comprehensive working knowledge of mandated and supplemental employee benefits.
- Skills in planning, process management, compliance testing and outcome evaluation.
- Effective delegation skills and ability to provide clear direction and support to others.
- Demonstrates a commitment to the growth and development of staff.
- Demonstrated ability to transfer information into easily understood documents.
- Demonstrated attention to detail.
- Knowledge of applicable regulations as well as recommended "best practices" in workers compensation, record retention, data privacy, etc.
- Ability to create/maintain accurate records and tracking systems.
- Highly developed program design, planning, implementation and communication skills and ability to effectively apply such skills in diverse and sometimes adversarial settings.
- Demonstrates the ability to handle confidential and/or sensitive information.
- Ability to review and recommend action on reported policy violations in a manner consistent with federal, state and District regulations and guidelines.
- Knowledge, ability and skill to train employees in policies and procedures relevant to protecting the rights of the District, its staff and students.
- The knowledge, skill and ability to work harmoniously and effectively with individuals and groups, requiring highly developed group process and meeting facilitation skills.
- Knowledge of and ability to clearly explain, interpret and apply policies, procedures, protocols, regulations and legislation established by the Board of Education and/or mandated by state or federal government.

EDUCATION/CERTIFICATION REQUIREMENTS*

Bachelors or equivalent in human resources, or a closely-related field.

EXPERIENCE REQUIREMENTS*

- Two years experience in applicable areas of human resources with supervisory experience.
- Experience in a school district setting preferred.

* Such alternatives to the above qualifications as the District may find appropriate and acceptable.

PHYSICAL JOB REQUIREMENTS

The physical job requirements described here are representative of those an employee encounters while performing the primary functions of this job.

Physical Job Requirements:

Key: N=Never O=Occasionally (1-33%) F=Frequently (34-66%) C=Consistently (67-100%)					
Demands		**Demands**		**Demands**	
Physical		***Lifting/Carrying***		***Exposure to Environ. Conditions***	
Standing	O	Up to 10 pounds	C	Possible exposure to blood-borne pathogens through blood and/or body fluids	N
Walking	O	Up to 25 pounds	O		
Sitting	F	Up to 50 pounds	N		
Talking in person/on the phone	C	Up to 75 pounds	N	Toxic chemicals	N
Pushing/Pulling	O	Up to 100 pounds	N	Moving parts	N
Hearing	F	More than 100 pounds	N	Electrical shock risk	N
Feeling, grasping, finger dexterity	O	***Noise Levels***		Explosives	N
Climbing, balancing	O	Quiet (i.e. private office)	O	Fumes	O
Stooping (bend at waist)	O	Moderate noise (i.e. business office with typewriters/ printers, light traffic)	F	Extreme cold (non-weather)	N
Crouching, crawling, kneeling, squatting	O			Extreme heat (non-weather)	N
		Loud noise (i.e. many children laughing & playing, large earth moving equipment)	O	Varying weather conditions	N
Stretching/reaching with hands & arms	O			***Sight***	
				Vision for close work/ability to adjust focus	O
Distinguishing smell	N	Very loud noise (i.e. jack hammer, front row rock concert)	N		
Distinguishing temperature	O			Looking at computer monitor	F
Traveling by automobile	O			Color vision (identify & distinguish colors)	O
				Peripheral, depth perception	O

The duties listed above are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment of the position. The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

The District is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the District will provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer.

203.1PR SCHOOL BOARD PROCEDURES; RULES OF ORDER

I. PURPOSE

The purpose of this procedure is to provide specific rules of order to conduct meetings of the school board.

II. GENERAL STATEMENT OF POLICY

To ensure that school board meetings are conducted in an orderly fashion, the school board will follow rules of order which will allow the school board:

A. To establish guidelines by which the business of the school board can be conducted in a regular and internally consistent manner;

B. To organize the meetings so all necessary matters can be brought to the school board and decisions of the school board can be made in an orderly and reasonable manner;

C. To ensure that members of the school board have the necessary information to make decisions on substantive issues and to ensure adequate discussion of decisions to be made; and

D. To ensure that meetings and actions of the school board are conducted so as to be informative to the staff and the public, and to produce a clear record of actions taken and decisions made.

III. RULES OF ORDER

A. School board members need not rise to gain the recognition of the chair.

B. A motion will be adopted or carried if it receives the affirmative votes of a majority of those actually voting on the matter. An abstention are considered to be acquiescence to the vote of the majority. It should be noted that some motions by statute or Robert's Rules of Order require larger numbers of affirmative votes.

C. All motions that require a second shall receive a second prior to opening the issue for discussion of the school board. If a motion that requires a second does not receive a second, the chair may declare that the motion fails for lack of a second or may provide the second. The names of the members making and seconding a motion shall be recorded in the minutes.

D. The chair shall decide the order in which school board members will be recognized to

address an issue. An attempt should be made to alternate between pro and con positions if appropriate to the discussion. A member shall only speak to an issue after the member is recognized by the chair.

E. The chair shall rule on all questions relating to motions and points of order brought before the school board.

F. A ruling by the chair is subject to appeal to the full school board pursuant to Robert's Rules of Order.

G. The school board shall have authority to recognize any member of the audience regarding a request to be heard at the school board meeting. Members of the public who wish to be heard shall follow school board procedures.

H. The chair has the authority to declare a recess at any time for the purpose of restoring decorum to the meeting or for any other necessary purpose.

I. The chair shall repeat a motion or the substance of a motion prior to the vote. The chair shall call for an affirmative and a negative vote on all motions.

J. The order in which names will be called for roll call votes will be determined by the school board.

K. The chair has the same right and responsibility as each school board member to vote on all issues.

L. The chair shall announce the result of each vote. The vote of each member, including abstentions, shall be recorded in the minutes. If the vote is unanimous, it may be reflected as unanimous in the minutes if the minutes also reflect the members present.

M. A majority of the voting members of the school board constitute a quorum. The absence of a quorum may be raised by the chair or any member. Generally any action taken in the absence of a quorum is null and void. The only legal actions the school board may take in the absence of a quorum are to fix the time at which to adjourn, to adjourn, to recess or to take measures to obtain a quorum.

Legal References: *Minn. Stat. § 13D.01, Subd. 4 (Open Meeting Law)*
Minn. Stat. § 122A.40 (Employment Contracts, Termination)
Minn. Stat. § 123B.09, Subds. 6 and 7 (Boards of Independent School Districts)
Minn. Stat. § 126C.53 (Enabling Resolution; Form of Certificates of Indebtedness)
Minn. Stat. § 331A.01, Subd. 6 (Newspapers; Definitions)
Minn. Stat. § 331A.04, Subd. 6 (Newspapers; Exception to Designation Priority)

Minn. Stat. § 471.88 (Exceptions)

Cross References: *ISD 200 Policy 203 (Operation of the School Board – Governing Rules)*
ISD 200 Policy 204 (School Board Meeting Minutes)
ISD 200 Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
ISD 200 Policy 207 (Public Hearings)

Reviewed: *06.28.2023*
Replaced: ***06.17.2026***

203.2PR ORDER OF THE REGULAR SCHOOL BOARD MEETING PROCEDURE

I. PURPOSE

The purpose of this procedure is to ensure consistency in the order of business at regular school board meetings.

II. GENERAL STATEMENT OF PROCEDURE

The school board shall consider matters that come before it in a consistent and orderly manner.

III. ORDER

A. The school board shall conduct an orderly school board meeting. The school board will, at all regular school board meetings, follow an agenda order similar to:

1. Call to Order
2. Pledge of Allegiance
3. Approval of Agenda
4. Consent agenda (minutes approval to be included in consent)
5. Recognition of Visitors
6. Raider Spotlight
7. Public Comments Session
8. Reports and Discussions
9. Action Items
10. Future Meetings and Topics
11. Adjournment

B. Items in this order may be considered as part of a consent agenda.

C. The school board may depart from the order of business with the consent of the majority of members present.

Legal References: *Minn. Stat. § 123B.09, Subd. 7 (Boards of Independent School Districts)*

Cross References: *ISD 200 Policy 203 (Operation of the School Board – Governing Rules)*
ISD 200 Policy 203.5PR (School Board Meeting Agenda Procedure)
ISD 200 Policy 203.6PR (Consent Agendas Procedure)

Reviewed: *01.19.2024*
Replaced: ***06.17.2026***

203.5PR SCHOOL BOARD MEETING AGENDA PROCEDURE

I. PURPOSE

To provide procedures for the preparation of the school board meeting agenda to ensure that the school board can accomplish its business as efficiently and expeditiously as possible.

II. GENERAL STATEMENT OF PROCEDURE

School board meetings shall be conducted in a manner to allow the school board to accomplish its business while allowing reasoned debate and discussion of each matter to be acted upon.

III. PROCEDURES

A. While all school board members may provide input, it shall be the responsibility of the school board and superintendent to develop, prepare, and arrange the order of items for the tentative school board meeting agenda for each school board meeting.

B. Board members wishing to place an item on the agenda must make a request to the school board chair or superintendent in a timely manner. The chair, vice-chair and superintendent shall determine whether to place the matter on the tentative agenda.

C. The agenda and supporting documents will routinely be provided to board directors five days in advance of the meeting.

1.

D. Items may only be added to the agenda by a motion adopted at the meeting. If an added item is acted upon, the minutes of the school board meeting shall include a description of the matter.

E. At least one copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and: (i) distributed at the meeting to all members of the governing body; (ii) distributed before the meeting to all members; or (iii) available in the meeting room to all members shall be available in the meeting room for inspection by the public while the school board considers their subject matter. This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.

Legal References: *Minn. Stat. § 13D.01, Subd. 6 (Open Meeting Law)*
Minn. Stat. § 123B.09, Subd. 7 (Boards of Independent School Districts)
Dept. of Admin. Advisory Op. No. 10-013 (April 29, 2010)

Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)
Dept. of Admin. Advisory Op. No. 13-015 (December 23, 2013)

Cross References: *ISD 200 Policy 203 (Operation of the School Board – Governing Rules)*
ISD 200 Policy 203.2PR (Order of the Regular School Board Meeting Procedure)
ISD 200 Policy 203.6PR (Consent Agendas Procedure)
ISD 200 Policy 204 (School Board Meeting Minutes)
ISD 200 Policy 207 (Public Hearings)

Reviewed: *08.23.2023*
Replaced: ***06.17.2026***

203.6PR CONSENT AGENDAS PROCEDURE

I. PURPOSE

The purpose of this procedure is to allow the use of a consent agenda.

II. GENERAL STATEMENT OF PROCEDURE

In order for a more efficient administration of school board meetings, the school board may elect to use a consent agenda for the passage of noncontroversial items or items of a similar nature.

III. CONSENT AGENDAS

A. The superintendent, in consultation with the school board chair, may place items on the consent agenda. By using a consent agenda, the school board has consented to the consideration of certain items as a group under one motion. Should a consent agenda be used, an appropriate amount of discussion time will be allowed to review any item upon request.

B. Consent items are those which usually do not require discussion or explanation prior to school board action, are noncontroversial and/or similar in content, or are those items which have already been discussed and/or explained and do not require further discussion or explanation. Such agenda items might include ministerial tasks such as, but not limited to, the approval of the agenda, approval of previous minutes, approval of bills, approval of reports, contracts, policies, etc. These items might also include similar groups of decisions such as, but not limited to, approval of staff contracts, approval of maintenance details for the school district buildings and grounds or approval of various schedules.

C. Items shall be removed from the consent agenda by a timely request by an individual school board member for independent consideration. A request is timely if made prior to the vote on the consent agenda. The request does not require a second or a vote by the school board. An item removed from the consent agenda will then be discussed and acted on separately immediately following the consideration of the consent agenda.

D. Consent agenda items are approved en masse by one vote of the school board. The consent agenda items shall be separately recorded in the minutes.

Legal References: *Minn. Stat. § 123B.09, Subd. 7 (Boards of Independent School Districts)*
Cross References: *ISD 200 Policy 203.2PR (Order of the Regular School Board Meeting Procedure)*
ISD 200 Policy 203.5PR (School Board Meeting Agenda Procedure)
ISD 200 Policy 204 (School Board Meeting Minutes)

Reviewed: *08.23.2023*
Replaced: ***06.17.2026***

BOARD MEMBER HANDBOOK

A Guide for
Hastings Public Schools
Board of Education Members

1000 West 11th Street
Hastings, MN, 55033
http://www.hastings.k12.mn.us

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HASTINGS PUBLIC SCHOOLS LEADERSHIP DIRECTORY

BOARD MEMBERS	PHONE NUMBER	EMAIL ADDRESS
Director Philip Biermaier	651-295-3064	pbiermaier@isd200.org
Director Matt Bruns	651-226-5697	mbruns@isd200.org
Director Jessica Dressely	651-366-7130	jdressely@isd200.org
Director Elaine Mikel-Mulder	651-675-7264	emikel-mulder@isd200.org
Director Melissa Millner	651-353-4325	mmillner@isd200.org
Director Carrie Tate	612-354-0732	ctate@isd200.org
Director Mark Zuzek	651-335-0786	markzuzek@isd200.org
Student Representative Jen Behnke		(Term Ends May 2026)
Student Representative Avery Durfee		(Term Ends May 2026)
Student Representative Shyla Henson		(Term Ends May 2026)
Student Representative Aidan Suarez Garcia		(Term Ends May 2026)

EXECUTIVE STAFF

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

LEADERSHIP CABINET

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

DISTRICT BUILDINGS



District Office

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



Hastings High School
Grades 9 -12 and
Area Learning Program

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



Hastings Middle School
Grades 5 - 8

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



Kennedy Elementary
Grades K - 4

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



McAuliffe Elementary
Grades K - 4

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



Pinecrest Elementary
Grades K -4

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



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

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

THE STORY OF HASTINGS PUBLIC SCHOOLS

OUR HISTORY



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

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

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

HASTINGS PUBLIC SCHOOLS TODAY

The Hastings School District encompasses over 170 square miles and is geographically one of the largest school districts in the Twin Cities metropolitan area. The school system provides educational services for students birth through age 22 and additionally offers enrichment opportunities for the entire community with a district population of about 28,000 residents. Independent School District #200 serves Hampton, Hastings, Miesville, New Trier, and Vermillion, and portions of Denmark, Douglas, Hampton, Marshan, Nininger, Ravenna, and Vermillion townships. While most of the school district is located in Dakota County, parts of ISD #200 are in Washington and Goodhue Counties.

INTRODUCTION: ONBOARDING

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

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

SCHOOL BOARD NORMS

Norms are not dictated by policy, nor mandated by law, but by explicitly stating board norms, every board member will understand how the board operates to complete its work and how to interact with one another. Norms provide a standard against which board members can give each other feedback, evaluate efficiencies, and improve board operations.The board maintains its ability to be flexible and through a majority vote during a regular board meeting, the board may add, remove, and/or replace norms to improve the board's operations.

NAVIGATING THE HANDBOOK

- All active links are underlined
- From this point forward, the words "board", "board member", "district", "chair", and "meeting" will have the same meaning as the formal terms "school board", "school board member", "school district", "school board chair", and "school board meeting".

HANDBOOK MAINTENANCE & REVIEW PROCEDURE

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

SCHOOL BOARD MEMBERS

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

AS A MEMBER OF THE SCHOOL BOARD, I WILL:

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

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

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

LEGAL OBLIGATIONS OF A SCHOOL BOARD MEMBER

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

RESPONSIBILITY TO THE COMMUNITY THAT WE SERVE

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

DUTIES OF THE SCHOOL BOARD

ISD 200 Policy 201

THE SCHOOL BOARD SHALL PERFORM THE FOLLOWING:

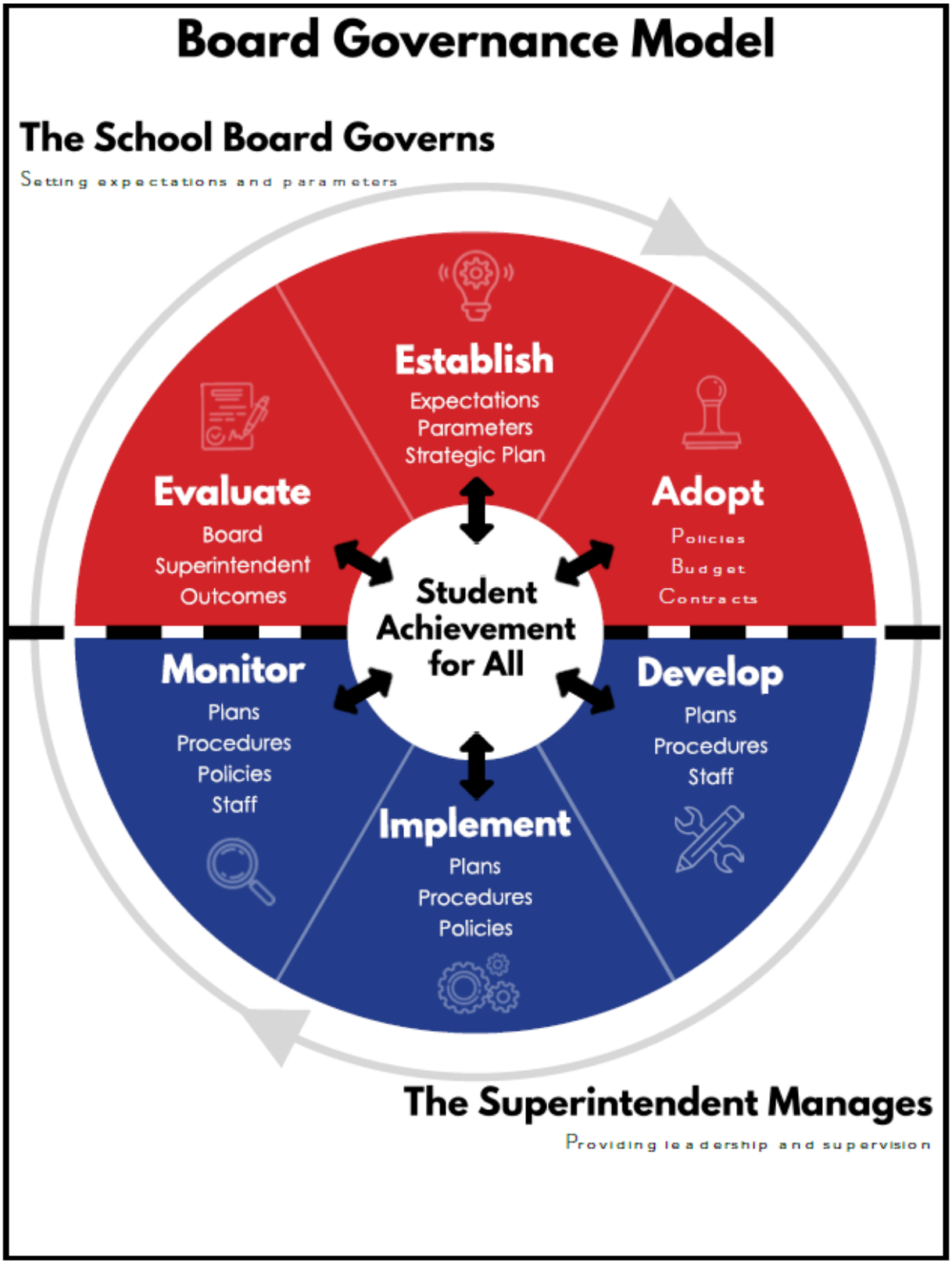
- provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;
- conduct the business of the schools and pay indebtedness and proper expenses;
- employ/contract with necessary qualified staff and discharge the same for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

THE SCHOOL BOARD MAY PERFORM THE FOLLOWING:

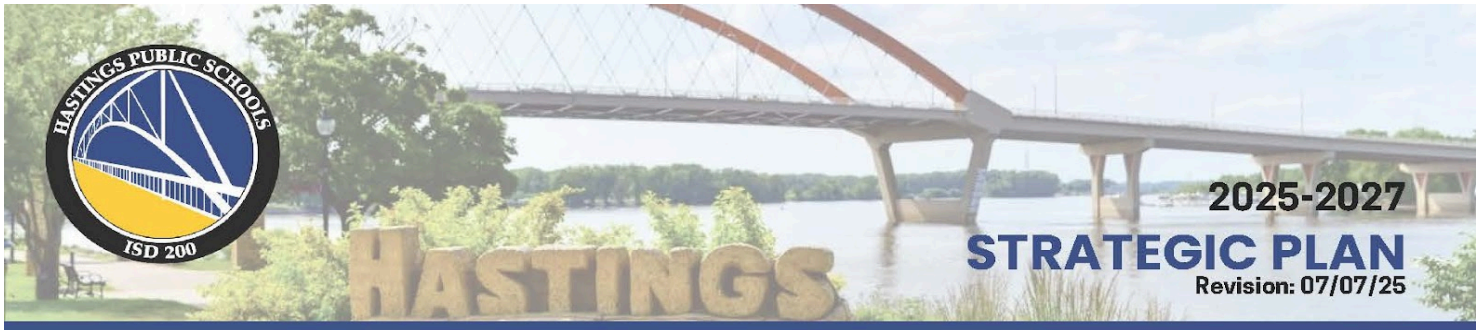
- provide library facilities, public evening schools, adult and continuing education programs, summer school programs, and intersession classes of flexible school year programs;
- provide free breakfast & lunch for pupils in accordance with MN statute and furnish lunch for staff on such terms and prices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

BOARD GOVERNANCE MODEL

MSBA Board Development



STRATEGIC PLAN



VISION: What We Intend to Create

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

MISSION
Our Core Purpose
We Care
We Empower
We Achieve
Students are the heart of all we do

Our Core Values: Drivers of Words & Actions

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

Core Pillars & Strategic Anchors

ACADEMIC EXCELLENCE

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

EQUITY AND BELONGING

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

SAFE, SUPPORTIVE AND ENGAGING ENVIRONMENTS

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

STAFF EMPOWERMENT AND RETENTION

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

EFFECTIVE AND RESPONSIVE OPERATIONS

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



THE ELECTION IS OVER; WHAT'S NEXT

CERTIFICATION OF FILING

The Certification of Filing is due no later than seven days after the general election. Access here.

CANVASS

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

CERTIFYING RESULTS

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

CAMPAIGN FINANCE REPORTING

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

CERTIFICATE OF ELECTION

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

DISTRICT HUMAN RESOURCES

Human Resources will contact you to:

Complete intake
Provide Necessary Forms
Collect contact information
Conduct a background check
Set up payroll

&

ADMINISTRATIVE ASSISTANT

Administrative Assistant will contact you to:

Request your photo & telephone number for website
Set up district email
Schedule one on one with the superintendent
Provide & explain access to electronic resources
Provide MSBA & BoardBook website login

OATH OF OFFICE

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

TERM OF OFFICE

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

APPOINTMENTS TO FILL VACANCIES

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

WHAT'S NEXT CONTINUED . . .

RESOURCES TO PREPARE

Review content available on the district's website or click on the links below:

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

MINNESOTA SCHOOL BOARD ASSOCIATION

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

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

BOARD MEMBER COMPENSATION

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

- Board member annual compensation: $4,250 (2026)
- Board chair annual compensation: $4,750 (2026)
- Intermediate School District #917 liaison annual compensation: determined by 917's board

BOARD MEMBER EXPENSE REIMBURSEMENT

Expense reimbursement requests must be approved by the board chair prior to incurring the expense. (The board chair expense reimbursement requests must be approved by the vice chair.) Board members may request reimbursement in accordance with Policy 412.1 PR. Note: The maximum meal reimbursement will be in accordance with local per diem and mileage reimbursement is based on the Internal Revenue Service (IRS) standard mileage rate.

STUDENT SCHOOL BOARD REPRESENTATIVES

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

AGENDAS AND MINUTES

AGENDA PREPARATION

The board will conduct its business during regular meetings through an adopted agenda that advances board work and district goals. During work sessions, the board will follow the agenda to address items for discussion. The board chair, vice chair, and superintendent are responsible for developing, preparing, and arranging the tentative agenda items for each meeting and work session. **NORM:** For an item, presentation, or material request to be considered for placement on the agenda, board members will strive to submit requests by email to the board chair and superintendent at least seven (7) days prior to the scheduled meeting. If a request is not included on the next meeting agenda, the board chair will follow up with the board member regarding the status of the request.

POSTED AGENDAS FOR WORK SESSIONS

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

POSTED AGENDAS FOR REGULAR MEETINGS

The preliminary agenda with supporting documents will be posted in BoardBook, five (5) days prior to the scheduled meeting (Friday afternoon). It is expected that all board members read the agenda prior to the meeting. **NORM:** During agenda approval, any board member may propose an amendment to the agenda by making a motion, which requires a second and a majority vote of the board. A board member may request that an item be removed from the consent agenda for separate discussion or action; no second or vote is required. The removed item will be placed under Items for Individual Action. **NORM:** Board members are encouraged to email questions related to agenda items that require staff time and preparation to the superintendent as soon as possible, and ideally at least two~~three~~ (2~~3~~) days (48~~72~~ hours) prior to the meeting. The superintendent will review the question to determine whether the information is readily available. If the information is readily available, it will be shared by email with the full board. If the information is not readily available, the superintendent or designee will follow up with the board member regarding the status of the request. **NORM:** If a clerical error is identified in a presentation, report, agenda, or minutes, board members will email correction requests to the district's administrative assistant as soon as possible to allow the correction to be made prior to the meeting. Clerical errors should not be addressed during the meeting.

MEETING MINUTES

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

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

MEETING OPERATION NORMS

OPEN MEETING LAW

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

LOCATION OF MEETINGS

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

QUORUM

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

PARLIAMENTARY AUTHORITY DURING MEETINGS

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

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

VOTING

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

MEETINGS OF THE BOARD

ATTENDANCE TO MEETINGS

All board members are expected to attend all meetings. However, it is recognized that scheduling conflicts will occur. **NORM:** A board member should notify the board chair and the district's administrative assistant by email as soon as they are aware of a scheduling conflict. Absent board members may provide their input on particular items to the board chair to read during the meeting, however, all voting must be done by meeting attendees and not by proxy.

ORGANIZATIONAL MEETING

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

- Administering the *Oath of Office* for new board members, new members seated;
- Electing officers to serve as chair, vice chair, clerk, and treasurer (see election procedure on pg.22);
- Setting board member compensation and meeting dates & times for the calendar year;
- Establishing standing committees & committee members;
- Establishing Facsimile Signatures from the board chair, the board treasurer, and the board clerk on school district checks;
- Designating District Depositories, official newspaper publication, district's legal counsel, district auditor, and designating combined polling places by resolution;
- Authorizing delegation of duties to perform the routine functions and responsibilities of the clerk and treasurer (see ISD 200 Policy 202- School Board Officers);
- Authorizing who can perform electronic fund transfers, sign contracts and enter into agreements, and joint powers agreements per MN Statute 471.59;
- Designating the Identified Officials with Authority (IOwA) and IOwA by proxy;
- Designating employee recognition dollar amounts; and
- Approving capitalization asset thresholds & fixed asset inventory report (see Policy 704)

REGULAR BOARD MEETINGS

Regular board meetings are the formal process where the board meets as a whole to conduct the business of the school district. Meetings shall be conducted in a manner that allows board members the opportunity to review district-related topics, discuss district business, and vote on action items in a timely and consistent manner. Regular Board Meetings are recorded and live streamed by Hastings Community TV. **NORM:** Addressing others during regular board meetings - it is appropriate to use official titles followed by last name. Example: Chair (last name).

WORK SESSIONS

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

THE PLEDGE OF ALLEGIANCE

The board will recite the Pledge of Allegiance after "call to order" at every regular board meeting and work session.

MEETINGS OF THE BOARD CONTINUED . . .

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

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

CLOSED MEETING: MN Statute 13D.05, subd. 2 & 3 govern what constitutes a closed meeting
All documents provided and notes taken will be collected at the end of the meeting.

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

BOARD RETREAT

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

MEETINGS CANCELED DUE TO WEATHER OR REMOTE PARTICIPATION NOTIFICATION

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

PUBLIC COMMENTS TO THE BOARD

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

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

TRUTH AND TAXATION PUBLIC HEARING

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

VISITING SCHOOL BUILDINGS AND CLASSROOMS

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

SCHEDULING VISITS

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

PURPOSE OF VISITS

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

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

PROTOCOL DURING VISITS

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

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

The principal or designee may or may not accompany the board member during the visit.

COMMUNICATION

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

STUDENT AND STAFF PRIVACY

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

FOLLOW-UP

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

COMMUNICATION PROTOCOLS

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

- A board member should never Reply All;
- A board member should never participate in serial emails or conversations with a quorum of board members about a topic concerning the district;
- If a board member is contacted by another board member regarding board business (excluding routine scheduling or administrative matters), the contacted member must first ask whether the topic has been discussed with any other board members. If the answer is yes, they must ensure a discussion with a quorum of members does not occur outside of a properly noticed meeting, in accordance with Open Meeting Law requirements; and
- If a board member receives information they feel the entire board needs; email the information to the board chair and superintendent.

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

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

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

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

The Topic Action Registrar will not include:

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

In general, all non-governance questions and concerns should follow a chain of command when being addressed. The proper chain of command for non-staff constituents is teacher, principal, superintendent, then school board. For staff, the first step in the chain of command is their supervisor. The superintendent should be the first chain of command when an issue involves multiple schools or when the issue is unresolved after already contacting a principal. If constituents come forward to a board member or members and insist on anonymity, information shared shall be sent to the superintendent for follow-up.

COMMUNICATIONS CONTINUED . . .

Situation	Communication Protocol
If I get a phone call, email, or stopped in public with concerns from a constituent, including: ● Staff member ● Student ● Parent ● Community Member	Request name and phone number of the constituent if contacted via phone or while in public. Always seek to identify the situation/interest. Board members should: ● Thank the person for contacting them and for bringing the issue to their attention; ● Redirect staff to supervisor/ principal; ● Redirect student to teacher/principal; (Caution: Follow district procedures if a safety concern is raised) ● Redirect parent appropriately per the chain of command; ● In all situations notify the superintendent by email or phone call for situational awareness; ● Be available for contact in the future if redirecting does not address the concern; ● Be alert to "patterns" of like concerns, and if present, notify the superintendent by email and possibly the board chair; ● Contact the board chair in addition to the superintendent if the concern raises governance questions (the chair will then add it to a topic action registrar); ● Not try to solve the problem/issue independently; and ● Immediately notify the superintendent and chair if they are threatening to elevate a situation to the media/social media.
If I get an email that is addressed to the entire board with concerns from a constituent, including: ● Staff member ● Student ● Parent ● Community Member	The board chair will respond on behalf of the board using these guidelines: ● Contact the superintendent and possibly legal, if needed; ● Respond within 72 hours; ● Reply including all board members for situational awareness; ● In the event of a conflict of interest, the chair will coordinate with the superintendent and vice chair to identify responsibility for responding (the chair will communicate any delegation of duty to the entire board); ● The board chair will document the communication in the Topic Action Registrar; and ● Board members are able to reply individually to constituents, but should do so cautiously if the chair has already responded on behalf of the board. If doing so, board members should advise the constituent they are replying as a board member and not on behalf of the full board.

CONTACTING LEGAL COUNSEL

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

COMMUNICATIONS CONTINUED . . .

Situation	Communication Protocol
As a board member, what should I do if I have a concern or complaint?	• Contact the chair and the superintendent directly, in person, by phone or by email; • Don't engage in serial meetings or emails with other board members; • Be clear, explain your concern and/or complaint ○ If it relates to the board's operations, offer a solution; • Identify what in the concern is governance work and what is management work; and • Don't raise an issue as a surprise in a work session or a regular meeting. Allow the board chair, and superintendent time to research and prepare for a board discussion.
What if I disagree with a report or presentation to the board?	• Submit questions & concerns by email to the superintendent; • If the disagreement is in the details, request a meeting with the superintendent to discuss; • Do not surprise administrators or your fellow board members at a meeting; and • Praise publicly, confront privately
Regular One Way Communications: • Board chair to board members • Superintendent to board members	• ***Chair Notes*** - weekly email to all board members superintendent, student representatives, and administrative assistant to celebrate successes from the previous week, identify upcoming activities, and note changes/additions in future board work • The chair may send other informational emails (If a question arises, email the chair separately) • ***Board Briefing*** - weekly email from the superintendent each week.
Accessing the school board's shared Google Drive folder	1. Login to your district email 2. Top right corner, click *Google Apps* 3. From drop down click the *Drive* logo  4. Click *Shared Drives* 5. From dropdown click *2024-2026 School Board Shared Docs*

Communication Among Board Members	No open meeting violation occurs when mail (electronic or printed) is used to distribute materials to board members. A problem or violation may arise when the board members respond to the information and begin a discussion of the materials.

ELECTION OF OFFICERS

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

ELECTION OF OFFICERS PROCEDURE

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

SCRIPT FOR NOMINATION PROCEDURE

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

SCRIPT FOR VOTING PROCEDURE

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

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

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

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

ROLES AND NORMS OF BOARD OFFICERS

CHAIR

Annually

- During the organizational meeting, facilitate discussion of committee assignments to ensure alignment with board member interests, experience, and time availability. Make sure 917 and policy committee members understand the level of work required;
- Make Mentor Assignments for new board members (January following election years) - consider board member temperament, experience, previous relationships, and time availability;
- Initiate conversations related to the 200 Series - School Board Policies, Procedures and Norms. Highlighting Policies 209 and 215 (as necessary);
- Set up Board Work Calendar (chair maintains a draft and responsibility is transferred to the new chair in January) - incorporate board work sessions, regular meetings, board development, responsibilities to superintendent, legislative work, and board member meeting conflicts. Board Work Calendar is maintained in the board's shared google drive;
- Develop a draft 3-year work plan during the July/August work session, to get board response prior to final approval during July/August regular meeting; and
- Maintain the board's shared folder in Google Drive.

Weekly

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

At Regular Meetings

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

As Needed

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

ROLES AND NORMS OF BOARD OFFICERS CONTINUED. . .

VICE CHAIR

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

CLERK

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

TREASURER

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

SCHOOL BOARD GOVERNANCE WORK PLAN

School Board Governance Work Plan	
Core Pillars & Strategic Anchors	**2025-2026 School Year**
Academic Excellence	• Monitor Vision Card results quarterly • Monitor growth towards Comprehensive Achievement and Civic Readiness, Achievement and Integration, and Local Literacy Plan goals • Monitor secondary pathways progress and community partnerships • Review and approve curriculum that is rigorous, engaging, and evidence-based during curriculum adoption process
Effective and Responsive Operations	• Budget approval and monitoring • Review ⅓ of district policies + annual policies according to review cycle • District sizing to enrollment and trends • District long range model/goals • Bond expenditures completed • Maintain necessary board committees (Policy, Facilities, Finance & Joint Powers, Community Collaboration, Student School Board, Ad Hoc) • Maintain necessary liaison positions (ISD 917, NAPAC, MSHSL, AMSD) • Board development retreats and evaluations • Develop and monitor superintendent goals and performance evaluations (mid-year and year-end) • Continued education for board members • Provide mentorship and training to new board member and student board representatives • Review/Revise board 3-year work plan annually • Review/Revise board handbook annually
Equity and Belonging	• Create policies that encompass all students, families, and staff • Ensure curriculum respects and reflects diverse student experiences and backgrounds during curriculum adoption process • The Community Collaboration Committee will host 3 annual events to give the public opportunities to collaborate with the district • Monitor student and staff survey results for connectedness
Safe, Supportive and Engaging Environments	• Legislative action through MSBA resolutions/delegate assembly • Regular communications • Review School Perceptions survey results and monitor continuous improvement efforts • Review building reports including AVID, discipline data, attendance, Catalyst implementation progress, etc. • Promote responsibility and accountability through policy and leadership
Staff Empowerment and Retention	• Provide competitive compensation & benefits aligned to area standards • Ensure professional development is provided that cultivates excellence for all • Monitor staff survey results • Annual review of staff development outcomes

SUPERINTENDENT

The superintendent directs the district while following the district's strategic plan. The superintendent manages the day-to-day operation of the school district, implements decisions and policies as adopted by the school board, and supervises administrators, educators, & staff. The school board recognizes the superintendent as the chief executive officer of the school district, and a non-voting member of the board. The board expects the superintendent to inform the board of needs related to the school district's current and future operations, and to make recommendations, proposals and suggestions regarding topics before the board.

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

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

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

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

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

SPECIAL MEETING FOR SUPERINTENDENT CONTRACT APPROVAL: The school board shall schedule a special meeting for the purpose of voting on the mutually agreed upon superintendent contract.

SUPERINTENDENT EVALUATION NORM

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

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

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

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

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

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

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

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

SUBSEQUENT CONTRACT NEGOTIATIONS

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

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

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

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

NOTIFICATION REQUIREMENTS

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

NOTICE BY THE SUPERINTENDENT

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

NOTICE BY THE SCHOOL BOARD

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

MODIFICATION OF TIMELINE

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

SPECIAL MEETINGS

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

COMMITTEES

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

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

COMMITTEE MEMBERSHIP: Each school board committee will consist of two or three school board members, the superintendent, and/or administrators as delegated by the superintendent.

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

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

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

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

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

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

MEMBERSHIPS AND LIAISONS

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

ASSOCIATION OF METROPOLITAN SCHOOL DISTRICTS (AMSD): It is the mission of AMSD to advocate for member school districts so they can lead the transformation of public education.The appointed liaison or backup liaison will attend virtual meetings and report relevant information back to the board.

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

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

MINNESOTA STATE HIGH SCHOOL LEAGUE (MSHSL):The Minnesota State High School League provides educational opportunities for students through interscholastic athletics and fine arts programs and provides leadership and support for member schools. The appointed liaison will vote on ISD 200's behalf when necessary.

BRIGHTWORKS: BrightWorks delivers quality resources and services into the hands of education partners. A liaison and backup liaison are appointed but no additional meetings are required.

MINNESOTA SCHOOL BOARDS ASSOCIATION (MSBA) DELEGATES: The Minnesota School Boards Association (MSBA) is a leading advocate for public education, they support, promote, and strengthen the work of Minnesota school boards. Board members are provided a login to access MSBA resources. The Delegate Assembly is held annually to vote on resolutions proposed by school boards across Minnesota. One to three delegates are elected to serve for two-year terms. Delegates participate in zoom meetings in advance of the delegate assembly, and attend the delegate assembly (typically held the first Friday & Saturday in December).

IN DISTRICT LIAISONS

Two board members are appointed to serve as either the liaison or the backup liaison to the committees outlined below. Members are appointed to fulfill statutory requirements, at the request of the committee, and at the discretion of the board or superintendent. These are not board committees.

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

POLICY NORMS

MSBA POLICY REFERENCE MANUAL

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

THREE YEAR POLICY REVIEW CYCLE

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

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

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

MANDATORY POLICIES

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

POLICY DEVELOPMENT

Policy development may be initiated by school board members, the superintendent, district employees, students, parents, and/or community members. Proposed policy requests should be submitted via email to the policy committee chair, and will be placed on the policy committee's agenda for consideration. **NORM**: Policy topics addressed by an MSBA model policy shall use the model policy as a foundational reference. All policies shall support the educational goals of ISD 200, fall within the scope of the board's authority, and be consistent with applicable law and existing district policies.

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

ANNUAL REVIEW POLICIES

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

POLICY REMOVAL

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

POLICY NORMS CONTINUED . . .

POLICY REVIEW

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

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

A policy may remain under review for multiple months to ensure thorough analysis and stakeholder input. **NORM:** Procedures and forms are reviewed with their respective policy. The Board Member Handbook will be reviewed by the committee and voted on by the board annually.

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

POLICY READINGS

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

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

POLICY NORMS CONTINUED . . .

POLICY ADOPTION

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

POLICY RECORD RETENTION

In compliance with the district's record retention schedule, the red-lined version of a policy is maintained digitally in the "Version History" of the policy's Google Doc within the policy committee's shared Google Drive.

USE OF THE CONSENT AGENDA FOR POLICY ADOPTION

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

POLICY MANUAL STRUCTURE

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

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

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

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

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

200 SERIES - SCHOOL BOARD POLICIES

MN Statute 129B.09 Subd. 7 "The board shall make, and when deemed advisable, change or repeal rules relating to the school district and management of the board and the duties of its officers."
The policies within the 200 series govern the board's operation. The policy committee is responsible for the development of the policies, procedures, and norms within this series and the board is responsible for implementation of this series.

200-	BOARD MEMBER HANDBOOK
201 -	LEGAL STATUS OF THE SCHOOL BOARD
202 -	SCHOOL BOARD OFFICERS
203 -	OPERATION OF THE SCHOOL BOARD – GOVERNING RULES
203.1PR	SCHOOL BOARD PROCEDURES; RULES OF ORDER
203.2PR -	ORDER OF THE REGULAR SCHOOL BOARD MEETING PROCEDURE
203.5PR -	SCHOOL BOARD MEETING AGENDA PROCEDURE
203.6PR -	CONSENT AGENDAS PROCEDURE
204 -	SCHOOL BOARD MEETING MINUTES
205 -	OPEN MEETINGS AND CLOSED MEETINGS
206 -	PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS
206.1FRM	PUBLIC PARTICIPATION AT SCHOOL BOARD MEETING REQUEST FORM
206.2PR -	PUBLIC COMMENTS PROCEDURE
207 -	PUBLIC HEARINGS
208 -	DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES
208.1PR -	DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES PROCEDURE
208.2PR	200 SERIES POLICY PROCEDURE NORM
209 -	CODE OF ETHICS
210 -	CONFLICT OF INTEREST – SCHOOL BOARD MEMBERS
211 -	CRIMINAL OR CIVIL ACTION AGAINST SCHOOL DISTRICT, SCHOOL BOARD MEMBER
212 -	SCHOOL BOARD MEMBER DEVELOPMENT
213 -	SCHOOL BOARD COMMITTEES
213.1PR -	SCHOOL BOARD COMMITTEE PROCEDURE
214 -	OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS
215 -	ADDRESSING SCHOOL BOARD MEMBER VIOLATIONS
220-	STUDENT SCHOOL BOARD REPRESENTATIVE

SCHOOL BOARD MEMBER HANDBOOK REVIEW NORM

EDUCATIONAL DEFINITIONS & ACRONYMS

ACA	Affordable Care Act (PPACA)	CTE	Career and Technical Education
ACT	American College Test	DHS	Department of Human Services
AD	Activities Director	D/HH	Deaf/Hard of Hearing
ADA	Americans with Disabilities Act	EBD	Emotional Behavior Disorder
ADD	Attention Deficit Disorder	ECFE	Early Childhood Family Education
ADHD	Attention Deficit Hyperactive Disorder	ECSE	Early Childhood Special Education
ADM	Average Daily Membership	EL	English Learner
ADSIS	Alternative Delivery of Student Intervention Services	EdMN	Education Minnesota
A&I	Achievement & Integration	EDRS	Electronic Data Reporting System
ALC	Alternative Learning Center	EEOC	Equal Employment Opportunity Commission
ALP	Alternative Learning Program	EIS	Early Intervention Services
ANTC	Adjusted Net Tax Capacity	E-RATE	Education Rate
AP	Advanced Placement	ESL	English as a Second Language
APU	Adjusted Pupil Units	ESEA	Elementary and Secondary Education Act
AMSD	Association of Metropolitan School Districts	ESSA	Every Student Succeeds Act
ATPPS	Alternative Teacher Professional Pay System-Q Comp	FAPE	Free Appropriate Public Education
AYP	Adequate Yearly Progress	FERPA	Family Educational Rights and Privacy Act
BCA	Bureau of Criminal Apprehension	FLSA	Fair Labor Standards Act
BMS	Bureau of Mediation Services	FMLA	Family and Medical Leave Act
CACR	Comprehensive Achievement and Civic Readiness	FTE	Full–Time Equivalent
CLP	Continual Learning Plan	FY	Fiscal Year
CIS	College in Schools	GASB	Governmental Accounting Standards Board

EDUCATIONAL DEFINITIONS & ACRONYMS CONTINUED

GED	General Education Diploma	MASA	Minnesota Association of School Administrators
GPA	Grade Point Average	MASBO	Minnesota Association of School Business Officials
HI	Hearing Impaired	MASSP	Minnesota Association of Secondary School Principals
HSGI	High School Graduation Initiative	MCA	Minnesota Comprehensive Assessment
IB	International Baccalaureate	MDE	Minnesota Department of Education
IC	Infinite Campus	MEEP	Minnesota Education Effectiveness Plan
IDEA	Individuals with Disabilities Education Act	MESPA	Minnesota Elementary School Principals Association
IEP	Individualized Education Program	MLA	Minnesota Library Association
IOwA	Identified Official with Authority	MMMI	Mild to Moderate Mentally Impaired
ISD	Independent School District	MnSCU	Minnesota State Colleges and Universities System
IT	Information Technology	MnEEP	Minnesota Education Equity Partnership
K12	Kindergarten through 12th Grade	MOE	Maintenance of Effort
LD	Learning Disability	MOU	Memorandum of Understanding
LEA	Local Education Agency	MREA	Minnesota Rural Education Association
LEP	Limited English Proficiency	MS	Minnesota Statutes
LLA	Last Location of Attendance	MSBA	Minnesota School Board Association
LRE	Least Restrictive Environment	MSBAIT	Minnesota School Boards Association Insurance Trust
LTD	Long-Term Disability	MSDLAF+	Minnesota School District Liquid Asset Fund Plus
LTFM	Long-Term Facilities Maintenance	MTSS	Multi Tiered Systems of Support
LYP	Learning Year Program	MSHSL	Minnesota State High School League
MAEOP	Minnesota Association of Educational Office Professionals	NAPAC	Native American Parent Advisory Committee
MARSS	Minnesota Automated Reporting Student System	NCES	National Center for Education Statistics

EDUCATIONAL DEFINITIONS & ACRONYMS CONTINUED

NTC	Net Tax Capacity	RMIC	Regional Management Information Center
OCR	Office for Civil Rights	RMV	Referendum Market Value
OMB	Office of Management and Budget	RTI	Response to Intervention
OML	Open Meeting Law	SAFF	Schools Advocating for Fair Funding
OPEB	Other Post Employment Benefits	SAT	Scholastic Aptitude Test
P-12	Pre-Kindergarten through Grade 12	SOD	Statutory Operating Debt
P-20	Pre-Kindergarten through Bachelor's	SPED	Special Education
PARA	Paraprofessional	STARS	Staff Automated Reporting System
PELSB	Professional Educator Licensing and Standards Board	T & E	Training and Experience
PERLA	Public Employment Labor Relations Act	TDE	Teacher Development and Evaluation
PERA	Public Employees Retirement Association	TIF	Tax Increment Financing
PD	Professional Development	TIP	Teacher Improvement Plan
PFDA	Pupil Fair Dismissal Act	Title 1	Federal funding for low-income students
PFML	Paid Family and Medical Leave	TRA	Teachers Retirement Association
Pre-K	Pre-Kindergarten	TSA	Tax-Sheltered Annuity
PSEO	Post-Secondary Enrollment Options	UFARS	Uniform Financial Accounting & Reporting Standards
PU	Pupil Unit	ULA	Unrequested Leave of Absence
Q-COMP	Quality Compensation	ULR	Universal Resource Locator
READ ACT	Reading to Ensure Academic Development Act	WADM	Weighted Average Daily Membership
RFP	Request for Proposal	504 Plan	Accommodation plan under Section 504

STATUTORY RESPONSIBILITIES

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

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

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

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

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

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

	Requirements	
123B.83	Audit	Provide for annual independent audit and review findings.
123B.86	Equal Treatment	Provide equal transportation within the district for all school children and enter into a contractual arrangement with a school bus contractor.
123B.88	Independent School Districts; Transportation	May provide for the transportation of pupils to and from school and for any other purpose. The board may contract for the transportation of school children to and from school.
123B.91	School District Safety Responsibilities	Designate a school transportation safety director to oversee and implement pupil transportation safety policies.
124D.02	School Board Powers; Enrollment	May establish and maintain one or more kindergartens for the instruction of children and may permit a person who is over the age of 21 or who has graduated from high school to enroll in a class or program at a secondary school if there is space available and may charge a reasonable fee for a class or program.
124D.03	Enrollment Options Program	A board may, by resolution, limit the enrollment of nonresident pupils in its schools or programs. A board must adopt, by resolution, specific standards for acceptance and rejection of applications for nonresident pupils.
124D.09	Postsecondary Enrollment Options Act	Must adopt a policy regarding weighted grade point averages for any high school, dual enrollment course and for credits earned via postsecondary coursework. The policy must state whether the school district offers weighted grades.
124D.19	Community Education Program; Advisory Council	May initiate a community education program in its district and provide for the general supervision of the program and employ community education staff to further the purposes of the community education program.
124D.20	Community Education Revenue	May approve the implementation of a youth development plan.
124D.78	Parent and Community Participation	In the case of nonconcurrence, the school board has 60 days to respond to the committee's recommendations in writing. The board response must be signed by the entire school board.
124D.861	Achievement and Integration for Minnesota	Must approve a long-term plan under this section every three years, must hold at least one formal annual hearing to publicly report its progress in realizing the goals identified in its plan, and must post the plan on the district website.
124D.8955	Parent and Family Involvement Policy	A local school board is encouraged to formally adopt and implement a parent and family involvement policy.
125A.027	Local Agency Coordination Responsibilities	The school boards and county boards are responsible for developing and implementing interagency policies and procedures to coordinate services at the local level for children with disabilities ages three to 21, and must provide those services contained in a child's individualized education program and those services for which a legal obligation exists.

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

Open Meeting and Data Practices Compliance Section

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

Federal Statutory Obligations Section

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

Date of Full Review: ***02.19.2026***
Adopted: ***02.25.2026***
Revision Date: ***09.24.2025***

Hastings Public Schools
Independent School District 200

203.1PR SCHOOL BOARD MEETING PROCEDURES

(Combines 203.1PR, 203.2PR, 203.5PR, & 203.6PR)

I. PURPOSE

To define the board's procedures for preparing agendas, conducting meetings and work sessions, and maintaining and publishing official records.

II. GENERAL STATEMENT OF PROCEDURE

School board meetings shall be structured to support orderly discussion, informed decision making, and transparent governance of district business.

III. AGENDA DEVELOPMENT & PREPARATION

Agendas ensure that school board meetings are organized, and focused on district business requiring board review or action.

A. The board chair, vice chair, superintendent, and administrative assistant shall develop, and prepare the preliminary agendas for regular, special, and emergency meetings and agendas for work session;

   1. Work Session agendas will include "Items for Discussion"; and

   2. Regular Meeting agendas will include the "Order of Business" outlined in section XII.

B. To ensure that committee meeting summaries, liaison updates, and student representative reports are attached to the preliminary agenda in BoardBook, each committee chair and board member liaison must submit documents by email to the district's administrative assistant no later than 12:00 pm six (6) days before the scheduled regular meeting; and

C. Board members may request that additional reports, and/or discussion topics be considered for placement on an upcoming agenda. Board members will strive to submit requests by email to the board chair and superintendent at least seven (7) days before the scheduled meeting or work session.

   If a request is not included on the next meeting or work session agenda, the chair or superintendent will follow up with the board member regarding the status of their request.

IV. USE OF CONSENT AGENDA

The consent agenda is used for routine items. Items appropriate for the consent agenda may include, but are not limited to, approval of meeting minutes, bills payable, reports, contracts,

policies, and/or other routine business matters discussed by the board during previous meetings. These items may be grouped together and approved by the board with a single motion and vote.

Any board member may make a motion to remove an item from the consent agenda for separate discussion or action. No second or vote is required for this motion. The item will be removed from the consent agenda and placed under "Items for Individual Action".

V. POSTED AGENDAS AND QUESTIONS FROM THE BOARD

The district's administrative assistant will post agendas and supporting documents for board members in BoardBook at least five (5) days before each scheduled board meeting and work session. It may be necessary to add items to the agenda after it has been posted in BoardBook. The superintendent or designee will send an email informing board members of any additions or changes to the posted agenda.

A. When supporting documents require significant preparation time to read and understand (i.e. employee contracts, curriculum, or instructional materials, etc.), board members may request to receive access to those documents in advance of the agenda posting. Requests should be emailed to the superintendent and the district administrative assistant;

B. Board members are expected to read each meeting and work session agenda, including all supporting documents;

C. If clerical errors are identified within the posted agenda or supporting documents, board members shall email the district's administrative assistant and copy the superintendent to request correction of the error prior to the meeting. Clerical errors should not be addressed during the meeting;

D. Board members are encouraged to email questions related to agenda items to the superintendent as soon as possible, and ideally at least two (2) days prior to the meeting. The superintendent will review the question to determine whether the information is readily available. If the information is readily available, it will be shared by email with the full board. If the information is not readily available, the superintendent or designee will follow up with the board member regarding the status of the request; and

E. At least one printed copy of the agenda, including supporting documents, shall be available in the meeting room for inspection by the public during all meetings and work sessions.

   This provision does not apply to materials not classified by law as public, or to materials relating to the agenda items of a closed meeting

VI. ADOPTION OF THE PRELIMINARY AGENDA

Approval of the preliminary agenda requires formal action by a majority vote of the board at

the start of each meeting.

A. Prior to approval of the preliminary agenda, any board member may make a motion to propose amendments to add, revise, or remove items. The motion to amend requires a second and a simple majority vote.

B. A motion to amend the agenda after it has been adopted, requires a second and an affirmative two-thirds vote.

VII. QUORUM

The school board may take official action only at meetings where a quorum is present. A quorum consists of four or more of the seven elected board members.

In the absence of a quorum, the board may adjourn or recess the meeting for the purpose of obtaining a quorum.

VIII. RULES OF ORDER AND REGULAR MEETING OPERATIONS

Regular board meetings are meetings at which the board convenes as a whole to consider and take action on district business.

A. The chair shall preside over all meetings and shall have the same rights and responsibilities as each board member, including the right to vote on all issues;

B. Modifications to the order of business may be made through a motion to amend the agenda, which requires a second and approval by a simple majority vote;

C. Members need not rise but must be recognized by the chair before speaking;

D. On rare occasions, the chair may allow discussion or debate before a motion is made;

E. Motions requiring a second must receive a second before discussion may occur. If a motion does not receive a second the chair may:

   1. Declare that the motion fails for lack of a second; or

   2. Provide the second.

F. Members may speak to the motion, by raising their hand and being recognized by the chair;

G. Once a member has the floor, no other member shall interrupt;

H. The board shall discuss and vote on each action item one motion at a time. Once a motion has received a second, discussion shall be limited to the motion currently before the board;

I. Prior to calling for a vote, the chair shall restate the motion;

J. Votes shall ordinarily be taken by voice vote unless otherwise required by law, board policy, or parliamentary procedure;

K. Roll-call votes required by Minnesota Statute

The school board shall conduct voting by roll call in the following circumstances:

1. Meetings conducted using interactive technology or remote participation, when required by Minnesota Open Meeting Law;

2. Actions for which Minnesota statute expressly requires a roll-call vote; and

3. Action to terminate the contract of a teacher who has completed the probationary period, as required by Minnesota law.

L. Roll-call votes required by board policy or parliamentary procedure

The school board may conduct voting by roll call in the following circumstances:

a) Adoption of resolutions;

b) Certain personnel matters;

c) Approval of contracts above a threshold established by board policy; and

d) Upon request of a board member.

The clerk shall determine the order in which names are called for roll call votes.

M. A motion passes upon receiving a majority of the votes cast by members present, unless a greater vote is required by law. Board members may abstain from voting, typically due to a conflict of interest or insufficient information. An abstention shall not count as a vote for or against the motion;

N. The chair shall announce the results of each vote;

O. The reading of a resolution may be waived by board action through the original motion or by amendment to the motion;

P. A ruling of the chair may be appealed pursuant to Roberts Rules of Order; and

Q. The chair may call a recess to restore order to the meeting or for other necessary purposes.

IX. WORK SESSIONS

Work sessions are when the board meets as a whole to consider and discuss upcoming district

business. No formal action is taken during a work session. The board may receive detailed reports and recommendations. Board members should utilize this time to ask clarifying questions, have thorough discussions, and request additional information.

X. SCHEDULE OF REGULAR MEETINGS & WORK SESSIONS

A schedule of the board's regular meetings and work sessions shall be approved during the Organizational Meeting in January. The schedule shall be posted on the bulletin board in the district office and will also be available on the district's website.

See ISD 200's Board Member Handbook for Organizational Meeting details.

XI. ORDER OF BUSINESS - REGULAR BOARD MEETINGS

1. Call to order	Community Collaboration Committee
2. Pledge of Allegiance	Facilities Committee
3. Approval of Agenda/Table File	Finance Committee
4. Recognition of Visitors	NAPAC Liaison
5. Raider Spotlight	Student School Board Committee
6. Public Comments	Policy Committee
7. Reports, Updates and Discussions	Policies
Student Representatives	8. Action Items
Superintendent Report	Consent Agenda
Administrative Reports	Item for Individual Action
Liaison & Committee Updates	9. Future Meetings
ISD 917 School Liaison	10. Adjournment
AMSD School Liaison	

Legal References: *Minn. Stat. Ch. 13D (Open Meeting Law)*
Minn. Stat. § 122A.40 (Employment Contracts, Termination)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.14 (Officers of Independent School Districts)
Minn. Stat. § 331A.01(Definitions)
Minn. Stat. § 471.88 (Exceptions)

Cross References: *ISD 200 Policy 203 (Operation of the School Board - Governing Rules)*
ISD 200 Policy 204 (School Board Meeting Minutes)
ISD 200 (Board Member Handbook)

Reviewed: *05.28.2026*
Adoption:

Hastings Public Schools
Independent School District 200

206.1FRM PUBLIC PARTICIPATION AT SCHOOL BOARD MEETINGS - PROCEDURE & REQUEST FORM

To speak during the public comment portion of a regularly scheduled board meeting, please review the procedures below, complete this form, and submit it in person to the district office at 1000 W. 11th St., Hastings, MN 55033 or by email to: lhumble@isd200.org.

This form, along with any documents you plan to provide to the board, may be submitted the day after the last regular board meeting and must be received no later than 8:00 a.m. on the day before the meeting at which you intend to speak.

PROCEDURES AND LIMITATIONS:

1. Speakers must have a direct connection to Hastings Public Schools, ISD #200. A "direct connection" includes being a parent or guardian of a current student, a district employee, a local business owner, or a taxpayer within the district;
2. The public comment portion of the meeting is limited to a maximum of five speakers;
3. Speakers will be called in the order their requests are received. Each individual is allotted up to three minutes to speak;
4. After being recognized by the board chair, each speaker will identify themselves/the group they represent, if any. If the speaker is part of a group that plans to speak on a topic, he/she will be expected to designate one individual to speak on the topic, so other speakers have an opportunity to be heard on other topics;
5. Public comment is not the place to address matters related to specific students or staff. Please reference Policy 103 (Complaints - Students, Employees, Parents, Other Persons) for the appropriate method to be heard on those matters or bring concerns to district personnel, such as the building principal or superintendent;
6. Personally identifiable information, including, but not limited to names of students or school district personnel must not be disclosed in the course of public comment;
7. Speakers are expected to refrain from the use of profanity or obscenities or conduct that poses a substantial or material disruption to the board meeting;
8. If a speaker violates the procedures and limitations set forth herein, he/she may be ruled out of order, which will result in forfeiture of the remainder of the speaker's time. Continued or repeat violations of the procedures and limitations may result in the loss of the privilege to address the board at future meetings; and
9. The school board will not engage in discussion during this time, however, if a citizen's comments include inaccurate or incorrect information, the chair may provide accurate or clarifying information following the conclusion of the public comment period. The chair may respond at a later time and/or direct administration to follow up with the speaker.

Speaker Information:

Name: _____

Date of board meeting at which you plan to speak during public comment: _____

Are you a resident of ISD 200? ☐ Yes ☐ No

If not, what is your direct connection to the school district?

_____

If you will be speaking as a representative of a group, name and/or description of the group:

_____

Topic:

Do you plan to comment on an agenda item?

☐ Yes – Identify the agenda item _____

☐ No - Topic of public comment _____

Have you contacted district personnel about the topic? If so, who and when?

_____

What would you like the school board to do in response to your comments?

_____

I acknowledge that I have read and that I understand the procedures and limitations for public comment, as outlined on this form as well as in Policy 206 (Public Participation in School Board Meetings), and I agree to abide by them.

_____

First and Last Name (please print)

_____ Date: _____

Signature

Hastings Public Schools
Independent School District 200

206.2PR Public Comment Procedures

In accordance with Policy 206, section IX, the school board has developed the procedures for public comment sessions**.** This procedure may be revised as necessary at a regular board meeting. Procedures outlined in this supplemental document include the time, place and manner for public comments.

1. Meeting start time and day of the week:
   - Practice: During each regular board meeting
2. Start time of the public comment session:
   - Practice: Public comments shall begin after the Raider Spotlight
3. The location of the public comment session:
   - Practice: Hastings Middle School Media Center
4. Are public comment sessions recorded/live streamed:
   - Practice: Recorded and live streamed by HCTV

The board chair, prior to opening public comment, will provide speakers, the community, and the board, a reminder of expectations for public comment.

1. Data Privacy rules and the penalties for violations in accordance with MN Statute Section 13.09;
2. The chair will recognize one speaker at a time, and will rule out of order other speakers who are not recognized;
3. Only those speakers recognized by the school board chair will be allowed to speak, and comments by others are out of order;
4. Individuals who interfere with or interrupt speakers, school board, or the proceedings may be directed to leave;
5. Each speaker will have 3 minutes to address the school board, and there will be a maximum of five speakers;
6. If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one representatives or spokespersons to speak on behalf of the group or organization;
7. Board members will not provide responses during public comments, unless it is necessary to provide clarifying information to the community; and
8. The board invites individuals to follow-up with board members by email or telephone.

Hastings Public Schools
Independent School District 200

213.1PR SCHOOL BOARD COMMITTEE PROCEDURES

I. ESTABLISHING COMMITTEE MEMBERSHIP~~ESTABLISHING COMMITTEES, AND ASSIGNING MEMBERS~~

A. Each school board committee shall consist of two or three school board members, the superintendent, and/or administrators as designated by the superintendent.

B. During the organizational meeting, the board's chair will facilitate a discussion of committee and liaison assignments to ensure alignment with each board member's interests, experience, and time availability.

C. A list of the board's standing committees shall be available on the district website and shall include:

1. The names of the board members serving on each committee, including the board member serving as committee chair;
2. The committee's mission statement; and
3. The dates and times of upcoming committee meetings.

~~In odd numbered years, the school board shall establish each standing committee, the number of members, the term, and the mission of each such committee during the organizational meeting. In even numbered years, the board will have a committee check-in discussion during the organizational meeting.¶~~

~~To ensure all board members are prepared to establish standing committees at the organizational meeting, the chair shall add "standing committee recommendations" as a discussion topic to the board's calendar for the December work session in even numbered years.¶~~

~~The school board may establish an ad hoc committee, during a work session by general agreement, when it is determined that a committee process facilitates the mission of the school board.~~

~~The school board chair shall appoint the members and designate a chair for each committee.¶~~

~~The school district website shall be updated in January of odd numbered years or at other times as directed by the school board to include the name, members, and mission of each standing committee of the school board.~~

II. COMMITTEE OPERATIONS & MEETINGS~~OPERATION OF COMMITTEES~~

A. Committees shall establish a meeting schedule and meet as often as necessary to accomplish their work, but only when there is substantive business to be conducted;

B. Each committee meeting will follow an agenda that is created by the committee's chair or designee;

C. Meetings are open to the public and at least one printed copy of the committee's meeting agenda including attachments must be available for public review during the meeting;

D. During meetings the committee's chair shall document discussions and recommendations;

E. After the meeting, the committee chair shall create a written summary of the meeting and include all committee recommendations for board consideration;

F. To ensure that committee meeting summaries are attached to the preliminary agenda in BoardBook for each regular meeting, the committee's chair must submit the summary and all attachments to the district's administrative assistant by email no later than 12:00 pm six (6) days before the scheduled regular meeting;

G. During regular board meetings, the chair of each committee shall provide a verbal summary of the committee's meeting, including any committee recommendations;

H. Committees shall not create subcommittees without board direction;

I. Committees do not have decision making authority, they serve as an advisory to the board and are limited to making recommendations for the full school board to consider.

~~J. All meetings of committees shall be open to the public in compliance with the Open Meeting Law, and meeting notice shall be given as prescribed by law.¶~~

~~K. A committee shall focus on its mission, as established by the school board. The committee may not create subcommittees without board direction.¶~~

~~L. Each committee shall make recommendations for the school board's consideration.¶~~

~~M. The committee shall designate a chair who will record the minutes of actions of the school board committee.¶~~

~~N. The power of a committee of the school board is advisory only and is limited to making recommendations to the school board.¶~~

~~O. A committee of the school board shall, when appropriate, clarify in any dealings with the public and the board that its powers are only advisory to the school board.~~

Reviewed: 06.11.2026~~01.13.2025~~

Hastings Public Schools
Independent School District 200

220.1PR STUDENT SCHOOL BOARD COMMITTEE (SSBC) OPERATIONS

I. COMMITTEE

A. Membership and Goal

1. January: three members of the school board and designate the committee chair for the Student School Board Committee (SSBC);

2. Goal: identify up to four (4) students (two sophomores and two juniors) to serve a one year term as student representatives during the subsequent academic year.

3. To achieve this goal, the committee will:

   a) Review applications and supporting documents;

   b) Establish interviewing team, two committee members & high school principal to conduct interviews;

   c) Use the established rating system and interview guide;

   d) Committee will announce the recommendations to the board during the regular board meeting in May; and

   e) Committee members will protect the identity of student candidates throughout the entire process.

B. Meetings

1. The committee members will set a schedule for one (1) meeting per month from February to May and one additional meeting during the summer months;

2. The committee chair is responsible for creating and providing a meeting agenda prior to each meeting and also for creating a meeting summary after each meeting;

3. Meeting summaries will be shared with the board at each regular board meeting; and

4. SSBC shared Google Drive Folder will be maintained as a record of the committee's work, all committee members shall have access to the shared folder, and at a minimum the folder will contain meeting agendas, meeting summaries, selection procedure and appointment process documents.

C. Mentorship

1. Committee members will mentor student representatives;

2. Mentorship begins in May and will continue until the end of the student's term; and

3. Mentors will provide onboarding using the School Board Member Handbook during the summer preceding the academic year of the student school board member(s) term.

II. APPLICATION

A. Application

1. Application questions will remain the same each year, until or unless new questions are recommended;

2. The committee will work with administrative assistant to ensure the application is posted to the district website;

3. Applications will open on March 1 and close at 5 PM on March 31,, if the number of applicants is insufficient, the application deadline may be extended.

4. "Application is Now Open" messaging should be sent to the high school principal, school board members, superintendent, and administrative assistant for district announcements (board members utilize social media to help spread the word).

B. Qualifications

1. Candidates must submit an application, permission slip signed by a parent/guardian, and a recommendation letter from an educator within the district (if the application is missing any of these 3 documents, the applicant is disqualified and will not be interviewed);

2. Candidates must be a sophomore or junior at Hastings High School, Hastings Alternative Learning Program, or Hastings Online Academy and must be enrolled for the upcoming school year;

3. Candidates must be making satisfactory progress towards graduation to be considered for an interview (Hastings High School principal or designee will determine whether a candidate meets this criteria); and

4. Candidates must have a desire and willingness to represent all students in the district.

C. Application Review

1. Committee members will review applications and recommendation letters from April 1 to the school board's scheduled work session in April (students must be making satisfactory progress towards graduation);

2. All students meeting the four qualifications listed above will be offered an interview. Candidate list will be sent to the high school principal and/or designee, the day after the

April work session; and

3. During the April work session, the committee will confirm the number of students that will be offered interviews.

III. INTERVIEW

A. Notification

1. The high school administration will send candidates an email invitation to schedule an interview. (If student is unavailable to interview in person, a zoom interview will be offered); and

2. All communications will be sent to the students' ISD 200 email account.

B. Time, Place, and Location

1. Interviews will be scheduled between mid-April and mid-May. Interviews will be conducted during the school day at Hastings High School (location will be communicated within the invitation email);

2. Interviewing team includes the high school principal and two school board members from the Student School Board Representative Committee;

3. To maintain an impartial selection process, any interviewer with a direct connection to an applicant must recuse themselves from the interview process and be replaced by another administrator or committee member; and

4. Interviews will last approximately 20 minutes.

C. Selection

1. Each member of the interviewing team will complete the "Interview Guide" document for each student, and rate each students' answers using the 1-4 rating scale;

2. After all students are interviewed, each student will have three "Interview Guide" scores;

3. The interviewing team will create a combined total score for each student, by combining the scores from all three "Interview Guides";

4. Using the combined total scores, the committee will identify the top two scoring sophomores and the top two scoring juniors. During the May work session, the committee will provide an update to the board and, if four students have been identified, recommend those candidates to the full board for approval.

5. The committee will contact students by phone call offering them the position and invite

them to the May Regular Board meeting for official announcement and introduction to the school board.

IV. ONBOARDING

A. The committee will provide one onboarding opportunity for student representatives during August.

Cross References: *ISD 200 Policy 220 (Student School Board Representatives)*
Interview Guide

Reviewed: *06.11.2026*

Hastings Public Schools
Independent School District 200

511 STUDENT FUNDRAISING

I. PURPOSE

The purpose of this policy is to address student fundraising efforts.

II. GENERAL STATEMENT OF POLICY

The school board recognizes a desire and a need by some student organizations for fundraising. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students and the general public.

III. RESPONSIBILITY

A. Student Fundraising Appendix A: Fundraising Request Form must be completed and approved by the building principal/director and the school board prior to the start of any fundraising activities. Participation in nonapproved fundraising activities shall be considered a violation of this policy;

1. The school board will review student fundraising requests monthly~~quarterly~~.

B. Student Fundraising Activities

1. The district expects all students who participate and all staff members who coordinate fundraising activities to represent the school and the student organization in a responsible manner. Fundraising must not result in embarrassment on the part of individual students, staff members, or the school district;

2. Student participation must be voluntary and cannot be required. All rules pertaining to student conduct and student discipline extend to student fundraising activities; and

3. Student Fundraising-Appendix B: Fundraising Final Report must be submitted within 30 days of the fundraiser completion date.

Legal References: *Minn. Stat. § 120A.20 (Admission to Public School)*
Minn. Stat. § 123B.09, Subd. 8 (Boards of Independent School Districts)
Minn. Stat. § 123B.36 (Authorized Fees)

Cross References: *ISD 200 Policy 506 (Student Discipline)*
ISD 200 Policy 713 (Student Activity Accounting)
Student Fundraising Appendix A:Fundraising Request Form
Student Fundraising-Appendix B:Fundraising Final Report

Policy Reviewed: *05.28.2026~~10.31.2025~~*
Policy Adopted: *06.17.2026~~01.28.2026~~*
Policy Revised

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.

~~**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 ¶~~

~~**IV.** *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: *ISD 200 Policy 203.1PR (School Board Meeting Procedures)*

Policy Reviewed: *04.16.2026~~05.31.2023~~*
Policy Adopted: *06.17.2026~~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: *04.16.2026* ~~*11.08.2023*~~
Policy Adopted: *06.17.2026*~~*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: *06.17.2026*~~*04.23.2025*~~
Policy Revised: *02.19.2026*~~*12.13.2023*~~

Minnesota School Boards Association
1900 West Jefferson Avenue
St. Peter, MN 56082-3015
507-934-2450 or 800-324-4459

Invoice	INV-15836-P5W7X8
Date	7/1/2026
Amount Due	$14,045.00
Date Due	8/15/2026

Hastings
1000 11th St W
Hastings, MN 55033-3717

Customer Name	**Purchase Order No.**			
Hastings				
Description	**Quantity**		**Unit Price**	**Ext. Price**
Policy Services Subscription - Hastings	1		$775.00	$775.00
ISD Membership - Hastings	1		$10,045.00	$10,045.00
BoardBook Subscription - Hastings	1		$3,225.00	$3,225.00

Dues for your district are based on "Average Daily Membership of Students Served" for the fiscal year ended June 30, 2025, as provided by the Minnesota Department of Education.

Subtotal	$14,045.00
Total	$14,045.00

MSBA is not able to accept Credit, Debit, or Procurement Cards as a method of payment of your 2026-2027 Dues Invoice. Please remit payment of this invoice to MSBA by CHECK. Thank you for your cooperation.

In accordance with IRS Code Sec. 6113, contributions or gifts (including membership dues) to MSBA are not deductible as charitable contributions for Federal income tax purposes.

IEA, INC.

HASTINGS PUBLIC SCHOOLS

Management Plan
for
Lead-in-Water

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Hastings Public Schools

Management Plan for Lead-in-Water

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A Communication Documentation
B Lead-in-Water Testing Locations and Results
C Flushing Records

Contact Person: Scott Stockdale

Phone Number: 651-480-7053

Email Address: sstockdale@isd200.org

1.0 Introduction

Hastings Public Schools is committed to providing a safe working and learning environment for employees and students. This Management Plan for Lead-in-Water was developed to reduce the potential for exposure to lead in water and to comply with Minnesota Statute 121A.335, *Lead in School Drinking Water*. Lead is a metal that can enter drinking water through the distribution system, including pipes, solders, faucets, and valves. Exposure to lead is a significant health concern. While water is not typically the most prominent source of lead exposure for an individual, reducing lead in drinking water can help in lowering an individual's overall exposure.

Minnesota Statute 121A.335 requires public school buildings serving pre-kindergarten and kindergarten through grade 12 to establish a plan to test for lead accurately and efficiently in water in potable water sources (water for consumption) every five years.

2.0 Responsibilities

The program administrator, or designee, is responsible for the following:

- Maintaining a board-approved plan that meets Minnesota Statute 121A.335
- Ensuring routine maintenance is occurring on the water system
- Ensuring that fixtures are tested every five years
- Remediating fixtures and communicate with public water systems, as necessary
- Communicating with parents/guardians and staff about the management plan and testing
- Completing reporting as required to the Commissioner of Health

3.0 Water Management

3.1 Routine Maintenance

To ensure water systems are properly functioning, Hastings Public Schools takes the following steps to reduce the presence of lead in the water supply of potable fixtures.

- Only certified lead-free materials are used during all plumbing work.
- Manufacturers' recommendations are followed on district owned water softeners to ensure an appropriate level of hardness is present.
- Repairing, removing, or replacing fixtures that have disrupted water flow or low pressure. Fixtures that are no longer operational can cause areas of stagnant water, allowing lead levels to rise and be pulled into neighboring fixtures.
- Any fixtures that are not dispensing the appropriate temperature water are investigated and repaired (hot water faucets should be hot to avoid buildup of bacteria).
- Standard maintenance practices on other water devices within the district will be followed, including boilers, recirculating systems, and/or hot water heaters.
- Any fixtures will be labeled that are not part of the sampling plan to identify their intended use.
- Water filters will be replaced at the manufacturer's recommended timeframe and documented through the workorder system.
- No lead containing water coolers or lead-lined potable water tanks will be in service.
- The facility will be evaluated for the presence of cross-connections (e.g., connections of non-potable water to potable sources) and any issues addressed.

Flushing records are documented in Appendix C.

4.0 Sampling Program

Hastings Public Schools utilized the following references to develop its sampling plan.

- Minnesota Department of Health (MDH), Minnesota Department of Human Services, (DHS) and Minnesota Department of Education (MDE) *Reducing Lead in Drinking Water: A Technical Guidance*

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and Model Plan for Minnesota's Public Schools
- United States Environmental Protection Agency (EPA) *3Ts Toolkit for Reducing Lead in Drinking Water in Schools and Child Care Facilities*
- United States Environmental Protection Agency (EPA) *Ensuring Drinking Water Quality in Schools During and After Extended Closures*

An inventory of potable water locations can be found Appendix B. Water outlets in restrooms, custodial closets, science labs, art rooms, and other general-purpose workrooms are not included in the sampling inventory and are clearly marked as not for drinking or their intended use.

4.1 Sampling Schedule
Identified potable water sources in District facilities are sampled during the school year at least once every five years. The last round of sampling was completed during the 2024-2025 school year and will occur every 5 years thereafter.

4.2 Initial Sampling
Water sampling is completed by a third-party:
- The day prior to sampling, normal water usage occurs within the building. Sampling does not take place on Mondays or after a school break. Sampled fixtures are not utilized for eight to 18 hours prior to sampling.
- Aerators or attachments are not removed prior to sampling.
- Initial samples of 250 milliliters (ml) are collected utilizing a "first draw" procedure, meaning that the samples are collected before the fixture is used or flushed during the day.
- Cold water is used for sampling.
- Samples are collected starting at fixtures that are closest to where the water enters the building.
- Analysis is performed by an accredited testing laboratory, using EPA approved analytical methods and quality control procedures, (such as the ICP/MS EPA Method 200.8).

When lead content exceeds 5 ppb, fixtures are taken out of service until the lead content is reduced to below 5 ppb, per Minnesota Statute 121A.335. The area may be supplemented with bottled drinking water, if necessary. If bottled water is utilized, a copy of the manufacturer's testing report is maintained to ensure it meets FDA and State Standards.

If a fixture exceeds the 5-ppb threshold, remediation efforts are completed within 30 days and verified by retesting. If not remediated within the time frame, parents/guardians and staff are notified, as required by Minnesota State Statute.

4.3 Follow-Up Sampling
When lead content exceeds 5 ppb, follow-up 30-second flush samples are collected to help determine the location of the lead content. This sample helps determine if the source of lead is the fixture or interior plumbing so that the appropriate remediation option can be taken.

4.4 Remediation
Remediation steps are taken for fixtures identified to have water over 5 ppb. Remediation options are selected based on the circumstances, fixture usage, and suspected location of the lead source.

The initial steps for remediation include one or more of the following options:
- The fixture is determined to be a non-potable water source and is marked as such.
- The fixture is removed from service.

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- Aerators are inspected, cleaned, and replaced as necessary, and the fixture is retested to confirm a lower lead content.
- The fixture is replaced or other sources of lead (pipe, solder, brass components, etc.) are removed and the fixture is retested to confirm a lower lead content.

Following remediation, first-draw re-sampling occurs to verify the effectiveness of the action for a potable water source.

If the first remediation methods do not lower the lead levels to below 5 ppb, a regular flushing program may be established, or a point-of-use treatment device may be installed.

Implementation of a Flushing Program

If it is determined that a flushing program will be established as a remediation strategy, the intervals and procedures are confirmed utilizing specific sampling strategies. Sampling reports would include the flushing program and would be an amendment to the Lead-in-Water plan.

Treatment Systems

Treatment systems (including point-of-use and point-of-entry chemical treatment systems) are remediation options that may be necessary to reduce lead-in-water levels. Point-of-use treatment systems are required to meet National Sanitation Foundation (NSF) NSF/ANSI Standard 53, 42, and 58, or an equivalent and may be subject to Department of Labor and Industry (DLI) or local administrative authority plan review and approval prior to installation. It is noted that point-of-entry system installations may classify the building as a public water system, which would prompt additional water quality requirements.

5.0 Communication and Reporting

The district publishes information regarding lead-in-water testing, remediation plans, information about how to find test results, and a description of remediation efforts, on the district website, which is updated annually. In addition, the district supplies parents/guardians and staff with an annual notification on the district website.

If a fixture exceeds 5 ppb and is not remediated within 30 days of receipt of results, parents/guardians and staff are notified, as required by Minnesota State Statute.

The district reports lead-in-water test results and remediation activities to the Commissioner of Health by July 1st annually.

5.1 Municipal Water Supply

If lead levels are found to be at or above 5 ppb through a building, the district may initiate communication with the local municipal water supplier for the building regarding the following:

- If there is a documented significant contribution to lead contamination in school drinking water and t a plan has been requested from the public water system for reducing the lead contamination.
- If lead levels are found to be at or above 5 ppb due to the public water system’s infrastructure, the District may defer its remediation activities until after the elevated lead level in the public water system's infrastructure is remediated, and post remediation testing does not detect an elevated lead level in the drinking water that passes through that infrastructure.
- The district may also defer its remediation activities if the public water supply exceeds the federal Safe Drinking Water Act lead action level or is in violation of the Safe Drinking Water Act Lead and Copper Rule.

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- The district will coordinate any needed replacements of lead service lines with the local water supplier.

6.0 Recordkeeping

Lead-in-water testing reports are located and available for review through request by contacting the Director of Facilities and Safety. Sample locations and results are available in Appendix B.

Hastings Public Schools retains records of lead-in-water testing and remediation activities for a minimum of fifteen years.

7.0 References

- Minnesota Department of Health (MDH), Minnesota Department of Human Services, (DHS), and Minnesota Department of Education (MDE) "Reducing Lead in Drinking Water: A Technical Guidance and Model Plan for Minnesota's Public Schools." *MDE/MDH, July 2023.*
- Minnesota Statute 121A.335: "Lead in School Drinking Water" and Minnesota Statute 145.9273: "Testing for Lead in Drinking Water in Child Care Settings." *Office of the Revisor of Statutes, 2023*.
- United States Environmental Protection Agency: "3Ts Toolkit for Reducing Lead in Drinking Water in Schools and Child Care Facilities." *EPA, 2018.*
- United States Environmental Protection Agency (EPA) "Ensuring Drinking Water Quality in Schools During and After Extended Closures." *EPA, March 2021.*

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Appendix A

Communication Documentation

Appendix B

Lead-in-Water Testing Locations and Results

Appendix C

Flushing Records

IEA, INC.

HASTINGS PUBLIC SCHOOLS



Management Plan
for
Indoor Air Quality

Contact Us:

BROOKLYN PARK OFFICE
9201 W. BROADWAY, STE #600
BROOKLYN PARK, MN 55445
763-315-7900

MANKATO OFFICE
610 N. RIVERFRONT DRIVE
MANKATO, MN 56001
507-345-8818

ROCHESTER OFFICE
210 WOOD LAKE DRIVE SE
ROCHESTER, MN 55904
507-281-6664

BRAINERD OFFICE
601 NW 5TH ST, STE #4
BRAINERD, MN 56401
218-454-0703

MARSHALL OFFICE
1510 STADIUM DRIVE, STE #2
MARSHALL, MN 56258
800-233-9513

VIRGINIA OFFICE
5525 EMERALD AVENUE
MOUNTAIN IRON, MN 55768
218-410-9521

www.ieasafety.com

800-233-9513

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Hastings Public Schools

Management Plan for Indoor Air Quality

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A Indoor Air Quality Walkthrough Reports
B Annual Notification Documentation
C Indoor Air Quality Assessment Reports

Contact Person:	Scott Stockdale
Phone Number:	507-215-4097
Email Address:	sstockdale@isd200.org

1.0 Introduction

Good quality indoor air contributes to a favorable learning environment for students, productivity for teachers and staff, and a sense of comfort, health, and well-being for all school occupants. This management plan describes procedures and guidelines relating to indoor air quality (IAQ) for Hastings Public Schools and references the Tools for Schools Action Kit from the Environmental Protection Agency (EPA).

2.0 Responsibilities

The program coordinator, or designee, is responsible for the following:

- Oversee the implementation of the management plan
- Provide resources needed to implement the plan
- Determine if and when outside professional assistance is needed
- Ensure the annual notification to staff, students and parents is completed
- Register IAQ questions from staff, students and parents

3.0 Communication

The management plan for IAQ and other related reports are located in the district's Google Drive and in the district office.

A statement is distributed annually on the district website, informing the staff, students, and parents about the location of the management plan for Indoor Air Quality and how to contact the IAQ coordinator. Documentation of these notifications are kept in Appendix B.

4.0 Procedures for Handling IAQ Concerns and Remediation

The following describes the process to be implemented if a building occupant is concerned about IAQ:

- A person who has concerns about IAQ contacts the building principal or head custodian in their building for reporting and assistance with concerns.
- After reviewing the situation, the building custodian will conduct an investigation to try to resolve the problem internally. If the concern cannot be alleviated, the building custodian will notify the IAQ coordinator and a questionnaire may be provided to the affected person. The completed questionnaire would be returned to the IAQ coordinator.
- The IAQ coordinator will review the questionnaire and contact the appropriate outside firm to help investigate and/or remediate the problem, if deemed necessary.
- Remediation will be conducted and may require an outside contractor.
- The IAQ coordinator, or designated consultant, will communicate with the initiating party during the process of investigating and remediating the issue.

Hastings Public Schools may have an IAQ assessment and sampling performed in an area in response to symptoms experienced by a staff member or student. If the assessment and sampling does not identify a condition or concern that might account for the symptoms experienced by an individual, involvement of a physician is often warranted as the next step. It is recommended that an allergist or other specialist (not a general physician) conduct the examination and help to determine if there are specific triggers or allergens that might be affecting the individual. The specialist may show that the individual is sensitive to or affected by low levels of a specific contaminant that does not usually affect the general population. If a specific trigger or contaminant is identified, further sampling might then be warranted.

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5.0 Building Walkthroughs

Building walkthrough inspections are completed annually to identify potential IAQ issues. The walkthrough is modeled after the EPA Tools for Schools checklists and reports of walkthroughs are located in Appendix A. The walkthrough uses sight, sound, and smell to assess if there are obvious water intrusion problems (interior and exterior), obvious ventilation failures and/or problems, obvious building/structural failures and/or problems, overall cleanliness of buildings and classrooms, and operations and maintenance programs. It is intended to be a quick overall assessment of each room for obvious problems that may impact indoor air quality. The reports are reviewed by the IAQ coordinator or designee, who will then take appropriate action to address problems that were identified.

8.0 Facility Cleanliness

The current maintenance program involves vacuuming of carpeted rooms and dusting regularly. Dusting of personal items is the responsibility of the classroom teacher. A deep cleaning of furniture and flooring is conducted in each room over the summer break.

The district maintains a routine heating, ventilation, and air conditioning (HVAC) inspection and maintenance program that includes coil and drain pan cleaning and inspection, adjustment of motor operators and dampers, regular filter changes, unit cleaning, and checking of damper controls and settings.

9.0 Related Guidelines

9.1 Animals in the Classroom

The goal of the IAQ program is to decrease student and staff exposure to potentially harmful animal allergens. Bringing animals into the buildings should be discouraged. If animals are to be allowed in the classroom, the protocol will be as follows:

- Before bringing an animal into the building, the teacher will ask the principal for permission. The principal will consult with facilities staff.
- All animals are required to be properly vaccinated.
- The location of the habitat for the animal will include consideration of HVAC components. Animal habitats will not be placed near air supply or return air vents and will not be kept near unit ventilators. The habitat will be placed on a hard floor surface. The animal will not be allowed to wander around the room (especially on carpet).
- A cleaning schedule will be implemented for the habitat and surrounding area. The classroom teacher is responsible for regularly cleaning the cage, as well as the table or floor the cage rests upon. Students will not be allowed to clean cages or equipment.
- The teacher will always be present when animals are handled by a student.
- All staff and students will wash their hands before and after handling animals, cage debris, or animal supplies.
- Concerns regarding the health issues or care of the animal should be brought to the building principal for immediate consideration.

9.2 Pest Management

Integrated Pest Management (IPM) is a coordinated approach to pest control using the most cost-effective means to prevent unacceptable levels of pests, while causing the least possible hazard to people, property, and the environment. IPM uses a combination of methods that include:

- Reducing or not allowing food or snacks in the classroom, especially when the room is carpeted
- Inspection and monitoring of pest population sites
- Managing waste by keeping refuse in tight containers and locating waste containers away from buildings, if possible

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- Maintaining structures (fixing leaking pipes promptly, sealing cracks)
- Adding physical barriers to pest entry and movement (screens for chimneys, doors, and windows)
- Modifying habitats (removing clutter, relocating outside light fixtures away from doors)
- Using traps (light traps, snap traps, and glue boards)
- Using pesticides judiciously

9.3 Food Services

Cooking activities generate odors, moisture, food waste, and other trash, which, if not managed carefully, can lead to IAQ problems. The district ensures the following precautions are taken:

Cooking Area

- The exhaust fans are inspected to make sure they are working properly. If problems are noted, the building custodian is contacted.
- Exhaust fans are operational whenever cooking, washing dishes, or cleaning.
- Any leaks or odors of combustion gas are reported immediately to the building custodian.
- The kitchen is cleaned after use as required by the district and Department of Health policy.
- Signs of mold, mildew, or algae are reported to the building custodian.
- Pest problems are reported to the building custodian.

Food Handling and Storage

- Food service areas are regularly checked for signs of insects or vermin.
- Food handling and storage practices followed are as recommended by the district and the Department of Health.
- General cleanliness is maintained.

Waste Management

- The district's policy of recycling waste is followed.
- Waste is stored in appropriate sealed containers.
- Dumpsters are located away from air intake vents and operable windows.

9.4 Latex

Latex allergy is a reaction to certain proteins in latex rubber. The amount of latex exposure needed to produce sensitization or an allergic reaction is unknown. Increasing the exposure to latex proteins increases the risk of developing allergic symptoms. In sensitized persons, symptoms usually begin within minutes of exposure; but they can occur hours later and can be quite varied. Mild reactions to latex involve skin redness, rash, hives, or itching. More severe reactions may involve respiratory symptoms such as runny nose, sneezing, itchy eyes, scratchy throat, and asthma (difficult breathing, coughing spells, and wheezing).*

Because gloves and balloons are the most common and accessible sources of latex, the district has chosen to prohibit their use in district buildings. If an employee or student has a severe latex allergy, other forms of latex will be assessed in that particular building.

9.5 Fragrances

Exposure to fragrances and scents can cause some staff and/or students to experience asthma or allergic reactions, including upper respiratory irritation, headaches, and other symptoms. All district employees are encouraged to use personal products (such as perfume, cologne, after-shave, hairspray, and body

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lotion, essential oils) that are low odor or fragrance free. In addition, the district selects maintenance and cleaning products that are low in odor.

10.0 Recordkeeping

The IAQ coordinator, along with the designated safety consultant, reviews the IAQ plan on an annual basis. Changes to the plan are identified on the annual review form found at the beginning of this plan.

11.0 References

Indoor Air Quality in Schools. "Reference Guide for Indoor Air Quality in Schools." *U.S Environmental Protection Agency.* EPA, 2023.

Occupational Safety and Health Administration. "Hand Protection (1910.138)." *U.S Department of Labor, Occupational Safety and Health Administration.* OSHA, 1994.

NIOSH Publication #98-113: Latex Allergy, A Prevention Guide

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Appendix A

Indoor Air Quality Walkthrough Reports

Appendix B

Annual Notification Documentation

Appendix C

Indoor Air Quality Assessment Reports

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: June 17, 2026

TO: ISD #200 School Board

FROM: Jennifer Seubert, Director of Finance and Operations

SUBJECT: Property/Casualty and Workers Compensation Insurance Rates for 2026-2027

Recommendation to approve the 2026-2027 rates for Property/Casualty and Workers Compensation Insurance.

Type	Company	Increase Decrease	Year	Rate
Property & Casualty	M.I.S.T-Fixed Costs	-17.84%	26-27	$273,208
	M.I.S.T-Loss Fund	-7.10%	26-27	$104,678
	Net Costs	-15.12%		$377,886
Workers Compensation	SFM	0.29%	26-27	$176,254
Agency Fee	Maguire Agency	0.00%	26-27	$12,000
	Net Costs	0.27%		$188,254

Property/Casualty renewal with M.I.S.T. with an overall decrease of 15.12%.
Major contributing factors:

- Increased coverage with no changes to terms, conditions, or deductibles.
- The property market has finally started to soften, driven by marketplace competition and abundant capacity. MIST achieved significant savings and coverage enhancements through launching the Water Sensor Program and from the formation and leverage of GovPro which sparked market competition.
- The casualty market continues to see negative marketplace trends with record jury verdicts and increasing litigation rates.
- The cyber market shows improvements if insurers have the proper cyber security controls and corrections in place. AI capabilities continue to rapidly evolve.

Workers Compensation renewal with SFM and Maguire with an overall increase of 0.27%.
Major contributing factors:

- Increase in experience modification rate from .83 to .88.
- Increase in covered wages of 4%
- Agency fee with Maguire Agency remained the same.

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

Fiscal Year (FY) 2028 Application for Long-Term Facilities Maintenance Revenue Statement of Assurances

ED-02477-012
Due: July 31, 2026

General Information: Minnesota school districts, intermediate school districts, cooperative districts, joint powers applying for Long-Term Facilities Maintenance revenue (LTFM) under Minnesota Statutes 2025, section 123B.595 must annually complete the Application for Long-Term Facilities Maintenance Revenue – Statement of Assurances (ED-02477). The application must be submitted to the Minnesota Department of Education (MDE) by July 31, 2026. Submit to Sarah C. Miller (MDE.Facilities@state.mn.us) along with other required LTFM documentation. **Do not mail a hard copy. Please email this form with other required documentation.**

Identification Information

Name of District, Intermediate/Cooperative/Joint Powers	District Number and Type:	Date Submitted:
Hastings Public Schools	0200-01	6/17/2026

Statement of Assurances

1. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety data submission system are for allowed health and safety uses under Minnesota Statutes 2025, section 123B.595, subdivision 10, paragraph (a), clause (3), Minnesota Statutes 2025, section 123B.57, subdivision 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety System are for uses prohibited under Minnesota Statutes 2025, section 123B.595, subdivision 11 (***Number one reason may not be energy savings).***
2. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for allowed uses under Minnesota Statutes 2025, section 123B.595, subdivision 10, paragraph (a), clauses (1) and (2) and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for uses prohibited under Minnesota Statutes 2025, section 123B.595, subdivision 11 **(*Number one reason may not be energy savings).***
3. All actual expenditures to be reported in Uniform Financial Accounting and Reporting Standards (UFARS) for FY 2028 under Finance Codes 347, 349, 352, 358, 363 and 366 will be for allowed health and safety uses under Minnesota Statutes 2025, section 123B.595, subdivision 10, paragraph (a), clause (3), Minnesota Statutes 2025, section 123B.57, subdivision 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2025, section 123B.595, subdivision 11.
4. All actual expenditures to be reported in UFARS for FY 2028 under Finance Codes 367, 368, 369, 370, 379, 380, 381, 382, 383 and 384 for Accessibility and Deferred Maintenance will be for allowed uses under Minnesota Statutes 2025, section 123B.595, subdivision 10, paragraph (a), clauses (1), (2) and (4) and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2025, section 123B.595, subdivision 11. ***Effective FY 2025 and beyond for a gender-neutral, single-user restroom are included in The LTFM plan (Finance Code 384 must be used with Course Code 684).***
5. The district will maintain a description of each project funded with long-term facilities maintenance revenue that will provide enough detail for an auditor to determine the cost of the project and if the work qualifies for revenue (Minn. Stat. 127A.41, subd. 3[2025]).
6. The district's plan includes provisions for implementing a health and safety program that complies with health, safety and environmental regulations and best practices, including indoor air quality management and mandatory lead in water testing, remediation and reporting (Minn. Stat. 121A.335 [2025]). ***The district's ten-year plan does not include a request for a second-time project cost for: (1) replacement of an existing mechanical ventilation system to the current Minnesota State Mechanical Code/ American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidelines; or, (2) to provide a level of approximately 15 Cubic Feet per Minute (CFM) per person.***

Certification of Statement of Assurances

Signature – ***Must be signed*** by Supt./Cooperative/Joint Powers Unit Director:	Name – Supt./Cooperative/Joint Powers Director (Please print)	Date:
	Dr. Kristine J. Wehrkamp Herman	

	FY 28 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				5/20/2026									
200	<= Type in School District Number													
	HASTINGS		Change only											
			if requiring levy	Payable 2026										
	Calculations for Ten Year Projection	Pay 26	adjustments	LLC Certification	Current Estimate									
		LLC #	FY 2026	FY 2027	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035	FY 2036
1	Type your district number in cell A2 (Minneapolis = 1.2)													
2	Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 16b, 16s, 18, 18r, 20b, 21, 26, 27 and 50b													
3	Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33													
4	Look-up data from following tabs													
5	**Initial Formula Revenue**													
6	Current year APU	57		4,244.03	4,217.60	4,164.00	4,141.30	4,113.40	4,058.70	3,998.60	3,998.60	3,998.60	3,998.60	3,998.60
6a	Additional Pre-K Pupil Units (see line 16 of Pre-K application for details)				-	-	-	-	-	-	-	-	-	-
6b	Total Adjusted Pupil Units = (6) + (6a)				4,217.60	4,164.00	4,141.30	4,113.40	4,058.70	3,998.60	3,998.60	3,998.60	3,998.60	3,998.60
7	District average building age (uncapped)	401		39.84	43.80	44.80	45.80	46.80	47.80	48.80	49.80	50.80	51.80	52.80
8	Formula allowance			$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00	$ 380.00
9	Building age ratio = (Lesser of 1 or (7) / 35)	402			1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000
10	Initial revenue = (6) * (8) * (9)	403		1,612,731	1,602,688	1,582,320	1,573,694	1,563,092	1,542,306	1,519,468	1,519,468	1,519,468	1,519,468	1,519,468
11	**Added Revenue for Eligible H&S Proj and/or Roofing > $100,000 / site**													
12	Debt Service for Existing Alt Facilities H&S Bonds (1B) - Gross before Debt Excess - Projects > $500,000 per site	701			-	-	-	-	-	-	-	-	-	-
13	Debt Excess related to Debt Service for Existing Alt Facilities H&S Bonds (1B)	755			-	-	-	-	-	-	-	-	-	-
14	Debt Service for Portion of Existing Alt Facilities Bonds from line (22) attributable to Eligible H&S Projects > $100,000 per site (1A)				-	-	-	-	-	-	-	-	-	-
15	Debt Excess related to Debt Service for Portion of Existing Alt Facilities Bonds attributable to Eligible H&S Projects > $100,000 per site (1A)				-	-	-	-	-	-	-	-	-	-
16a	Existing Net Debt Service for LTFM Bonds for Eligible New H&S Projects > $100,000 / site = (principal + interest)*1.05 - Portion of Bond Paid by Initial Revenue from "IAQFAA Bonds" tab				-	-	-	-	-	-	-	-	-	-
16b	New Debt Service for LTFM Bonds for Eligible New H&S Projects > $100,000 / site = (principal + interest)*1.05 - Portion of Bond Paid by Initial Revenue				-	-	-	-	-	-	-	-	-	-
16r	Existing Debt Service for LTFM Bonds for Eligible New Roofing Projects > $100,000 / site = (principal + interest)*1.05		beginning FY27		-	-	-	-	-	-	-	-	-	-
16s	New Debt Service for LTFM Bonds for Eligible New Roofing Projects > $100,000 / site = (principal + interest)*1.05				-	-	-	-	-	-	-	-	-	-
17	Net Debt Service for LTFM Bonds for Eligible New H&S Projects & Roofing Projects > $100,000 / site = (principal + interest)*1.05 - Portion of Bond Paid by Initial Revenue = (16a) + (16b) + (16r) + (16s)				-	-	-	-	-	-	-	-	-	-
18	Pay as you Go Revenue for Eligible New H&S Projects > $100,000 / site (corresponds to Category 2 on the expenditures spreadsheet)	405	-		-	-	-	-	-	-	-	-	-	-
18r	Pay as you Go Revenue for Eligible New Roofing Projects > $100,000 / site (corresponds to Category 6 on the expenditures spreadsheet)	406	beginning FY27		-	-	-	-	-	-	-	-	-	-
19	Total Additional Revenue for Eligible Projects >$100,000 / site (12) - (13) + (14) -(15) + (16a) + (16b) + (16r) + (16s) + (18) +(18r)	407		-	-	-	-	-	-	-	-	-	-	-
	Added Revenue for Pre-K Remodeling (for VPK approvals only)													
20a	Net Debt Service for Bonds Approved for Pre-K Remodeling	768			-	-	-	-	-	-	-	-	-	-
20b	Pay as you Go for Projects Approved for Pre-K Remodeling	408			-	-	-	-	-	-	-	-	-	-
20c	Total Pre-K Revenue				-	-	-	-	-	-	-	-	-	-
20d	**Total New Law Revenue (10) + (19) + (20c)**	409			1,602,688	1,582,320	1,573,694	1,563,092	1,542,306	1,519,468	1,519,468	1,519,468	1,519,468	1,519,468

	FY 28 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				5/20/2026									
200	<= Type in School District Number													
	HASTINGS		Change only											
			if requiring levy	Payable 2026										
	Calculations for Ten Year Projection	Pay 26	adjustments	LLC Certification	Current Estimate									
		LLC #	FY 2026	FY 2027	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035	FY 2036
	Old Formula Revenue													
21	Old Formula Health & Safety Revenue (should match amounts entered into the Health & Safety Data Submission System through FY 2028) (corresponds to Category 1 on the expenditures spreadsheet)	410		-	-	-	-	-	-	-	-	-	-	-
22	Old Formula Alt Facilities Debt Revenue (1A) - gross before Debt Excess	700			-	-	-	-	-	-	-	-	-	-
23	Debt Excess allocated to Alt Facilities Debt Service (1A) on line 22	754			-	-	-	-	-	-	-	-	-	-
24	Old Formula Alt Facilities Debt Revenue (1A) less Debt Excess	765			-	-	-	-	-	-	-	-	-	-
25	Old Formula Alt Facilities Net Debt Revenue (1B) = (12) - (13)	766			-	-	-	-	-	-	-	-	-	-
26	Old Formula Alt Facilities Pay as you Go Revenue (1A)	411	-		-	-	-	-	-	-	-	-	-	-
26b	Pay as you Go Revenue for Projects > $100,000 per site				-	-	-	-	-	-	-	-	-	-
27	Old Formula Alt Facilities Pay as you Go Revenue (1B) > $500,000 (should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2028)	412			-	-	-	-	-	-	-	-	-	-
27a	LTFM ">100K per site" Bonds				-	-	-	-	-	-	-	-	-	-
27b	LTFM "Other" Bonds for 1A Hold Harmless	414			-	-	-	-	-	-	-	-	-	-
28	Old Formula Deferred Maintenance Revenue = (if (22) + (26) = 0, (10) * ($64 / formula allowance))	417			269,926	266,496	265,043	263,258	259,757	255,910	255,910	255,910	255,910	255,910
29	Total Old Formula Revenue = (21)+(24)+(25)+(26)+(26b)+(27)+(27a)+(27b)+(28)	418		271,618	269,926	266,496	265,043	263,258	259,757	255,910	255,910	255,910	255,910	255,910
30	**Total LTFM Revenue for Individual District Projects = Greater of (20d) or [(29) + (20c)]**	**419**		1,612,731	1,602,688	1,582,320	1,573,694	1,563,092	1,542,306	1,519,468	1,519,468	1,519,468	1,519,468	1,519,468
31	District Requested Reduction from Maximum LTFM Revenue (to levy less than the maximum). Also enter this amount in the Levy Information System. Stated as Positive Number	420		-	-	-	-	-	-	-	-	-	-	-
32	**District LTFM Revenue (30) - (31)**	**421**		1,612,731	1,602,688	1,582,320	1,573,694	1,563,092	1,542,306	1,519,468	1,519,468	1,519,468	1,519,468	1,519,468
33	LTFM Revenue for District Share of Eligible Cooperative / Intermediate Projects (Unequalized)	422		32,138	32,138	-	-	-	-	-	-	-	-	-
34	**Grand Total LTFM Revenue (32) + (33)**	**423**		1,644,869	1,634,826	1,582,320	1,573,694	1,563,092	1,542,306	1,519,468	1,519,468	1,519,468	1,519,468	1,519,468
	Aid and Levy Shares of Total Revenue													
35	For ANTC & APU - Three Year Prior Date			2024	2024	2025	2026	2027	2028	2029	2030	2031	2032	2033
36	Three Year Prior Ag Modified ANTC	35		61,097,284	61,097,284	64,200,013	66,768,013	69,438,734	72,216,283	75,104,935	78,109,132	81,233,497	84,482,837	87,862,151
37	Three Year Prior Adjusted Pupil Units (APU)	54		4,439.90	4,439.90	4,379.50	4,320.79	4,234.79	4,182.49	4,182.49	4,182.49	4,182.49	4,182.49	4,182.49
38	ANTC / APU = (36) / (37)	425		13,760.96	13,760.96	14,659.22	15,452.72	16,397.20	17,266.33	17,956.99	18,675.26	19,422.28	20,199.17	21,007.13
39	State Average ANTC / APU with Ag Value Adjustment	426		13,658.30	13,658.30	14,248.69	14,899.31	15,697.71	16,326.00	16,979.00	17,658.00	18,364.00	19,099.00	19,863.00
40	Equalizing Factor = 125.5% of (39) or 127% of (39) starting FY 28 and later	427		17,141.17	17,141.17	18,095.84	18,922.12	19,936.09	20,734.02	21,563.33	22,425.66	23,322.28	24,255.73	25,226.01
41	Local (Levy) Share of Equalized Revenue (lesser of 1 or (38) / (40))	428		80.28%	80.28%	81.01%	81.66%	82.25%	83.28%	83.28%	83.28%	83.28%	83.28%	83.28%
42	State (Aid) Share of Equalized Revenue (1 - (41))	429		19.72%	19.72%	18.99%	18.34%	17.75%	16.72%	16.72%	16.72%	16.72%	16.72%	16.72%
43	Equalized Revenue (lesser of (34) or (6) * (8))	424		1,612,731	1,602,688	1,582,320	1,573,694	1,563,092	1,542,306	1,519,468	1,519,468	1,519,468	1,519,468	1,519,468
44	Initial LTFM State Aid (42) * (43)	430		318,021	316,047	300,502	288,539	277,467	257,945	254,122	254,111	254,089	254,118	254,121
45	Old Formula Grandfathered Alternative Facilities Aid	432		-	-	-	-	-	-	-	-	-	-	-
46	Total LTFM State Aid (greater of (44) or (45))	433		318,021	316,047	300,502	288,539	277,467	257,945	254,122	254,111	254,089	254,118	254,121
47	Total LTFM Levy (34) - (46) (including coop/intermediate)	436		1,326,848	1,318,778	1,281,818	1,285,155	1,285,625	1,284,361	1,265,346	1,265,357	1,265,379	1,265,350	1,265,347
48	**Debt Service Portion of Revenue (non-grandfather districts *)**													
49	Subtotal Debt Service Revenue from Above = (12) - (13) + (17) + (20a) + (24)	765+766+ 767+768+ 770			-	-	-	-	-	-	-	-	-	-
50	Existing LTFM Bonds excluding Bonds on line 17 (principal + interest)*1.05 from "FM Other Bonds" tab				-	-	-	-	-	-	-	-	-	-
50b	New LTFM Bonds excluding Bonds on line 17 (principal + interest)*1.05				-	-	-	-	-	-	-	-	-	-
51	Total Debt Service Revenue = (49) + (50) + (50b)	771			-	-	-	-	-	-	-	-	-	-
52	Equalized Debt Service Revenue (lesser of (43) or (51))	437			-	-	-	-	-	-	-	-	-	-
53	Debt Service Aid = (52) * (42)	438			-	-	-	-	-	-	-	-	-	-
54	Equalized Debt Service Levy = (52) - (53)	440			-	-	-	-	-	-	-	-	-	-
55	Unequalized Debt Service Revenue and Levy = (greater of zero or (51) - (52))	441			-	-	-	-	-	-	-	-	-	-

FY 28 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				5/20/2026									
200 <= Type in School District Number													
HASTINGS		Change only											
		if requiring levy	Payable 2026										
Calculations for Ten Year Projection	Pay 26	adjustments	LLC Certification	Current Estimate									
	LLC #	FY 2026	FY 2027	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031	FY 2032	FY 2033	FY 2034	FY 2035	FY 2036
56 **General Fund Portion of Revenue (non-grandfather districts *)**													
57 Total General Fund Revenue = (34) - (51) (includes **Coop Levy**, if any in line 33)	442			1,634,826	1,582,320	1,573,694	1,563,092	1,542,306	1,519,468	1,519,468	1,519,468	1,519,468	1,519,468
58 General Fund Equalized Revenue = (43) - (52)	443			1,602,688	1,582,320	1,573,694	1,563,092	1,542,306	1,519,468	1,519,468	1,519,468	1,519,468	1,519,468
59 Total General Fund Aid = (46) - (53)	444			316,047	300,502	288,539	277,467	257,945	254,122	254,111	254,089	254,118	254,121
60 General Fund Equalized Levy = (58) * (41)	445			1,286,641	1,281,818	1,285,155	1,285,625	1,284,361	1,265,346	1,265,357	1,265,379	1,265,350	1,265,347
61 General Fund Unequalized Levy = (57) - (58)	446			32,138	-	-	-	-	-	-	-	-	-
62 Total General Fund Levy = (60) + (61)	447			1,318,778	1,281,818	1,285,155	1,285,625	1,284,361	1,265,346	1,265,357	1,265,379	1,265,350	1,265,347
48 **Debt Service Portion of Revenue (Grandfather Districts *)**													
*** MPLS, Anoka, Bloomington, Robbinsdale, Rochester, St. Paul, Duluth**	765+766+ 767+768+ 770												
51 Total Debt Service Revenue = (49) + (50) + (50b)	771			-	-	-	-	-	-	-	-	-	-
52 Equalized Debt Service Revenue (lesser of (43) or (51))	437			-	-	-	-	-	-	-	-	-	-
53 Debt Service Aid = (52) * (42)	439			-	-	-	-	-	-	-	-	-	-
54 Equalized Debt Service Levy = (52) - (53)	440			-	-	-	-	-	-	-	-	-	-
55 Unequalized Debt Service Revenue and Levy = (Greater of zero or (51) - (50))	441			-	-	-	-	-	-	-	-	-	-
56 **General Fund Portion of Revenue (Grandfather Districts *)**													
57 Total General Fund Revenue = (34) - (51) (includes coop levy, if any in line 33)	442			1,634,826	1,582,320	1,573,694	1,563,092	1,542,306	1,519,468	1,519,468	1,519,468	1,519,468	1,519,468
58 General Fund Equalized Revenue = (43) - (52)	443			1,602,688	1,582,320	1,573,694	1,563,092	1,542,306	1,519,468	1,519,468	1,519,468	1,519,468	1,519,468
59 Total General Fund Aid = (46) - (53)	444			316,047	300,502	288,539	277,467	257,945	254,122	254,111	254,089	254,118	254,121
60 General Fund Equalized Levy = (58) * (41)	445			1,286,641	1,281,818	1,285,155	1,285,625	1,284,361	1,265,346	1,265,357	1,265,379	1,265,350	1,265,347
61 General Fund Unequalized Levy = (57) - (58)	446			32,138	-	-	-	-	-	-	-	-	-
62 Total General Fund Levy = (60) + (61)	447			1,318,778	1,281,818	1,285,155	1,285,625	1,284,361	1,265,346	1,265,357	1,265,379	1,265,350	1,265,347

Notes:

1. Underlevy on general fund equalized levy results in proportionate reduction in associated aid.
2. Total Debt Service revenue on line 49 must not exceed total LTFM revenue for individual district projects (line 30) for any of the 10 years in the plan.
3. For 1A districts with old Alt Facilities bonding, the amount on line 22 will reduce initial revenue on line 10, less the H & S portion entered on line 14.

End of Worksheet

DEPARTMENT OF EDUCATION	Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413	**Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - *Fund 01 and Fund 06 Projects Only***	ED - 02478-12

Instructions: Enter estimated, allowable LTFM expenditures ***(Fund 01 and/or Fund 06 only)*** under Minnesota Statutes 2025, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.

District Info.	(REQUIRED) Enter Information	District Info.	(REQUIRED) Enter Information
District Name:	Hastings Public Schools	Date:	6/10/2026
District Number:	200	Email:	jseubert@isd200.org /
District Contact Name:	Jennifer Seubert/ Scott Stockdale		
Contact Phone #	651-480-7005/ 651-480-7035		

Expenditure Categories		Fiscal Year (FY) Ending June 30										
		2026 (base year)	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
Health and Safety - this section excludes project costs in Category 2 of $100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.												
Finance Code	**Category (1)**											
347	Physical Hazards	$ 35,538	$39,655	$ 33,200	$ 33,200	$ 33,200	$ 33,200	$ 33,200	$ 33,200	$ 33,200	$ 33,200	$ 33,200
349	Other Hazardous Materials	$ 19,900	$22,000	$ 13,500	$ 13,500	$ 13,500	$ 13,500	$ 13,500	$ 13,500	$ 13,500	$ 13,500	$ 13,500
352	Environmental Health and Safety Management	$ 92,259	$87,241	$ 87,311	$ 84,751	$ 84,751	$ 87,311	$ 84,751	$ 84,751	$ 84,751	$ 84,751	$ 84,751
358	Asbestos Removal and Encapsulation	$ 2,860	$6,860	$ 1,680	$ 2,680	$ 2,680	$ 1,680	$ 2,680	$ 2,680	$ 2,680	$ 2,680	$ 2,680
363	Fire Safety	$ 49,000	$63,356	$ 25,000	$ 14,350	$ 775,000	$ 25,000	$ 25,000	$ 39,350	$ 25,000	$ 25,000	$ 14,350
366	Indoor Air Quality	$ 6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000	$6,000
	Total Health and Safety Capital Projects - Category (1)	$205,557	$225,112	$166,691	$154,481	$915,131	$166,691	$165,131	$179,481	$165,131	$165,131	$154,481
Health and Safety - Projects Costing $100,000 or more per Project/Site/Year - Additional Revenue												
Finance Code	**Category (2)**											
358	Asbestos Removal and Encapsulation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
363	Fire Safety	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
366	Indoor Air Quality	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Health and Safety Capital Projects $100,000 or More - Category (2)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151												
Finance Code	**Category 3 (a)**											
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Approved Voluntary Pre-K Projects - Category 3(a)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Gender-Neutral Single-User Restrooms												
Finance/Course Codes	***Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025 and Beyond***											
Finance Code 384 and Course Code 684 MUST USE BOTH	Remodeling for gender-neutral single user restroom per site.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Gender-Neutral Single User Projects - Category 3(b)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Accessibility												
Finance Code	**Category (4)**											
367	Accessibility	$0	$0	$58,250	$7,020	$0	$6,750	$0	$0	$10,000	$0	$0
	Total Accessibility Projects - Category (4)	$0	$0	$58,250	$7,020	$0	$6,750	$0	$0	$10,000	$0	$0
Deferred Capital Expenditures and Maintenance Projects												
Finance Code	**Category (5)**											
368	Building Envelope	$ 30,964	$ 126,004	$ 167,282	$ 14,000	$ 140,600	$ 3,600	$ -	$ 182,110	$ -	$ -	$ 143,100
369	Building Hardware and Equipment	$ 229,712	$ 179,933	$ 78,300	$ -	$ 69,100	$ 250,000	$ 632,390	$ 37,600	$ -	$ 310,000	$ 162,900
370	Electrical	$ 2,648	$ 27,570	$ 171,000	$ -	$ -	$ 275,000	$ -	$ 348,500	$ -	$ -	$ -
379	Interior Surfaces	$ 76,087	$ 185,851	$ 103,100	$ 25,500	$ 125,000	$ 128,500	$ 486,000	$ 264,250	$ 718,250	$ 126,600	$ -
380	Mechanical Systems	$ 503,465	$ 252,946	$ 120,000	$ 95,500	$ 48,000	$ 1,278,500	$ 1,008,000	$ -	$ 210,000	$ 80,000	$ 110,000
381	Plumbing	$ 66,669	$ 10,000	$ 85,900	$ 17,650	$ 21,600	$ 40,550	$ 73,150	$ 5,850	$ 46,500	$ 15,750	$ 50,200
382	Professional Services and Salary	$ 209,463	$ 235,830	$ 242,905	$ 250,192	$ 257,698	$ 265,429	$ 273,392	$ 281,594	$ 290,042	$ 298,743	$ 307,705
383	**Roof Systems (normally below $100,000 unless the school chooses not to receive additional revenue for $100K or more roofing project/site/year - pending 2025 Legislation)**	$ -	$ 7,000	$ 14,200		$ 800,000	$ -	$ 2,000	$ 78,000	$ 5,000	$ -	
384	Site Projects	$ 188,755	$ 352,700	$ 561,035	$ 1,426,580	$ 421,050	$ 278,300	$ 130,300	$ 230,600	$ 259,200	$ 825,955	$ 734,750
	Total Deferred Capital Expenditures and Maintenance Projects - Category (5)	$1,307,764	$1,377,834	$1,543,722	$1,829,422	$1,883,048	$2,519,879	$2,605,232	$1,428,504	$1,528,992	$1,657,048	$1,508,655
Deferred Capital Expenditures for Roofing Projects - Additional Revenue for $100,000 or more project/site/year			**EFFECTIVE FY 2027**									
Finance Code	**Category (6)**											
383	**Roofing Systems - Additional Revenue**			$0	$0	$0	$0	$0	$0	$0	$0	$0
		$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Annual 10-Year Plan Expenditures	$1,513,321	$1,602,946	$1,768,663	$1,990,923	$2,798,179	$2,693,320	$2,770,363	$1,607,985	$1,704,123	$1,822,179	$1,663,136
Fund Balance Section												
	Fund 01	**FY 26 and 27 Revenue Projection Model Revenue**		**FY 28 Revenue Projection Ten-Year Spreadsheet**								
	Beginning Fund Balance 01-467-XX	$0	$5,116,435	$5,148,315	$4,961,972	$4,544,743	$3,309,656	$2,158,642	$907,747	$819,230	$634,575	$331,864
	LTFM Fiscal Year Revenue - **Levy**	$0	$1,318,779	$1,281,818	$1,285,155	$1,285,625	$1,284,361	$1,265,346	$1,265,357	$1,265,379	$1,265,350	$1,265,347
	LTFM Fiscal Year Revenue - **AID if Applicable**	$0	$316,047	$300,502	$288,539	$277,467	$257,945	$254,122	$254,111	$254,089	$254,118	$254,121
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
LEVY Page 10, Line 422	***LTFM Deduction for applicable Cooperative/Intermediate Member District Levy***	$0	$0	$0	**$0**	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT if applicable - Special Legislation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$0	$1,602,946	$1,768,663	$1,990,923	$2,798,179	$2,693,320	$2,770,363	$1,607,985	$1,704,123	$1,822,179	$1,663,136
	Ending Fiscal Year Fund Balance 01-467-XX	$0	$5,148,315	$4,961,972	$4,544,743	$3,309,656	$2,158,642	$907,747	$819,230	$634,575	$331,864	$188,196
	Fund 06											
	Beginning Fund Balance 06-467-XX	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Bonded Revenue	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Other Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Ending Fiscal Year Fund Balance 06-467-XX	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
End of worksheet												

Facility	System	Component	Year	Budget Amount	Description
DW	ICS Annual Fee	Management Software	2026	$ 6,000	
District Wide	Int. Surface/ Electrical	Dock Freezer Replamcent	2026	$ 4,000	Dock Freezer Replacement
District Wide	Site Projects	Landscaping	2026	$ 10,000	Place Holder
District Wide	Building Hardware and Equipment	Lockdown Button Upgrades	2026	$ 22,000	Repair and verify function
District Wide	Site Projects	Sidewalks	2026	$ 8,000	Sidewalk Repair
McNamara Stadium/Todd Field	Site Projects	Turf Maint.	2026	$ 10,000	Field Repair & Maint.
Hastings High School	Mechanical Systems	AHU 12 & 27	2026	$ 36,319	Replace AHU's
Hastings High School	Envelope	Window Replacement	2026	$ 29,000	Cracked commons windows
Hastings High School	Building Hardware and Equipment	Elevator	2026	$ 77,951	Modernize Elevator #1
Hastings High School	Building Hardware and Equipment	Door Hardware	2026	$ 29,700	Replace Int. storfront hardware at entries 1 & 22
Hastings High School	Site Projects	Asphalt Maintenance - Patch/Crack Fill, Sealcoating & Striping	2026	$ 138,000	Crack fill, pot hole patching, seal coating and relining to the onsite asphalt to prolong surface life
DW	Plumbing	Plumbing Fixtures and Parts	2026	$ 10,295	Valves, lines, sinks, urinals, toilets, Faucets
Hastings High School	Interior Surfaces	Walls - Paint	2026	$ 6,000	Paint Maintenace
Hastings High School	Interior Surfaces	Remove Mirrors	2026	$ 2,750	Remove Wt. room Mirrors N&S sides
Hastings High School	Envelope	Window Repair	2026	$ 8,000	Replace Blown window seals N. Side 1st floor.
Curriculum Center	Building Envelope	EIFS / Stucco	2026	$ 2,400	Repairs to the stucco
Curriculum Center	Building Envelope	exterior repair	2026	$ 2,000	Repair to window trim and garage door trim & paint
Curriculum Center	Building Envelope	exterior refinish	2026	$ 1,800	Sand and refinish wood soffit and beams
Kennedy	Building Envelope	Sealants	2026	$10,000	Sealant Replacement
Kennedy Elementary	Interior Surfaces	Wall - Tile	2026	$ 19,815	Paint Wall Tile
Kennedy Elementary	Mechanical Systems	Roof Top Unit (RTU)	2026	$ 58,910	Replace 2 RTU's that are at the end of their useful service life. -2 smaller units - 4 ton each -RTU's only provide cooling & ventilation.
Kennedy	Mechanical Systems	Automation Controls	2026	$ 90,450	Alerton to Replace Siemens - NAC
Pinecrest	Mechanical Systems	Roof Top Unit (RTU)	2026	$ 157,300	Replace 3 RTU's that are at the end of their useful service life
Pinecrest	Mechanical Systems	Automation Controls	2026	$ 94,306	Alerton to Replace Siemens - NAC
McAuliffe Elementary	Building Hardware and Equipment	Door Hardware	2026	$ 51,300	Replace Door Hardware
McAuliffe Elementary	Interior Surfaces	Walls - Paint	2026	$ 500	General paint maintenance
HMS	Building Hardware	Door Hardware	2026	$ 5,100	Replacement door handles
HMS	Building Hardware	PA System	2026	494	Repairs/ functionality
HMS	Interior Surfaces	Walls - Glazed Block	2026	$ 44,300	Tile Repair - Hall Walls
Tilden Community Center	Interior Surfaces	Walls - Paint	2026	$ 500	Paint repairs
HS	Mechanical Systems	AHU & CU	2026	$ 14,260	Replace VFD on AHU8 and
HS	Mechanical Systems	Generator	2026	$ 11,000	Radiator Repair
917	Annual H&S Costs		2026		
DW	Annual H&S Costs		2026		
DW	Annual Staffing		2026	$14,565	
Total:				$ 962,451	

Facility	System	Component	Year	Budget Amount	Description
Curriculum Center	Building Envelope	Doors - Hollow Metal	2027	$ 1,000	Replace damaged garage entry door
Curriculum Center	Building Envelope	Exterior Door Hardware	2027	$ 500	Replace damaged garage entry door hardware
District Wide	Plumbing	Plumbing fixture valves	2027	$ 10,000	Replace fixtures, pipe, and components
District Wide	Electrical	Various Projects	2027	$ 9,394	Updates and replacement of wiring and electical components
District Wide	Site Projects	Landscaping	2027	$ 5,000	
Pinecrest	Site Projects	Sidewalk Repair	2027	$ 5,000	Updates replacement and refurbishing of HVAC Equipment and controls
Todd Field	Site Projects	Turf Maint./ Repair	2027	$ 5,700	Repair turf
Kennedy	Building Hardware and Equipment	Replace door hardware	2027	$ 75,000	Replace damaged wood doors
High School	Interior Surfaces	Flooring - Carpet	2027	$ 110,000	Replace Hallway carpet
High School	Mechanical Systems	Makeup Air Unit (MAU)	2027	$ 60,000	Replace MAU - Ind. Arts
High School	Roof Systems	Other	2027	$ 5,000	General maintenance to flashing and sealants
High School	Mechanical Systems	Replace Glycol in Heating and Cooling Loops	2027	$ 75,000	Replace Glycol in Heating and Cooling Loops
JMF	Electrical	Lighting	2027	$ 18,176	Upgrade to LED Lighting - Int. and Ext.
McAuliffe	Roof Systems	Roofing - Built Up	2027	$ 2,000	General maintenance to roofing
Middle School	Building Envelope	Sealants	2027	31,357	Replace MS Ext. Sealants
Middle School	Building Envelope	Tuckpointing	2027	$ 92,000	MS Tuckpointing
Middle School	Building Hardware and Equipment	PA system	2027	$ 104,933	Replace MS PA System
Middle School	Mechanical Systems	Air Handler Unit	2027	$ 55,000	Replace AHU 17 Coil
Middle School	Mechanical Systems	Chillers	2027	$ 52,946	MS Ciller work - York Chillers. Include RPZ
Middle School	Mechanical Systems	Variable Frequency	2027	$ 10,000	Replace the VFD for Pool or AHU
Middle School Pinecrest	Site Projects	Asphalt Maintenance -	2027	$ 150,000	Repair and Sealcoat
Pinecrest	Site Projects	Asphalt Maintenance -	2027	$ 62,000	Repair and Sealcoat
Pinecrest	Interior Surfaces	Flooring - Carpet	2027	$ 52,351	Replace Classroom Carpet in remaining 6
Pinecrest	Interior Surfaces	Walls - Paint	2027	$ 23,500	Repaint
Tilden	Building Envelope	Replace Ext. Sealants	2027	$1,147	
Contingency				$ 125,000	
Accessibility				$ -	
Pro. S&S				$ 235,830	
H&S				$ 225,112	
Total:				$ 1,602,946	

Facility	System	Component	Year	Budget Amount	Description
Curriculum Center	Interior Surfaces	Casework - General (Lowers)	2028	$ 4,800	Replace the kitchen area casework
Curriculum Center	Roof Systems	Other	2028	$ 500	Roofing maintenance
Curriculum Center	Site Projects	Landscaping	2028	$ 800	General maintenance
Curriculum Center	Interior Surfaces	Walls - Paint	2029	$ 2,050	
District Wide	Plumbing	Other	2028	$ 50,000	Well Maintenance
District Wide	Plumbing	Plumbing fixture valves	2028	$ 5,850	Update manual fixture valves to automatic valves to help conserve water
High School	Building Envelope	EIFS / Stucco	2028	$ 72,000	EFIS repairs to cracked panels
High School	Building Envelope	Skylights	2028	$ 30,282	Replace skylights
High School	Electrical	Card Access / Keyless Entry	2028	$ 3,500	Card access repairs
High School	Electrical	Security (CCTV/Camera)	2028	$ 33,000	Replace security cameras
High School	Interior Surfaces	Flooring - Carpet	2028	$ 65,000	Replace Auditorium carpet
High School	Site Projects	Athletic Fields - Field Turf (Grass)	2028	$ 34,200	Athletic field maintenance - Aeration, fertilizer, top dressing sand, Agg base
JMF	Mechanical Systems	Air Handler Unit (AHU)	2028	$ 120,000	Replace Shop Air Handler
Kennedy	Plumbing	Plumbing fixture valves	2028	$ 16,200	Replace old fixtures
Kennedy	Roof Systems	Other	2028	$ 2,500	Roofing maintenance to flashing and sealants
Kennedy	Site Projects	Concrete - Walks & Drives	2028	$ 2,560	Replace cracked concrete panels
McAuliffe	Building Envelope	Sealants	2028	$ 19,000	Replace dried out and cracked sealants
McAuliffe	Plumbing	Water conditioning	2028	$ 8,000	Replace water conditioning system
McAuliffe	Site Projects	Concrete - Walks & Drives	2028	$ 1,600	Replacement of cracked concrete panels
Middle School	Building	Doors - Aluminum	2028	$ 35,000	Door replacement
Middle School	Building	Doors - HM & Wood (Leaf	2028	$ 15,000	Replace damaged doors
Middle School	Building	Gym Curtain	2028	$ 50,000	Replace curtain
Middle School	Electrical	Card Access / Keyless Entry	2028	$ 112,500	Upgrades
Middle School	Interior Surfaces	Toilet partitions	2028	$ 18,250	Replace damaged
Middle School	Site Projects	Athletic Fields - Tennis Courts	2028	$ 360,000	Replace 8 Tennis Courts
Middle School	Site Projects	Concrete - Walks & Drives	2028	$ 8,000	Sidewalk repair
Pinecrest	Building	Sealants	2028	$ 11,000	Replace Exterior Sealants
Pinecrest	Building	Toilet Accessories	2028	$ 5,100	Replace Toilet accessories
Pinecrest	Electrical	Security (CCTV/Camera)	2028	$ 22,000	CCTV Upgrade
Tilden	Interior Surfaces	Flooring - Carpet	2028	$ 13,000	Replace
Tilden	Plumbing	Plumbing fixture valves	2028	$ 5,850	Upgrade
Tilden	Roof Systems	Flashing	2028	$ 11,200	Maintenance
Tilden	Site Projects	Landscaping	2028	$ 4,000	Repairs/upgrades
Tilden	Site Projects	Lighting - Building Exterior	2028	$ 7,000	Upgrade
Todd Field	Building Hardware and Equipment	Doors - Hollow Metal	2028	$ 8,200	Replacement
Todd Field	Site Projects	Retaining Wall	2028	$ 17,875	North Columns
Contingency				$ 125,000	
Accessibility				$ 58,250	
Pro. S&S				$ 242,905	
H&S				$ 166,691	
Total:				$ 1,768,663	

Facility	System	Component	Year	Budget Amount	Description
Curriculum Center	Plumbing	Plumbing fixture valves	2029	$ 1,800	
Curriculum Center	Site Projects	Concrete - Walks & Drives	2029	$ 1,280	Replace cracked concrete panels
Curriculum Center	Building Envelope	Sealants	2027	$ 1,000	Replace dried out and cracking sealants
Hastings High School	Plumbing	Plumbing fixture valves	2029	$ 5,850	
Kennedy Elementary	Mechanical Systems	Air Cooled Condensing Unit (ACCU)	2029	$ 80,000	Replace air cooled condensing unit for screw type chiller
McAuliffe Elementary	Mechanical Systems	Mini Split System	2029	$ 15,500	Replace Liebert System
McAuliffe Elementary	Site Projects	Playground Surface - Wood Chips	2029	$ 300	General Maintenance to playground surface
McNamara Stadium/Todd Field	Building Envelope	Overhead Doors	2029	$ 13,000	Replacements
McNamara Stadium/Todd Field	Site Projects	Field turf replacement	2029	$ 1,300,000	Replacements
Tilden Community Center	Interior Surfaces	Signs - Interior (Room Identifiers)	2029	$ 2,125	Replace interior signs
Tilden Community Center	Interior Surfaces	Toilet partitions	2029	$ 18,250	Replace damaged panels
Tilden Community Center	Interior Surfaces	Walls - Paint	2029	$ 5,125	Paint repairs
Tilden Community Center	Plumbing	Domestic Water Heating - 50 Gallon	2029	$ 10,000	Replace
Contingency				$ 125,000	
Accessibility				$ 7,020	
Pro. S&S				$ 250,192	
H&S				$ 154,481	
Total:				$ 1,990,923	

Facility	System	Component	Year	Budget Amount	Description
DW	Site Projects	Asphalt Maintenance - Patch/Crack Fill, Sealcoating & Striping	2030	$ 114,000	Crack fill, pot hole patching, seal coating and relining to the onsite asphalt to prolong surface life
HHS	Building Hardware and Equipment	Kitchen Equip - Cooler / Freezer Condenser	2030	$ 14,000	Replace 4 compressor/condensing units for the 2 coolers and 1 freezer.
HHS	Plumbing	Plumbing fixture valves	2030	$ 5,850	
HHS	Site Projects	Concrete - Walks & Drives	2030	$ 6,400	Replace cracked and heavily pitted concrete panels
Hastings Middle School	Building Hardware and Equipment	Doors - HM & Wood (Leaf Only)	2030	$ 15,000	Replace damaged doors
Hastings Middle School	Building Hardware and Equipment	Lockers - Sand & Paint	2030	$ 20,000	Locker repaint
Hastings Middle School	Interior Surfaces	Flooring - Carpet	2030	$ 65,000	Replace
Hastings Middle School	Mechanical Systems	Pumps - Circulation	2030	$ 32,000	Pump replacement
Hastings Middle School	Plumbing	Plumbing fixture valves	2030	$ 11,250	Upgrade
Hastings Middle School	Roof Systems	Roofing - Built Up	2030	$ 800,000	Replace
Hastings Middle School	Site Projects	Athletic Fields - Field Turf (Grass)	2030	$ 30,000	Maintenance
Kennedy Elementary	Building Envelope	Sealants	2030	$ 19,400	Replace dried and cracked sealants
Kennedy Elementary	Site Projects	Asphalt Maintenance - Patch/Crack Fill, Sealcoating & Striping	2030	$ 80,000	crack fill, pot hole repair, sealcoat and reline the paving to prolong surface life
Kennedy Elementary	Site Projects	Landscaping	2030	$ 1,500	Landscaping maintenance - grass, tree trimming, etc
McAuliffe Elementary	Plumbing	Plumbing fixture valves	2030	$ 4,500	General maintenance to plumbing valves
McAuliffe Elementary	Site Projects	Landscaping	2030	$ 1,500	General Maintenance - tree trimming, wood chips, grass upkeep
McNamara Stadium/Todd Field	Building Hardware and Equipment	Doors - Hollow Metal	2030	$ 8,200	Replacement
McNamara Stadium/Todd Field	Building Hardware and Equipment	Toilet Accessories	2030	$ 6,800	Replacement
McNamara Stadium/Todd Field	Site Projects	Asphalt Maintenance - Patch/Crack Fill, Sealcoating & Striping	2030	$ 22,650	Maintenance
Pinecrest Elementary	Building Envelope	Exterior Door Hardware	2030	$ 16,200	Door maintenance
Pinecrest Elementary	Building Hardware and Equipment	Toilet Accessories	2030	$ 5,100	Systematic replacement
Pinecrest Elementary	Interior Surfaces	Casework - Classroom (Uppers & Lowers)	2030	$ 60,000	Casework repairs
Pinecrest Elementary	Mechanical Systems	Pumps - Circulation	2030	$ 16,000	Pump rebuild
Pinecrest Elementary	Site Projects	Concrete - Walks & Drives	2030	$ 40,000	Sidewalk repair
Tilden Community Center	Building Envelope	Tuckpointing	2030	$ 105,000	Retuckpoint selected areas
Contingency				$ 125,000	
Pro. S&S				$ 257,698	
H&S				$ 915,131	
Total:				$ 2,798,179	

Facility	System	Component	Year	Budget Amount	Description
Curriculum Center	Building Envelope	Exterior Finishes - Paint, Stain, Coatings	2031	$ 3,600	Paint Stucco
Hastings High School	Building Hardware and Equipment	Gym Curtain	2031	$ 240,000	Replace 4 gym curtains
Hastings High School	Plumbing	Domestic Water Heating - 120 Gallon	2031	$ 15,500	Replace heat exchanger for Domestic water heater
Hastings High School	Plumbing	Plumbing fixture valves	2031	$ 5,850	Update manual fixture valves to automatic valves to help conserve water
Hastings High School	Site Projects	Athletic Fields - Field Turf (Grass)	2031	$ 34,200	Athletic field maintenance - Aeration, fertilizer, top dressing sand, Agg base
Hastings High School	Mechanical Systems	Replace HS Air handlers	2031	$ 1,000,000	
Hastings Middle School	Electrical	Distribution / Panels	2033	$ 275,000	Replace original panels
Hastings Middle School	Building Hardware and Equipment	PA system	2031	$ 10,000	District Wide - PA system repair allowance
Hastings Middle School	Interior Surfaces	Walls - Paint	2031	$ 51,250	Repaint
Hastings Middle School	Plumbing	Drinking Fountains	2031	$ 19,200	Replace
Hastings Middle School	Site Projects	Concrete - Walks & Drives	2031	$ 8,000	Sidewalk repair
Kennedy Elementary	Interior Surfaces	Walls - Paint	2031	$ 41,000	Paint maintenance
Kennedy Elementary	Site Projects	Playground Surface - Wood	2031	$ 250	Maintenance of playground surface
McAuliffe Elementary	Interior Surfaces	Walls - Paint	2031	$ 10,250	General paint maintenance
McAuliffe Elementary	Mechanical	Pumps - Heating / Cooling	2031	$ 58,000	Replace heating and cooling pumps
McAuliffe Elementary	Mechanical	Variable Frequency Drive	2031	$ 49,500	Replace VFD's
McAuliffe Elementary	Mechanical Systems	Fire Alarm Control Panel	2032	$ 171,000	Fire Alarm Control Panel at the end of its
McNamara	Site Projects	Fencing	2031	$ 4,400	Fence repairs
Tilden Community	Interior Surfaces	Flooring - Carpet	2031	$ 26,000	Replace
Tilden Community	Site Projects	Asphalt Maintenance -	2031	$ 66,450	Sealcooat Crack fill & Striping
Tilden Community	Site Projects	Concrete - Walks & Drives	2031	$ 40,000	Replace damaged panels
Contingency				$ 125,000	
Accessibility				$ 6,750	
Pro. S&S				$ 265,429	
H&S				$ 166,691	
Total:				$ 2,693,320	

Facility	System	Component	Year	Budget Amount	Description
Hastings High School	Mechanical Systems	Boilers	2032	$ 280,000	Replace 2 hot water boilers that are at the end of their useful service life
Hastings High School	Mechanical Systems	Heating System Piping	2032	$ 728,000	Victaulic couplers tend to leak over time, replace with welded pipe
Hastings High School	Building Hardware and Equipment	Gym Equipment - Basketball Hoop (Ceiling Hung)	2032	$ 429,000	Replace 30 ceiling hung hoops
Hastings High School	Interior Surfaces	Flooring - Carpet	2032	$ 350,000	Replace pod and classroom carpet
Hastings High School	Interior Surfaces	Walls - Paint	2032	$ 10,000	Paint Maintenace
Hastings High School	Plumbing	Drinking Fountains	2032	$ 12,800	Replace broken drinking fountains
Hastings High School	Plumbing	Plumbing fixture valves	2032	$ 5,850	Annual maintenance/replacement
Hastings High School	Building Hardware and Equipment	Scoreboard - Secondary	2028	$ 35,000	Replace 4 small secondary scoreboards
Hastings High School	Site Projects	Landscaping	2032	$ 5,000	Maintenance to onsite landscaping
Hastings Middle School	Building Hardware and Equipment	Conveying Systems - Hydraulic Elevator (2 Stop)	2032	$ 150,000	Elevator upgrade
Hastings Middle School	Interior Surfaces	Toilet partitions	2032	$ 18,250	Replace damaged
Hastings Middle	Plumbing	Domestic Water	2032	$ 31,000	Replace
Kennedy Elementary	Interior Surfaces	Flooring - Carpet	2032	$ 97,500	Replace carpet in classrooms
Kennedy Elementary	Plumbing	Domestic Water	2032	$ 15,500	Replace the 2016 water heater
Kennedy Elementary	Plumbing	Water conditioning	2032	$ 8,000	Replace water conditioning system
McAuliffe Elementary	Building Hardware	Doors - Interior	2032	$ 9,750	Replacement of damaged (broken,
McAuliffe Elementary	Building Hardware	Seating - Telescoping	2032	$ 8,640	Replace the gym bleachers
McAuliffe Elementary	Roof Systems	Roofing - Built Up	2032	$ 2,000	General maintenance to roofing
McAuliffe Elementary	Site Projects	Playground Surface -	2032	$ 300	General Maintenance to playground surface
Pinecrest Elementary	Interior Surfaces	Walls - Paint	2032	$ 10,250	Repaint
Contingency				$ 125,000	
Accessibility				$ -	
Pro. S&S				$ 273,392	
H&S				$ 165,131	
Total:				$ 2,770,363	

Facility	System	Component	Year	Budget Amount	Description
DW	Site Projects	Irrigation	2033	$ 70,000	Maintenance and repair
DW	Electrical	Exterior Lighting	2033	$ 60,000	Exterior Lighting Repair/ Pole Replacement
Curriculum Center	Building Envelope	Other	2033	$ 1,400	Replace damaged vinyl siding on the garage
Curriculum Center	Roof Systems	Other	2033	$ 500	Roofing maintenance
Hastings High School	Electrical	Card Access / Keyless Entry	2033	$ 3,500	Card access repairs
Hastings High School	Interior Surfaces	Flooring - VCT	2033	$ 22,500	Replace damaged VCT
Hastings High School	Interior Surfaces	Toilet partitions	2033	$ 36,500	Replace broken, dented and scratched toilet partitions
Hastings High School	Interior Surfaces	Sealants	2033	$ 10,000	Replace damaged interior sealants
Hastings High School	Plumbing	Plumbing fixture valves	2033	$ 5,850	Update manual fixture valves to automatic valves to help conserve water
Hastings High School	Building Envelope	Sealants	2033	$ 77,600	Replace dried out and cracking sealants
High School	Building Hardware and Equipment	Doors - Interior	2027	$ 32,500	Replace damaged wood door hardware
Hastings Middle School	Building Envelope	Sealants	2033	$ 36,860	Replace failing sealants
Hastings Middle School	Interior Surfaces	Ceilings - ACT	2033	$ 50,000	Replace damaged ceiling tiles
Hastings Middle School	Electrical	Lighting - Theater w/Controls	2033	$ 230,000	Upgrade theater lights
Hastings Middle School	Site Projects	Asphalt Maintenance -	2033	$ 20,000	Pothole repair and crack filling
Hastings Middle School	Site Projects	Landscaping	2033	$ 10,000	Maintenance
Kennedy Elementary	Building Envelope	Tuckpointing	2033	$ 45,000	Tuckpointing maintenance
Kennedy Elementary	Roof Systems	Other	2033	$ 2,500	Roofing maintenance to flashing and
McAuliffe Elementary	Building Envelope	Sealants	2033	$ 5,000	Replace dried out and cracked sealants
McAuliffe Elementary	Site Projects	Concrete - Walks &	2033	$ 1,600	Replacement of cracked concrete
Pinecrest Elementary	Building Envelope	Expansion Sealants	2033	$ 16,250	Replace sealants
Pinecrest Elementary	Building Hardware and Equipment	Toilet Accessories	2033	$ 5,100	Systematic replacement
Pinecrest Elementary	Interior Surfaces	Ceilings - ACT	2033	$ 12,500	Systematic replacement
Pinecrest Elementary	Interior Surfaces	Flooring - Carpet	2033	$ 52,000	Systematic replacement
Pinecrest Elementary	Electrical	Distribution / Panels	2033	$ 27,500	
Tilden Community	Site Projects	Landscaping	2033	$ 4,000	Repairs/upgrades
Tilden Community	Electrical	Distribution / Panels	2033	$ 27,500	
Tilden Community	Interior Surfaces	Ceilings - ACT	2033	$ 50,000	Replace aging tiles
Tilden Community	Interior Surfaces	Walls - Paint	2033	$ 30,750	Paint repairs
Tilden Community	Roof Systems	Roofing - EPDM	2033	$ 75,000	Maintenance
Contingency				$ 125,000	
Accessibility				$ -	
Pro. S&S				$ 281,594	
H&S				$ 179,481	
Total:				$ 1,607,985	

Facility	System	Component	Year	Budget Amount	Description
DW	Site Projects	Signs - Traffic	2027	$ 7,500	Replace aiging signs
Hastings High School	Interior Surfaces	Flooring - Carpet	2034	$ 520,000	Replace Commons & Hallway carpet
Hastings High School	Plumbing	Plumbing fixtures	2034	$ 30,500	Fixture replacement for damaged units
Hastings High School	Plumbing	Water conditioning	2034	$ 16,000	Replace water conditioning system
Hastings High School	Roof Systems	Other	2034	$ 5,000	General maintenance to flashing and sealants
Hastings High School	Site Projects	Athletic Fields - Field Turf (Grass)	2034	$ 34,200	Athletic field maintenance - Aeration, fertilizer, top dressing sand, Agg base
Hastings Middle	Interior Surfaces	Ceilings - ACT	2027	$ 50,000	Replace damaged ceiling tiles
Hastings Middle	Interior Surfaces	Flooring - Carpet	2027	$ 130,000	Replace
Hastings Middle	Mechanical	Chillers	2027	$ 210,000	Replace 2 chillers
Kennedy Elementary	Site Projects	Asphalt Maintenance - Patch/Crack Fill, Sealcoating & Striping	2034	$ 80,000	crack fill, pot hole repair, sealcoat and reline the paving to prolong surface life
Kennedy Elementary	Site Projects	Landscaping	2034	$ 1,500	Landscaping maintenance - grass, tree trimming, etc
Pinecrest Elementary	Site Projects	Asphalt Maintenance - Patch/Crack Fill, Sealcoating & Striping	2034	$ 11,000	Crack repair and sealing
Tilden Community Center	Interior Surfaces	Toilet partitions	2034	$ 18,250	Replace damaged panels
Contingency				$ 125,000	
Accessibility				$ 10,000	
Pro. S&S				$ 290,042	
H&S				$ 165,131	
Total:				$ 1,704,123	

Facility	System	Component	Year	Budget Amount	Description
Hastings High School	Building Hardware and Equipment	Exhaust Hood - Kitchen	2035	$ 280,000	Replace 4 exhaust hoods
Hastings High School	Interior Surfaces	Walls - Paint	2035	$ 10,000	Paint Maintenace
HHS	Site Projects	Asphalt Maintenance - Patch/Crack Fill, Sealcoating & Striping	2030	$ 114,000	Crack fill, pot hole patching, seal coating and relining to the onsite asphalt to prolong surface life
Hastings Middle School	Building Hardware and Equipment	Doors - HM & Wood (Leaf Only)	2035	$ 15,000	Replace damaged doors
Hastings Middle School	Interior Surfaces	Flooring - Carpet	2035	$ 65,000	Replace
Hastings Middle School	Mechanical Systems	Pool - Other	2035	$ 80,000	Replace pool systems
Hastings Middle School	Plumbing	Plumbing fixture valves	2035	$ 11,250	Upgrade
Hastings Middle School	Site Projects	Athletic Fields - Field Turf (Grass)	2035	$ 30,000	Maintenance
Kennedy Elementary	Site Projects	Playground Surface - Wood Chips	2035	$ 250	Maintenance of playground surface
McAuliffe Elementary	Plumbing	Plumbing fixture valves	2035	$ 4,500	General maintenance to plumbing valves
McAuliffe Elementary	Site Projects	Landscaping	2035	$ 1,500	General Maintenance - tree trimming, wood chips, grass upkeep
McAuliffe Elementary	Site Projects	Paving - Parking Lots	2035	$ 487,255	Replace all onsite asphalt, which is dried out, heavily cracked/spalling, with potholes scattered throughout
McAuliffe Elementary	Site Projects	Playground Surface - Wood Chips	2035	$ 300	General Maintenance to playground surface
McNamara Stadium/Todd Field	Building Hardware and Equipment	Doors - Hollow Metal	2035	$ 8,200	Replacement
McNamara Stadium/Todd Field	Building Hardware and Equipment	Toilet Accessories	2035	$ 6,800	Replacement
McNamara Stadium/Todd Field	Site Projects	Asphalt Maintenance - Patch/Crack Fill, Sealcoating & Striping	2035	$ 22,650	Maintenance
McNamara	Site Projects	Athletic Fields - Press	2027	$ 45,000	South pressbox upgrade
Pinecrest Elementary	Interior Surfaces	Casework - Classroom (Uppers & Lowers)	2035	$ 51,600	Casework replacement
Contingency				$ 125,000	
accessibility				$ -	
Pro. S&S				$ 298,743	
H&S				$ 165,131	
Total:				$ 1,822,179	

Facility	System	Component	Year	Budget Amount	Description
Curriculum Center	Mechanical Systems	Roof Top Unit (RTU)	2036	$ 110,000	Replace gas fired RTU (on the ground)
Curriculum Center	Site Projects	Landscaping	2036	$ 800	General maintenance
High School	Building Envelope	Doors - Aluminum	2036	$ 45,500	Replace aluminum doors
High School	Building Envelope	Doors - Hollow Metal	2036	$ 10,000	Replace damaged hollow metal doors
High School	Building Envelope	Doors - Hollow Metal	2036	$ 12,000	Replace damaged hollow metal gym doors
High School	Building Envelope	Exterior Door Hardware	2036	$ 13,500	Replace damaged door hardware
High School	Building Envelope	Exterior Door Hardware	2036	$ 27,000	Replace damaged gym door hardware
High School	Building Envelope	Exterior Door	2036	$ 35,100	Replace aluminum door hardware
High School	Site Projects	Concrete - Walks &	2036	$ 8,000	Replace cracked and heavily pitted concrete
Kennedy	Site Projects	Paving - Parking Lots	2036	$ 199,500	Replace North lot and West entry
Middle School	Building Hardware	Bleachers	2036	$ 150,000	Bleacher replacement
Middle School	Plumbing	Drinking Fountains	2036	$ 19,200	Replace
Pinecrest	Building Hardware	Gym Equipment -	2036	$ 7,800	Replace old backboards
Pinecrest	Building Hardware	Toilet Accessories	2036	$ 5,100	Systematic replacement
Pinecrest	Plumbing	Domestic Water Heating - 120 Gallon	2036	$ 31,000	Water heater replacement
Tilden	Site Projects	Asphalt	2036	$ 36,450	Crack fill & Striping
Todd Field	Site Projects	Athletic Fields -	2036	$ 45,000	South pressbox upgrade
Todd Field	Site Projects	Pole Lighting - Stadium	2036	$ 320,000	Update stadium HID lights to LED
Contingency				$ 125,000	
Accessibility				$ -	
Pro. S&S				$ 307,705	
H&S				$ 154,481	
Total:				$ 1,663,136	

ADOPTED BUDGET 2026 - 2027



2026-27 Adopted Budget – Summary of Changes (General Fund)

Pupil Units

APU- For 26-27 adopted budget is 4,218
100 less than 25-26

This number is based on prior year October 1 MARSS data and projected forward based on prior year trend. On October 1, 2026 new projections will be done for 26-27 and future years.

Revenue General Fund Unassigned	**Amount**
State Spec Ed Aid ($12,300,000)	300,000
Native Language Revitalization Grant (Revenues = Expenditures)	249,490
Gen Ed Formula 2.69% ($7,683)	155,823
Special Ed Federal (Revenues = Expenditures)	104,344
English Language Cross Subsidy (Based on 24-25 Expenditures)	102,058
Interest	100,000
Pay-Per-View and Sponsorship Revenue (HUDL)	13,750
All Other	1,507
Local Collaborative Time Study (LCTS)	(51,811)
Unemployment Between Terms	(125,000)
MTSS Grant (Revenue = Expenditures)	(157,841)
Title Programs (Revenues = Expenditures)	(183,807)
Levy/Taxes	(276,470)
Total Change to Revenue Budget	**232,044**

2026-27 Adopted Budget – Summary of Changes (General Fund)

Expenditures General Fund Unassigned	Amount
Payroll Expenditures	
Salary and Benefit Increases	1,578,969
Teacher FTE 282.71	
All groups are estimates with the exception of teachers and paraprofessionals	
Other Expenditures	
Audit Entry - Subsequent Year's Expenditures	908,589
Native Language Revitalization Grant (Revenues = Expenditures)	249,490
Special Ed Federal (Revenues = Expenditures)	104,344
Alternative Learning Program	46,386
Utilities	31,957
Early Childhood Screening Chargeback	24,011
Building Supply Budgets	6,163
All Other Misc. Programs	(13,522)
District Wide Budgets	(17,324)
Election Budget	(19,242)
Transportation	(42,630)
Purchased Services	(45,506)
Property & Liability Insurance	(52,078)
MTSS Grant (Revenue = Expenditures)	(157,841)
Title Programs (Revenues = Expenditures)	(183,807)
Total Change to Expenditure Budget	**2,417,959**
Net Change	(2,185,915)

2026-2027 Revised Budget - Updates

- October 1 student enrollment projections
- Staffing due to student numbers
- Employee contract settlements
- Liability Study – OPEB Payment to Trust
- Actual hire vs estimated salaries for open positions
- Legislative changes to revenue & expenditure calculations
- Adjustments based on audit for 2025-2026

2026-27 Adopted Budget – General Fund Summary

	Non Spendable	Restricted	Committed	Assigned	Unassigned	Total
Projected Beginning Fund Balance	716,905	12,591,840	795,255	1,712,664	19,328,557	35,145,221
2026-27 Projected Revenues	-	10,926,397	92,444	-	60,233,863	71,252,704
2026-27 Projected Expenditures	-	11,527,008	327,579	166,697	61,650,962	73,672,245
Projected Ending Fund Balance	716,905	11,991,229	560,121	1,545,967	17,911,459	32,725,680
2026-27 Net Change	-	(600,611)	(235,135)	(166,697)	(1,417,098)	(2,419,541)

Restricted – Defined by statute for a specific purpose, unspent funds are held separate from other balances to be expended in future years
Committed – Designated for a specific purpose by formal action of the school board
Assigned – Comprised of unrestricted funds constrained by district's intent to be used for specific purposes
Unassigned – Resources available to meet any current and future years' expenditures

Restricted Accounts (Any overspending comes from Unassigned)

		Unaudited Balance 6/30/26	Revenues	Expenditures	Net Budget	Balance 6/30/27
1/10/11/12	**GENERAL FUND**					
460-131	Prepaid Expenditures	716,904.99	0.00	0.00	0.00	716,904.99
	NONSPENDABLE	**716,904.99**	**0.00**	**0.00**	**0.00**	**716,904.99**
403	Staff Development	0.00	648,088.71	648,088.71	0.00	0.00
412	Literacy Incentive Aid	349,780.71	187,419.42	217,512.00	(30,092.58)	319,688.13
467	LTFM (old def maint and H&S)	5,116,435.37	1,613,920.69	1,600,000.00	13,920.69	5,130,356.06
424	Operating Capital	4,063,086.98	965,845.54	1,018,537.00	(52,691.46)	4,010,395.52
428	Learning & Development	0.00	840,660.20	840,660.20	0.00	0.00
434	Area Learning Center	0.00	375,000.00	375,000.00	0.00	0.00
438	Gifted & Talented	69,325.20	54,829.84	123,593.00	(68,763.16)	562.04
439	English Learners	0.00	131,306.00	131,306.00	0.00	0.00
441/459	Basic Skills	1,496,332.58	1,577,878.74	1,943,990.68	(366,111.94)	1,130,220.64
443	School Library Aid	0.00	43,315.57	43,315.57	0.00	0.00
449	Safe Schools-Crime Levy	0.00	152,468.43	152,468.43	0.00	0.00
448	Achievement & Integration	0.00	336,378.38	336,378.38	0.00	0.00
420	American Indian Education	0.00	83,500.00	83,500.00	0.00	0.00
471	Student Support Personnel	0.00	126,741.00	126,741.00	0.00	0.00
472	MA/3rd Party	497,352.26	320,000.00	416,873.00	(96,873.00)	400,479.26
407	Tech Levy	0.00	2,184,044.50	2,184,044.50	0.00	0.00
401	Student Activities (Fund 10 - tied to fund 1)	187,955.22	350,000.00	350,000.00	0.00	187,955.22
464	Donations & Grants (Fund 11 - tied to fund 1)	511,959.08	775,000.00	775,000.00	0.00	511,959.08
402	Scholarships (Fund 12 - tied to fund 1)	299,612.74	160,000.00	160,000.00	0.00	299,612.74
	RESTRICTED	**12,591,840.14**	**10,926,397.02**	**11,527,008.47**	**(600,611.45)**	**11,991,228.69**

Committed Accounts

		Balance 6/30/26	Revenues	Expenditures	Net Budget	Balance 6/30/27
1/10/11/12	**GENERAL FUND**					
418	Pension and ASL (trnsf from 422)	156,754.92	92,444.00	27,578.63	64,865.37	221,620.29
461-392	Technology (trnsf from 422)	638,500.40	0.00	300,000.00	(300,000.00)	338,500.40
	COMMITTED	**795,255.32**	**92,444.00**	**327,578.63**	**(235,134.63)**	**560,120.69**

Motion to set the actuarial determined contribution for the Pension/ASL Funds per the liability study for 24-25 & 25-26 to:			
	Amortization Period-Average Future Service 5:	Committed Gen. 01-418-000	$ 92,444
	Amortization Period-Average Future Service 5:	Restricted FS 02-464-418	$ 4,622
	Amortization Period-Average Future Service 5:	Restricted CE 04-464-418	$ -
			$ 97,066

Assigned Accounts

		Unaudited Balance 6/30/26	Revenues	Expenditures	Net Budget	Balance 6/30/27
1/10/11/12	**GENERAL FUND**					
462-001	Subsequent Year's Expenditures	0.00	0.00	0.00	0.00	0.00
462-003	Site Improvements	0.00	0.00	0.00	0.00	0.00
462-004	Safety & Security	24,313.45	0.00	24,313.45	(24,313.45)	0.00
462-005	Curriculum	263,367.00	0.00	17,400.00	(17,400.00)	245,967.00
462-006	STEM - Elementary	124,983.19	0.00	124,983.19	(124,983.19)	0.00
462-007	Future Funding Changes	1,300,000.00	0.00	0.00	0.00	1,300,000.00
	ASSIGNED	**1,712,663.64**	**0.00**	**166,696.64**	**(166,696.64)**	**1,545,967.00**

Unassigned Account

		Unaudited Balance 6/30/26		Revenues	Expenditures	Net Budget	Balance 6/30/27
1/10/11/12	**GENERAL FUND**						
397,891 C0	GASB 68 TRA/State contribution	0.00		180,000.00	180,000.00	0.00	0.00
	Fed. Title-Spec Ed, AI Aid, LCTS R=E	0.00		1,659,498.38	1,659,498.38	0.00	0.00
	Technology/Pension, ASL	0.00		(92,444.00)	0.00	(92,444.00)	(92,444.00)
	Area Learning Center	0.00		0.00	262,048.00	(262,048.00)	(262,048.00)
	Safe Schools/Crime Levy	0.00		0.00	249,655.57	(249,655.57)	(249,655.57)
	Unassigned	19,328,557.17		58,486,808.91	59,299,759.56	(812,950.65)	18,515,606.52
	Includes pmt to OPEB Trust ($558,049) 24-25 & 25-26						
422	**UNASSIGNED**	**19,328,557.17**	#	**60,233,863.29**	**61,650,961.51**	**(1,417,098.22)**	**17,911,458.95**

Food Service Fund

		Unaudited Balance 6/30/26	Revenues	Expenditures	Net Budget	Balance 6/30/27
2	**FOOD SERVICE FUND**					
464-418	Pension and ASL (trnsf from 464)	41,535.33	4,622.00	1,137.14	3,484.86	45,020.19
464	Food Service Program	391,248.15	3,265,844.00	3,339,067.00	(73,223.00)	318,025.15
	Includes pmt to OPEB Trust ($11,720) 24-25 & 25-26					
	RESTRICTED	**432,783.48**	**3,270,466.00**	**3,340,204.14**	**(69,738.14)**	**363,045.34**
	TOTAL FOOD SERVICE FUND	**432,783.48**	**3,270,466.00**	**3,340,204.14**	**(69,738.14)**	**363,045.34**

- Free meals
- 2026-2027 reimbursement rates are not yet available, conservative estimates used
- 2025-2026 participation rates used

Community Service Fund

		Unaudited Balance 6/30/26	Revenues	Expenditures	Net Budget	Balance 6/30/27
4	**COMMUNITY SERVICE FUND**					
431	Community Education General	428,213.69	1,866,974.40	1,748,022.79	118,951.61	547,165.30
432	ECFE	(129,473.34)	312,721.04	462,491.06	(149,770.02)	(279,243.36)
444	School Readiness	(105,318.21)	517,831.97	520,457.16	(2,625.19)	(107,943.40)
447	ABE	(473.05)	15,622.45	17,943.10	(2,320.65)	(2,793.70)
464-418	Pension and ASL (trnsf from trust 18 & above GL)	18,835.31	0.00	1,525.33	(1,525.33)	17,309.98
464-599	Screening	(9,027.85)	36,010.85	36,010.85	0.00	(9,027.85)
464	Non Public	20,836.67	115,461.59	116,092.12	(630.53)	20,206.14
	Includes pmt to OPEB Trust ($18,605) 24-25 & 25-26					
	RESTRICTED	**223,593.22**	**2,864,622.30**	**2,902,542.41**	**(37,920.11)**	**185,673.11**
	TOTAL COMMUNITY SERVICE FUND	**223,593.22**	**2,864,622.30**	**2,902,542.41**	**(37,920.11)**	**185,673.11**

- Programs/classes are evaluated prior to being offered, staffing may be adjusted

Building Construction Fund

		Unaudited Balance 6/30/26	Revenues	Expenditures	Net Budget	Balance 6/30/27
6	**BUILDING CONSTRUCTION FUND**					
464	Building Construction	0.00	2,000.00	200,000.00	(198,000.00)	(198,000.00)
	RESTRICTED	**0.00**	**2,000.00**	**200,000.00**	**(198,000.00)**	**(198,000.00)**
	TOTAL BLDG CONSTRUCTION FUND	**0.00**	**2,000.00**	**200,000.00**	**(198,000.00)**	**(198,000.00)**

- Audited Beginning Balance will be updated in the revised budget with the final ending balance for FY26 based on timing of projects (ending balance will not be negative)
- Budget includes arbitrage fees
- All remaining building construction funds will be spent in 2026-2027

Debt Service Fund

		Unaudited Balance 6/30/26	Revenues	Expenditures	Net Budget	Balance 6/30/27
7	**DEBT SERVICE FUND**					
464	Debt Service	1,448,125.32	4,593,226.00	4,683,100.00	(89,874.00)	1,358,251.32
	RESTRICTED	**1,448,125.32**	**4,593,226.00**	**4,683,100.00**	**(89,874.00)**	**1,358,251.32**
	TOTAL DEBT SERVICE FUND	**1,448,125.32**	**4,593,226.00**	**4,683,100.00**	**(89,874.00)**	**1,358,251.32**

Outstanding Indebtedness

- 2016A Build America Bonds – Final Payment 2/1/30
- 2018A Capital Appreciation Bonds – Final Payment 2/1/41

Trust Funds

		Unaudited Balance 6/30/26	Revenues	Expenditures	Net Budget	Balance 6/30/27
	TRUST FUNDS					
20	Dental Self-Funded	1,485,639.79	745,640.00	692,046.00	53,594.00	1,539,233.79
21	Health Self-Funded	4,453,607.17	10,576,782.00	10,651,315.00	(74,533.00)	4,379,074.17
45---000	IRR-OPEB- PERA	7,444,219.09	863,374.00	1,183,977.34	(320,603.34)	7,123,615.75
	TOTAL TRUST FUNDS	**13,383,466.05**	**12,185,796.00**	**12,527,338.34**	**(341,542.34)**	**13,041,923.71**
	TOTAL ALL FUNDS	**50,633,189.33**	**94,168,814.61**	**97,325,430.14**	**(3,156,615.53)**	**47,476,573.80**

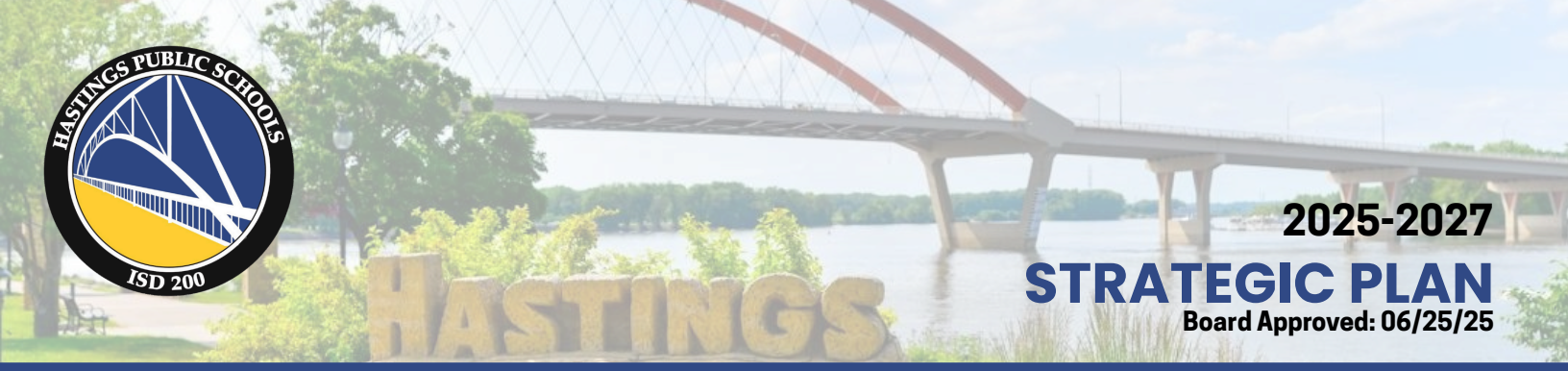
PROPOSED SCHOOL PROPERTY TAX LEVY
Hastings Public School # 200

	2024 Pay 2025 for 25-26 Levy	2025 Pay 2026 for 26-27 Levy	Change
PROPERTY TAXES DETERMINED BY STATE LEGISLATION			
General Fund (Excludes Referendum)	6,429,376	6,132,457	(296,919)
Community Education & Services	442,428	410,449	(31,979)
Total Based Upon State Legislation	**6,871,804**	**6,542,906**	**(328,898)**
	-1.69%	-4.79%	
PROPERTY TAX AUTHORITY PROVIDED BY LOCAL VOTERS			
Referendum Levy	**9,607,649**	**9,530,948**	**(76,701)**
Total Based on Voter Authority	26.02%	-0.80%	
DEBT REDEMPTION LEVY			
Voter Approved Building Bonds	4,509,460	4,515,226	5,766
Alternative Facility H & S	0	0	0
Total Debt Redemption Levy	**4,509,460**	**4,515,226**	**5,766**
	0.44%	0.13%	
TOTAL PROPERTY TAXES	**20,988,913**	**20,589,080**	**(399,834)**
Percent Increase in Tax Levy	**9.87%**	**-1.90%**	
TAX BASE (Adjusted Net Tax Capacity for District)	63,326,246	64,345,795	1,019,549
	24.69%	1.61%	
Referendum Market Value	4,744,614,964	4,847,413,650	102,798,686
	25.89%	2.17%	

ADOPTED BUDGET

2026 – 2027





HASTINGS PUBLIC SCHOOLS ISD 200

2025-2027

STRATEGIC PLAN

Board Approved: 06/25/25

VISION: What We Intend to Create

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

MISSION

Our Core Purpose

We Care
We Empower
We Achieve

Students are the heart of all we do

Our Core Values: Drivers of Words & Actions

Compassion and Respect

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

Innovation

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

Voice and Choice

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

Partnership

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

Equity

We provide each and every student and staff member with the resources and supports they need to achieve their personal best.

Core Pillars & Strategic Anchors

ACADEMIC EXCELLENCE

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

EQUITY AND BELONGING

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

SAFE, SUPPORTIVE AND ENGAGING ENVIRONMENTS

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

STAFF EMPOWERMENT AND RETENTION

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

EFFECTIVE AND RESPONSIVE OPERATIONS

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

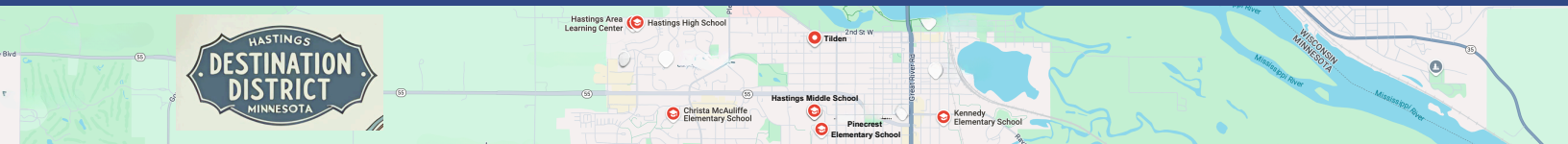


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BUDGET TIMELINE HASTINGS ISD 200

January

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

February

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

March

- Budget review/planning meetings
- Community Education budget for next fiscal year
- Finalize Capital budget for next fiscal year
- Finalize LTFM budget for next fiscal year
- Finalize Operations & Maintenance budget for next fiscal year

April

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

May

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

June

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

July-September

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

October

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

November-December

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

REVENUE/EXPENDITURE/FUND BALANCE CHANGES-ADOPTED BUDGET 26-27

Pupil Units

APU- For 26-27 adopted budget is 4,218
100 less than 25-26

This number is based on prior year October 1 MARSS data and projected forward based on prior year trend.
On October 1, 2026 new projections will be done for 26-27 and future years.

Revenue General Fund Unassigned	**Amount**
State Spec Ed Aid ($12,300,000)	300,000
Native Language Revitalization Grant (Revenues = Expenditures)	249,490
Gen Ed Formula 2.69% ($7,683)	155,823
Special Ed Federal (Revenues = Expenditures)	104,344
English Language Cross Subsidy (Based on 24-25 Expenditures)	102,058
Interest	100,000
Pay-Per-View and Sponsorship Revenue (HUDL)	13,750
All Other	1,507
Local Collaborative Time Study (LCTS)	(51,811)
Unemployment Between Terms	(125,000)
MTSS Grant (Revenue = Expenditures)	(157,841)
Title Programs (Revenues = Expenditures)	(183,807)
Levy/Taxes	(276,470)
Total Change to Revenue Budget	**232,044**

Expenditures General Fund Unassigned	**Amount**
Payroll Expenditures	
Salary and Benefit Increases	1,578,969
Teacher FTE 282.71	
All groups are estimates with the exception of teachers and paraprofessionals	
Other Expenditures	
Audit Entry - Subsequent Year's Expenditures	908,589
Native Language Revitalization Grant (Revenues = Expenditures)	249,490
Special Ed Federal (Revenues = Expenditures)	104,344
Alternative Learning Program	46,386
Utilities	31,957
Early Childhood Screening Chargeback	24,011
Building Supply Budgets	6,163
All Other Misc. Programs	(13,522)
District Wide Budgets	(17,324)
Election Budget	(19,242)
Transportation	(42,630)
Purchased Services	(45,506)
Property & Liability Insurance	(52,078)
MTSS Grant (Revenue = Expenditures)	(157,841)
Title Programs (Revenues = Expenditures)	(183,807)
Total Change to Expenditure Budget	**2,417,959**
Net Change	(2,185,915)

Fund Balance Changes-Unassigned General Fund		
Actual: Ending Fund Balance 24-25	18,559,740	
Projected: Ending Fund Balance 25-26	19,328,557	768,817
Projected: Ending Fund Balance 26-27	17,911,459	(1,417,098)

Revised Budget will be updated for the following:

Staffing due to student numbers
Employee Contract Settlements
Liability Study - OPEB Payment to Trust
Actual hire vs estimated salaries for open positions
Legislative changes to revenue & expenditure calculations
Adjustments based on audit for 25-26

Hastings ISD # 200 2026-2027 Adopted

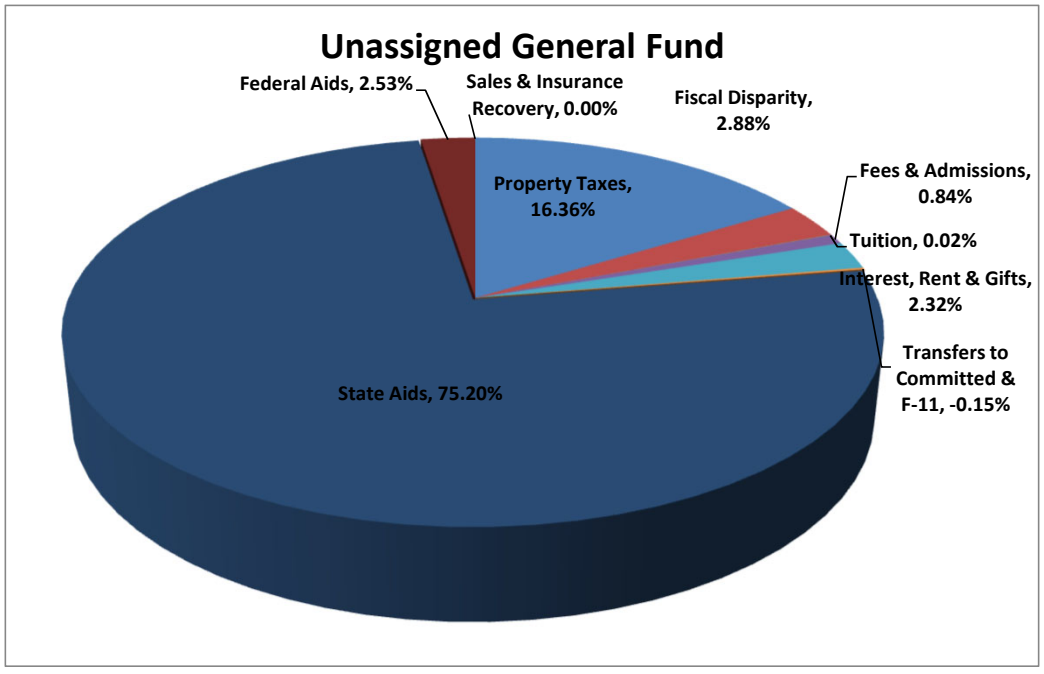
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1/10/11/12	**GENERAL FUND**					
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	NONSPENDABLE	**716,904.99**	**0.00**	**0.00**	**0.00**	**716,904.99**
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428	Learning & Development	0.00	840,660.20	840,660.20	0.00	0.00
434	Area Learning Center	0.00	375,000.00	375,000.00	0.00	0.00
438	Gifted & Talented	69,325.20	54,829.84	123,593.00	(68,763.16)	562.04
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448	Achievement & Integration	0.00	336,378.38	336,378.38	0.00	0.00
420	American Indian Education	0.00	83,500.00	83,500.00	0.00	0.00
471	Student Support Personnel	0.00	126,741.00	126,741.00	0.00	0.00
472	MA/3rd Party	497,352.26	320,000.00	416,873.00	(96,873.00)	400,479.26
407	Tech Levy	0.00	2,184,044.50	2,184,044.50	0.00	0.00
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402	Scholarships (Fund 12 - tied to fund 1)	299,612.74	160,000.00	160,000.00	0.00	299,612.74
	RESTRICTED	**12,591,840.14**	**10,926,397.02**	**11,527,008.47**	**(600,611.45)**	**11,991,228.69**
418	Pension and ASL (trnsf from 422)	156,754.92	92,444.00	27,578.63	64,865.37	221,620.29
461-392	Technology (trnsf from 422)	638,500.40	0.00	300,000.00	(300,000.00)	338,500.40
	COMMITTED	**795,255.32**	**92,444.00**	**327,578.63**	**(235,134.63)**	**560,120.69**
462-001	Subsequent Year's Expenditures	0.00	0.00	0.00	0.00	0.00
462-003	Site Improvements	0.00	0.00	0.00	0.00	0.00
462-004	Safety & Security	24,313.45	0.00	24,313.45	(24,313.45)	0.00
462-005	Curriculum	263,367.00	0.00	17,400.00	(17,400.00)	245,967.00
462-006	STEM - Elementary	124,983.19	0.00	124,983.19	(124,983.19)	0.00
462-007	Future Funding Changes	1,300,000.00	0.00	0.00	0.00	1,300,000.00
	ASSIGNED	**1,712,663.64**	**0.00**	**166,696.64**	**(166,696.64)**	**1,545,967.00**
397,891 C0	GASB 68 TRA/State contribution	0.00	180,000.00	180,000.00	0.00	0.00
	Fed. Title-Spec Ed, AI Aid, LCTS R=E	0.00	1,659,498.38	1,659,498.38	0.00	0.00
	Technology/Pension, ASL	0.00	(92,444.00)	0.00	(92,444.00)	(92,444.00)
	Area Learning Center	0.00	0.00	262,048.00	(262,048.00)	(262,048.00)
	Safe Schools/Crime Levy	0.00	0.00	249,655.57	(249,655.57)	(249,655.57)
	Unassigned	19,328,557.17	58,486,808.91	59,299,759.56	(812,950.65)	18,515,606.52
	Includes pmt to OPEB Trust ($558,049) 24-25 & 25-26					
422	**UNASSIGNED**	**19,328,557.17**	**60,233,863.29**	**61,650,961.51**	**(1,417,098.22)**	**17,911,458.95**
1/10/11/12	**TOTAL GENERAL FUND**	**35,145,221.26**	**71,252,704.31**	**73,672,245.25**	**(2,419,540.94)**	**32,725,680.32**
			71,252,704.31	73,672,245.25	768,816.98	25-26 Rev
			0.00	0.00	2,185,915.20	(SpEd Aid-12,300,000)

Hastings ISD # 200 2026-2027 Adopted

		Unaudited Balance 6/30/26	Revenues	Expenditures	Net Budget	Balance 6/30/27
2	**FOOD SERVICE FUND**					
464-418	Pension and ASL (trnsf from 464)	41,535.33	4,622.00	1,137.14	3,484.86	45,020.19
464	Food Service Program	391,248.15	3,265,844.00	3,339,067.00	(73,223.00)	318,025.15
	Includes pmt to OPEB Trust ($11,720) 24-25 & 25-26					
	RESTRICTED	**432,783.48**	**3,270,466.00**	**3,340,204.14**	**(69,738.14)**	**363,045.34**
	TOTAL FOOD SERVICE FUND	**432,783.48**	**3,270,466.00**	**3,340,204.14**	**(69,738.14)**	**363,045.34**
4	**COMMUNITY SERVICE FUND**					
431	Community Education General	428,213.69	1,866,974.40	1,748,022.79	118,951.61	547,165.30
432	ECFE	(129,473.34)	312,721.04	462,491.06	(149,770.02)	(279,243.36)
444	School Readiness	(105,318.21)	517,831.97	520,457.16	(2,625.19)	(107,943.40)
447	ABE	(473.05)	15,622.45	17,943.10	(2,320.65)	(2,793.70)
464-418	Pension and ASL (trnsf from trust 18 & above GL)	18,835.31	0.00	1,525.33	(1,525.33)	17,309.98
464-599	Screening	(9,027.85)	36,010.85	36,010.85	0.00	(9,027.85)
464	Non Public	20,836.67	115,461.59	116,092.12	(630.53)	20,206.14
	Includes pmt to OPEB Trust ($18,605) 24-25 & 25-26					
	RESTRICTED	**223,593.22**	**2,864,622.30**	**2,902,542.41**	**(37,920.11)**	**185,673.11**
	TOTAL COMMUNITY SERVICE FUND	**223,593.22**	**2,864,622.30**	**2,902,542.41**	**(37,920.11)**	**185,673.11**
6	**BUILDING CONSTRUCTION FUND**					
464	Building Construction	0.00	2,000.00	200,000.00	(198,000.00)	(198,000.00)
	RESTRICTED	**0.00**	**2,000.00**	**200,000.00**	**(198,000.00)**	**(198,000.00)**
	TOTAL BLDG CONSTRUCTION FUND	**0.00**	**2,000.00**	**200,000.00**	**(198,000.00)**	**(198,000.00)**
7	**DEBT SERVICE FUND**					
464	Debt Service	1,448,125.32	4,593,226.00	4,683,100.00	(89,874.00)	1,358,251.32
	RESTRICTED	**1,448,125.32**	**4,593,226.00**	**4,683,100.00**	**(89,874.00)**	**1,358,251.32**
	TOTAL DEBT SERVICE FUND	**1,448,125.32**	**4,593,226.00**	**4,683,100.00**	**(89,874.00)**	**1,358,251.32**
	TRUST FUNDS					
20	Dental Self-Funded	1,485,639.79	745,640.00	692,046.00	53,594.00	1,539,233.79
21	Health Self-Funded	4,453,607.17	10,576,782.00	10,651,315.00	(74,533.00)	4,379,074.17
45---000	IRR-OPEB- PERA	7,444,219.09	863,374.00	1,183,977.34	(320,603.34)	7,123,615.75
	TOTAL TRUST FUNDS	**13,383,466.05**	**12,185,796.00**	**12,527,338.34**	**(341,542.34)**	**13,041,923.71**
	TOTAL ALL FUNDS	**50,633,189.33**	**94,168,814.61**	**97,325,430.14**	**(3,156,615.53)**	**47,476,573.80**
			94,168,814.61	97,325,430.14		
			0.00	0.00		

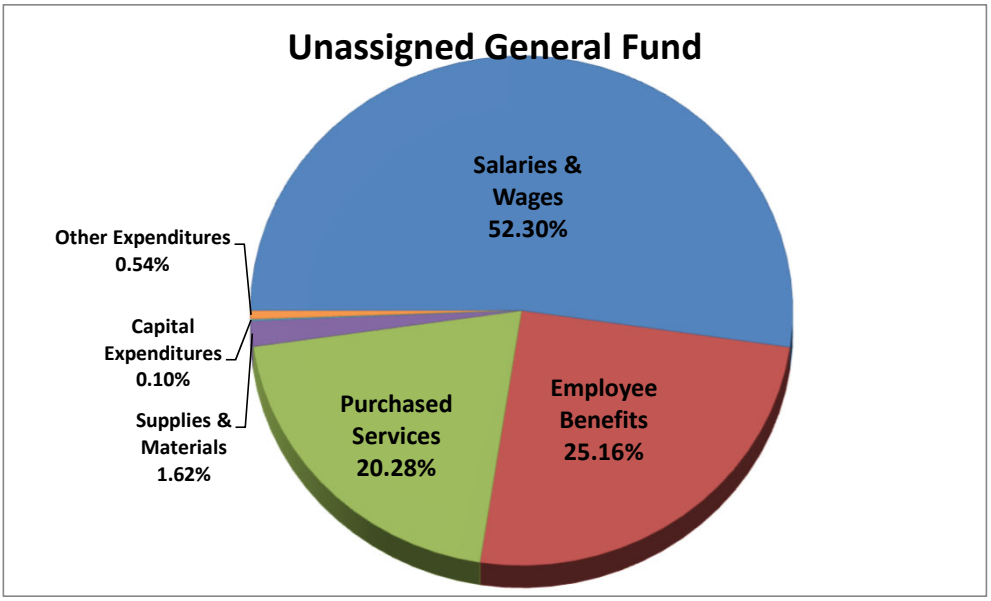
HASTINGS ISD # 200 REVENUES BY SOURCE

General Fund (1)		Final 23-24	Final 24-25	Revised 25-26	Adopted 26-27
Restricted					
001-020	Property Taxes	2,431,865	4,198,492	4,365,399	4,330,803
050-069	Fees/Admissions	106,735	107,168	0	0
070-079	3rd Party Medical Asst.	226,623	304,646	225,000	320,000
090-099	Interest, Rent & Gifts	30,000	30,000	30,000	2,500
200-399	State Aids	4,636,644	5,378,152	4,950,412	4,988,094
600-630	Sales & Insurance Recovery	338,719	415,724	0	0
		7,770,587	10,434,182	9,570,811	9,641,397
Committed					
090-099	Interest	0	0	0	0
090-099	E-Rate	0	0	0	0
090-099	Transfer from Unassigned	134,665	92,444	92,444	92,444
		134,665	92,444	92,444	92,444
Unassigned/Assigned					
001-020	Property Taxes	10,361,324	10,457,054	10,116,138	9,853,408
001-020	Fiscal Disparity	1,490,284	1,575,673	1,749,984	1,733,744
021-049	Tuition	7,782	12,796	12,796	12,796
050-069	Fees & Admissions	462,519	474,507	505,304	505,304
090-099	Interest, Rent & Gifts	1,918,231	1,841,605	1,349,239	1,400,378
090-099	Transfers to Committed & F-11	(135,120)	(93,135)	(92,444)	(92,444)
200-399	State Aids	41,716,595	44,726,486	44,755,470	45,294,807
400-599	Federal Aids	3,200,553	1,718,352	1,605,333	1,525,870
600-630	Sales & Insurance Recovery	7,160	4,207	0	0
		59,029,328	**60,717,546**	**60,001,820**	**60,233,863**
Student Activities Fund (10)					
050-069	Fees/Admissions	150,739	175,477	156,000	195,000
090-099	Interest/Rent/Gifts/Grant	66,126	44,109	22,500	48,500
600-630	Sales	51,426	53,993	96,500	106,500
		268,291	273,579	275,000	350,000
Deferred Accounts-Donations/Misc (11)					
050-069	Fees/Admissions	97,420	114,315	125,000	125,000
090-099	Deferred Donations	(55,291)	(42,845)	0	0
090-099	Transfer from Unassigned	455	691	0	0
090-099	Interest/Rent/Gifts/Grant	415,217	547,298	385,619	520,000
600-630	Sales	47,740	47,144	130,000	130,000
		505,540	666,602	640,619	775,000
Scholarships Fund (12)					
090-099	Interest/Rent/Gifts/Grant	132,363	152,664	140,000	160,000
600-630	Sales	0	500	0	0
		132,363	153,164	140,000	160,000
	General Fund (01/10/11/12) Total	**67,840,775**	**72,337,516**	**70,720,694**	**71,252,704**



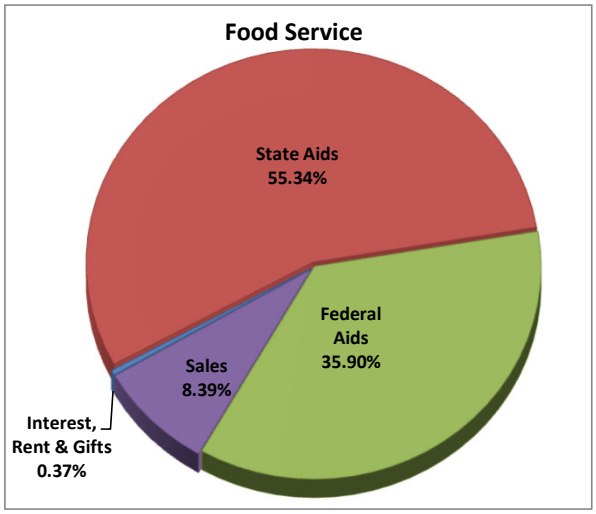
HASTINGS ISD # 200 EXPENDITURES BY OBJECT

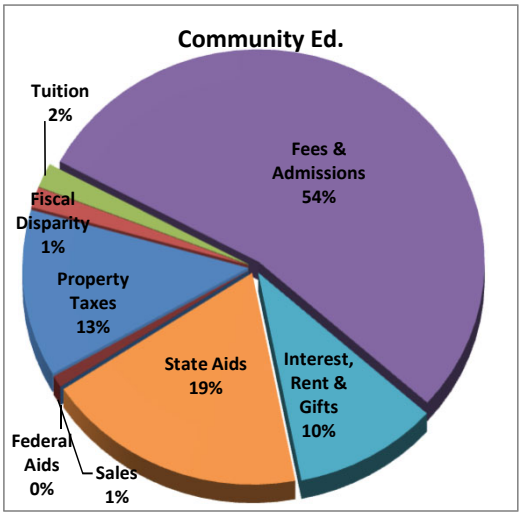
General Fund (1)		Final 23-24	Final 24-25	Revised 25-26	Adopted 26-27
Restricted					
100-199	Salaries & Wages	2,578,800	3,811,426	3,871,311	4,133,912
200-299	Employee Benefits	750,362	1,292,888	1,410,835	1,630,629
300-399	Purchased Services	1,159,960	989,990	1,047,876	1,132,274
400-499	Supplies & Materials	454,444	2,028,367	1,532,830	1,602,293
500-599	Capital Expenditures	3,175,281	2,409,551	2,140,248	1,736,125
800-899	Other Expenditures	8,239	16,348	700	6,775
		8,127,086	10,548,570	10,003,799	10,242,008
Committed					
100-199	Salaries & Wages	0	24,977	14,977	0
200-299	Employee Benefits	106,799	57,894	39,296	27,579
300-399	Purchased Services	9,265	0	0	300,000
400-499	Supplies & Materials	23,125	0	0	0
500-599	Capital Expenditures	13,653	0	0	0
		152,842	82,870	54,272	327,579
Unassigned/Assigned					
100-199	Salaries & Wages	29,740,720	29,868,053	31,432,190	32,327,759
200-299	Employee Benefits	13,647,399	13,271,345	14,506,796	15,554,264
300-399	Purchased Services	9,950,363	11,281,544	12,936,725	12,537,364
400-499	Supplies & Materials	1,247,244	938,901	1,059,899	1,003,166
500-599	Capital Expenditures	105,591	651,208	497,926	60,539
800-900	Other Expenditures	678,663	768,299	322,122	334,567
		55,369,979	**56,779,350**	**60,755,658**	**61,817,658**
Student Activities Fund (10)					
300-399	Purchased Services	74,500	144,047	106,500	181,500
400-599	Supplies & Capital	120,071	120,531	163,500	163,500
800-899	Other Expenditures	19,111	15,775	5,000	5,000
		213,682	280,354	275,000	350,000
Deferred Accounts-Donations/Misc (11)					
100-199	Salaries & Wages	90,429	127,219	111,899	101,246
200-299	Employee Benefits	10,535	15,123	21,470	35,950
300-399	Purchased Services	166,534	175,088	167,695	250,557
400-499	Supplies & Materials	163,349	192,738	246,245	231,876
500-599	Capital Expenditures	129,960	232,941	91,500	148,771
800-899	Other Expenditures	1,369	4,831	1,810	6,600
		562,176	747,940	640,619	775,000
Scholarships Fund (12)					
800-899	Other Expenditures	121,810	127,140	140,000	160,000
		121,810	127,140	140,000	160,000
	General Fund (01/10/11/12) Total	**64,547,575**	**68,566,224**	**71,869,349**	**73,672,245**



HASTINGS ISD # 200 REVENUES BY SOURCE

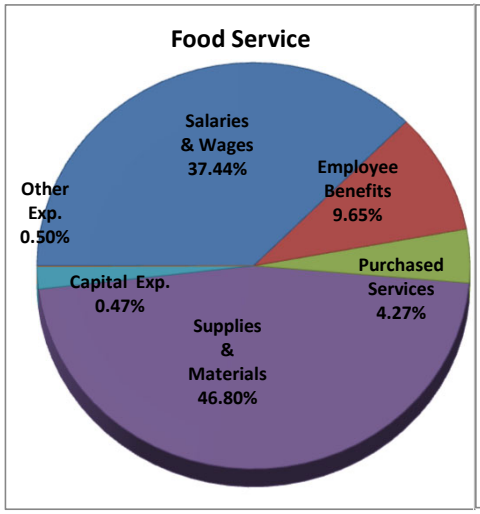
		Final 23-24	Final 24-25	Revised 25-26	Adopted 26-27
Food Service (2)					
090-099	Interest, Rent & Gifts	43,854	27,806	24,000	12,000
200-399	State Aids	1,526,870	1,649,423	1,738,276	1,809,807
400-599	Federal Aids	1,312,276	1,216,963	1,166,391	1,174,159
600-630	Sales	343,222	322,140	348,200	274,500
	Food Service Fund (2) Total	**3,226,223**	**3,216,331**	**3,276,867**	**3,270,466**
Community Service Fund (4)					
001-020	Property Taxes	410,299	406,826	393,522	364,902
001-020	Fiscal Disparity	53,714	38,027	48,300	44,496
021-049	Tuition	53,449	59,449	53,449	53,449
050-069	Fees & Admissions	1,610,712	1,539,232	1,642,170	1,540,000
090-099	Interest, Rent & Gifts	235,646	290,953	204,044	296,480
200-399	State Aids	430,286	484,396	509,924	539,084
400-599	Federal Aids	9,258	0	0	0
600-630	Sales	6,773	13,608	0	26,211
	Community Service Fund (4) Total	**2,810,138**	**2,832,491**	**2,851,410**	**2,864,622**
Building Construction Fund (6)					
090-099	Interest/Misc Rev	187,707	58,384	15,000	2,000
631-640	Sale of Bonds & Loans	0	0	0	0
	Building Construction Fund (6) Total	**187,707**	**58,384**	**15,000**	**2,000**
Debt Service Fund (7)					
001-020	Property Taxes	3,706,565	3,961,553	3,796,863	3,805,430
001-020	Fiscal Disparity	516,495	396,181	492,297	489,496
090-099	Interest/Misc Rev	803,063	857,808	120,000	48,000
200-399	State Aids/Credits	323,820	299,615	250,300	250,300
400-599	Federal Aids	0	0	0	0
631-640	Sale of Bonds & Loans	0	0	0	0
	Debt Service Fund (7) Total	**5,349,943**	**5,515,156**	**4,659,460**	**4,593,226**
Trust Fund (18)					
090-099	Interest/Scholarship Receipts	938	67	0	0
600-630	Sales	0	0	0	0
	Trust Fund (18) Total	**938**	**67**	**0**	**0**
Self-Funded Insurance (20-21)					
080-099	Interest/Premiums/Prescription Rebates	10,085,745	10,728,906	10,970,440	11,322,422
	Self-Funded Insurance (20-21) Total	**10,085,745**	**10,728,906**	**10,970,440**	**11,322,422**
OPEB Irrevocable Trust Fund (45)					
092	Interest	350,128	320,176	275,000	275,000
614	Contribution for Post Employment Benefit	76,445	278,398	588,374	588,374
	OPEB Irrevocable Trust Fund (45) Total	**426,573**	**598,574**	**863,374**	**863,374**
	TOTAL ALL FUNDS	**89,928,042**	**95,287,427**	**93,357,245**	**94,168,815**

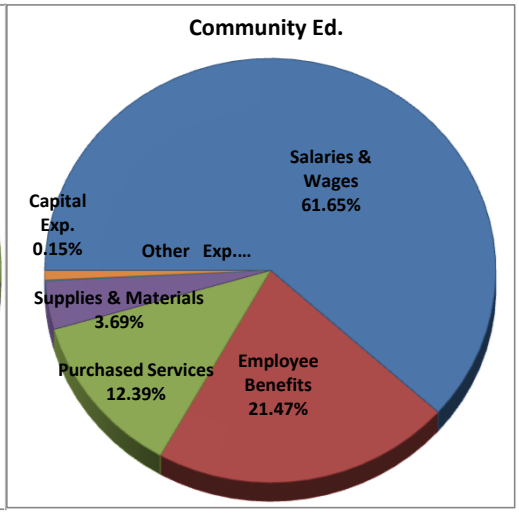




HASTINGS ISD # 200 EXPENDITURES BY OBJECT

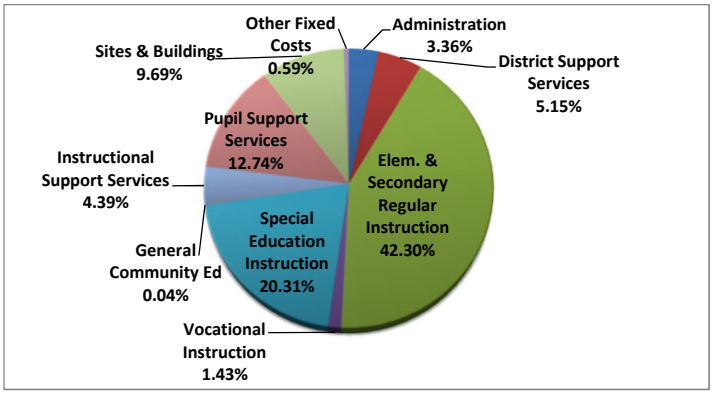
		Final 23-24	Final 24-25	Revised 25-26	Adopted 26-27
Food Service (2)					
100-199	Salaries & Wages	997,975	1,129,135	1,175,673	1,250,728
200-299	Employee Benefits	283,846	283,604	311,270	322,260
300-399	Purchased Services	272,869	236,103	267,850	142,550
400-499	Supplies & Materials	1,598,212	1,629,175	1,641,044	1,563,066
500-599	Capital Expenditures	135,497	195,862	120,000	60,000
800-899	Other Expenditures	14,846	14,063	2,000	1,600
	Food Service Fund (2) Total	**3,303,245**	**3,487,942**	**3,517,837**	**3,340,204**
Community Service Fund (4)					
100-199	Salaries & Wages	1,775,081	1,773,618	1,713,178	1,789,315
200-299	Employee Benefits	599,054	632,360	632,676	623,263
300-399	Purchased Services	325,274	370,076	374,401	359,510
400-499	Supplies & Materials	98,283	97,351	101,391	107,206
500-599	Capital Expenditures	1,917	4,103	4,506	2,101
800-899	Other Expenditures	66,768	67,063	21,521	21,148
	Community Service Fund (4) Total	**2,866,378**	**2,944,570**	**2,847,673**	**2,902,542**
Building Construction Fund (6)					
300-399	Purchased Services	320,275	37,721	0	0
400-499	Supplies & Materials	428,225	327,998	0	0
500-599	Capital Expenditures	1,658,852	1,793,504	413,602	80,000
800-899	Other Expenditures	0	0	150,000	120,000
	Building Construction Fund (6) Total	**2,407,352**	**2,159,223**	**563,602**	**200,000**
Debt Service Fund (7)					
500-599	Capital Expenditures	0	0	0	0
700-799	Debt Service	3,871,750	20,620,450	4,686,350	4,683,100
900-999	Other Financing Uses	0	0	0	0
	Debt Service Fund (7) Total	**3,871,750**	**20,620,450**	**4,686,350**	**4,683,100**
Trust Fund (18)					
400-499	CE Retirement Payments	0	62,616	0	0
	Trust Fund (18) Total	**0**	**62,616**	**0**	**0**
Self-Funded Insurance Fund (20&21)					
200-499	Purchased Services/Supplies	10,150,822	9,986,259	11,312,737	11,343,361
	Self-Funded Insurance Fund (20&21) Total	**10,150,822**	**9,986,259**	**11,312,737**	**11,343,361**
OPEB Irrevocable Trust Fund (45)					
200-299	Employee Benefits	0	0	375,764	1,183,977
	OPEB Irrevocable Trust Fund (45) Total	**0**	**0**	**375,764**	**1,183,977**
	TOTAL ALL FUNDS	**87,147,123**	**107,827,283**	**95,173,312**	**97,325,430**





HASTINGS ISD # 200 EXPENDITURES BY PROGRAM

		Final 23-24	Final 24-25	Revised 25-26	Adopted 26-27
General Fund (1)					
000-099	Administration	2,125,692	2,200,195	2,375,540	2,430,229
100-199	District Support Services	2,528,787	3,159,398	3,498,810	3,726,556
200-299	Elem. & Secondary Regular Instruction	26,897,952	28,298,454	29,804,020	30,618,777
300-399	Vocational Instruction	883,162	914,579	968,743	1,036,180
400-499	Special Education Instruction	11,735,978	12,412,034	13,759,422	14,704,842
500-599	General Community Ed	15,310	32,188	27,000	29,000
600-699	Instructional Support Services	2,872,219	3,390,433	3,158,737	3,180,367
700-799	Pupil Support Services	8,298,170	8,677,202	9,146,929	9,223,534
800-899	Sites & Buildings	7,891,013	7,887,057	7,621,688	7,012,985
900-999	Other Fixed Costs	401,625	439,249	452,842	424,775
	General Fund (1) Total	**63,649,908**	**67,410,790**	**70,813,730**	**72,387,245**
Student Activities Fund (10)					
200-299	Elem. & Secondary Regular Instruction	213,682	280,354	275,000	350,000
	Student Activities Fund (10) Total	**213,682**	**280,354**	**275,000**	**350,000**
Donations Fund (11)					
100-199	District Support Services	398	2,993	0	0
200-299	Elem. & Secondary Regular Instruction	424,382	543,783	552,669	599,445
300-399	Vocational Instruction	10,726	10,505	9,000	9,500
400-499	Special Education Instruction	10,787	13,144	15,050	16,000
600-699	Instructional Support Services	12,108	46,447	13,300	20,000
700-799	Pupil Support Services	103,775	108,408	50,600	130,055
800-899	Sites & Buildings	0	22,660	0	0
	Donations Fund (11) Total	**562,176**	**747,940**	**640,619**	**775,000**
Scholarships Fund (12)					
960	Other Non-Recurring	121,810	127,140	140,000	160,000
	Scholarships Fund (12) Total	**121,810**	**127,140**	**140,000**	**160,000**
Food Service Fund (2)					
700-799	Pupil Support Services	3,303,245	3,487,942	3,517,837	3,340,204
	Food Service Fund (2) Total	**3,303,245**	**3,487,942**	**3,517,837**	**3,340,204**
Community Service Fund (4)					
500-599	Community Education & Services	2,813,135	2,875,313	2,791,077	2,845,946
600-699	Instructional Support Services	0	1,189	1,189	1,189
700-799	Pupil Support Services	53,243	68,068	55,407	55,407
	Community Service Fund (4) Total	**2,866,378**	**2,944,570**	**2,847,673**	**2,902,542**
Building Construction Fund (6)					
800-899	Sites & Buildings	2,407,352	2,159,223	563,602	200,000
	Building Construction Fund (6) Total	**2,407,352**	**2,159,223**	**563,602**	**200,000**
Debt Service Fund (7)					
900-999	Other Fixed Costs	3,871,750	20,620,450	4,686,350	4,683,100
	Building Construction Fund (6) Total	**3,871,750**	**20,620,450**	**4,686,350**	**4,683,100**
Trust Fund (18)					
960	Other Non-Recurring	0	62,616	0	0
	Trust Fund (18) Total	**0**	**62,616**	**0**	**0**
Self-Funded Insurance (20 & 21)					
105	District Support Services	10,150,822	9,986,259	11,312,737	11,343,361
	Self-Funded Insurance (20 & 21) Total	**10,150,822**	**9,986,259**	**11,312,737**	**11,343,361**
OPEB Irrevocable Trust Fund (45)					
935	Post Employment Benefits	0	0	375,764	1,183,977
	Trust Fund (45) Total	**0**	**0**	**375,764**	**1,183,977**
	TOTAL ALL FUNDS	**87,147,123**	**107,827,283**	**95,173,312**	**97,325,430**



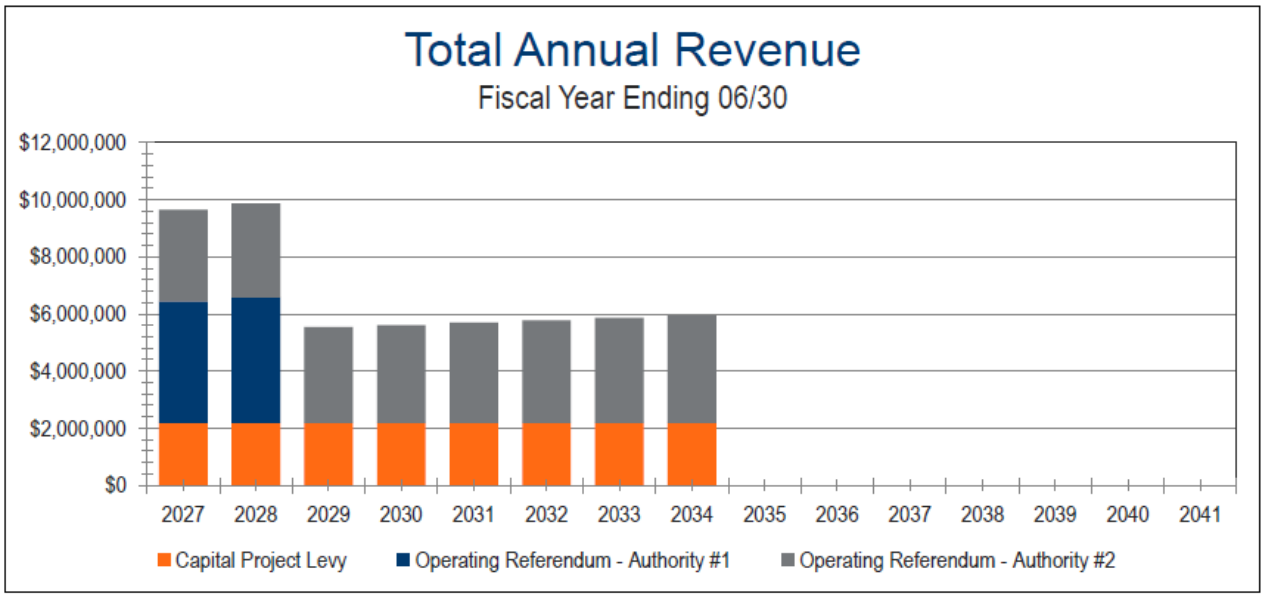
TEACHER STAFFING SUMMARY

	2023-2024 FTE	2024-2025 FTE	2025-2026 FTE	2026-2027 FTE	INCR/DECR FROM PRIOR YR FTE
Early Childhood	6.10	5.10	4.12	4.12	-
Elementary Classroom	64.00	64.00	64.00	63.00	(1.00)
Elementary Specialists	19.59	18.19	17.60	18.60	1.00
Secondary Classroom	118.19	115.76	108.71	109.59	0.88
Counselors	8.00	8.00	8.00	8.00	-
ALC	3.20	3.29	4.00	4.00	-
Special Education	70.30	69.00	66.10	68.30	2.20
District-wide Staff	7.01	8.01	7.60	7.10	(0.50)
Contracted Staff			4.00	-	(4.00)
Floating Subs*	6.80	-	-	-	-
TOTAL DISTRICT-WIDE FTE	**303.19**	**291.35**	**284.13**	**282.71**	**(1.42)**

Hastings Public Schools, ISD #200

Operating Referendum and Capital Project Levy (As of 07/01/2026)

Levy Authority	Approved by Voters	Date Renewed by School Board	Board Renewal Window	Voter Renewal Window
Capital Project Levy (10 years)	Nov 2023	Not Allowed	Not Allowed	2029 - 2033
Operating Referendum - Authority #1 (10 years)	Nov 2017	-	7/1/25 - 6/15/27	Nov 2026 & Nov 2027
Operating Referendum - Authority #2 (10 years)	Nov 2013	June 2023	Already Used	Nov 2032 & Nov 2033



Notes:

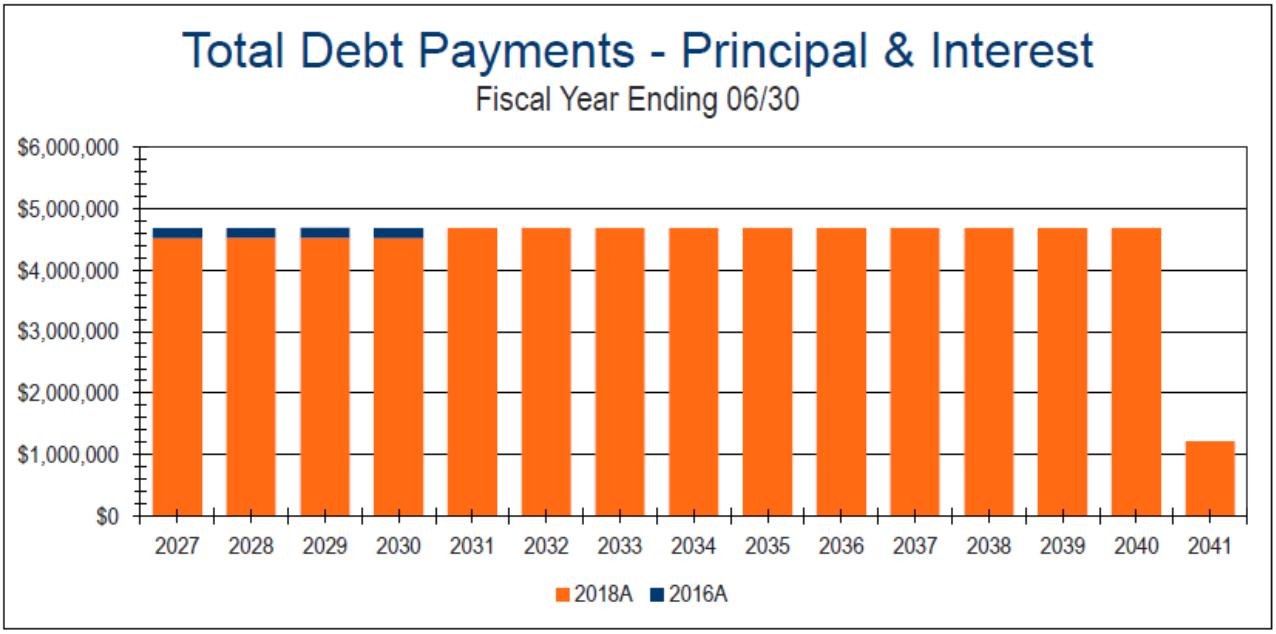
Assume annual revenue generated by the Capital Project Levy stays consistent at Fiscal Year 2027 levels

Assume enrollment continues at Fiscal Year 2027 levels for Operating Referendum Revenue; inflation based on MDE December 2025 CPI estimates

Hastings Public Schools, ISD #200

Outstanding Debt (As of 07/01/2026)

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



Hastings Public School District

Total Enrollment Projection

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

ISD #200 CAPITAL 2026-2027 ADOPTED

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EQUIPMENT/BOOKS PLAN

Fixed Costs

01-005-850-302-896-000	Txs/Assessments	6,075	
01-005-107-302-560-000	Copier Lease	24,648	
01-005-110-302-316-000	Region V	10,960	
01-005-720-302-401-000	Menstrual & Opiate Antagonists	8,435	
01-005-850-302-335-000	Todd Field Parking Lot Lease (MN DOT)	8,919	
	Total Fixed		**59,037**

Other Costs

01-005-203/211-302-xxx-341	Textbooks (Additional $85,000 for Social Studies)	570,000	

Site Allocations

01-005-810-302-529/530-035	Maintenance	10,000	
01-129-211-302-460/520/530-026	High School	50,000	
01-130-211-302-460/520/530-027	Middle School	35,000	
01-609-203-302-460/520-530-028	Kennedy	10,000	
01-610-203-302-460/520-530-029	Pinecrest	10,000	
01-612-203-302-460/520-530-030	McAuliffe	10,000	
01-100-420-302-305/530/555-031	Spec Services	2,000	
01-136-211-302-305/530/555-032	ALP-HS	1,000	
01-129-292-302-530-033	Athletics HS	7,000	
01-130-292-302-530-034	Athletics MS	2,500	
01-005-770-302-530-036	Food Service	2,000	
	Total Other		**709,500**

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FACILITIES PLAN

Fixed Costs

01-xxx-xxx-302-xxx-280	DW Projects/Equipment	250,000	
	Total Fixed		**250,000**

****

Total Expenses	**1,018,537.00**	
Aid	332,403.15	
Levy	630,942.39	
Sr Ctr Constr. Contribution	2,500.00	
Total Revenue	**965,845.54**	-52,691
Beginning Fund Balance	**4,063,086.98**	
Projected Ending Fund Balance	**4,010,395.52**	-52,691

ISD #200 LTFM 2026-2027 ADOPTED

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LTFM

	Beginning Fund Balance	**5,116,435.37**
R 01-xxx-865/866-xxx-xxx-xxx	**Revenue**	1,613,920.69
E 01-xxx-865/866-xxx-xxx-xxx	**Expenditures**	1,600,000.00
	Ending Fund Balance	**5,130,356.06**

HASTINGS CAPITAL 2026-27 for Adopted		
Available Funds		**$250,000**
SITE	**DESCRIPTION**	**BUDGET**
DW	Custodial Equipment	$50,000.00
DW	Grounds Truck	$45,000.00
DW	Grounds Box Truck	$75,000.00
TF	Safety Netting	$26,300.00
KE	Fence Removal/Landscaping	$16,500.00
	District Wide to be determined	**$37,200.00**
	Total Budgeted 26-27	**$250,000.00**

HASTINGS LTFM 2026-27 for Adopted		
Available Funds		**$1,600,000.00**
SITE	**DESCRIPTION**	**BUDGET**
917	*Annual-H&S Costs*	$9,495.00
DW	Annual-H&S Costs	$203,234.00
DW	Annual-Staffing	$203,463.29
DW	ICS Annual Fee	$6,000.00
DW	Dock freezer replacement (non Food Service costs)	$4,000.00
DW	Landscaping	$5,000.00
DW	Panic button upgrades	$20,000.00
DW	Plumbing fixtures	$5,000.00
DW	Sidewalk repair	$10,000.00
DW	Todd Field turf maintenance	$10,000.00
HS	Air handler 12 & 27	$51,000.00
HS	Commons windows replacement	$29,000.00
HS	Elevator modernization	$77,951.48
HS	Interior storefront hardware	$40,000.00
HS	Parking lot crack fill and seal coat	$128,000.00
HS	Plumbing fixtures	$15,000.00
HS	Wall paint	$6,000.00
HS	Windows (N. side shop windows)	$35,000.00
KE	Automation controls	$74,625.00
KE	Curriculum Center EIFS/stucco	$2,400.00
KE	Curriculum Center trim & paint	$2,000.00
KE	Plumbing fixtures	$25,000.00
KE	Repair and paint tile walls	$37,000.00
KE	RTU's and automation	$181,015.00
KE	Sand and refinish wood soffit and beams	$1,800.00
MC	Door hardware replacement	$50,000.00
MC	Wall paint	$500.00
MS	Door hardware replacement	$5,100.00
MS	PA System	$20,000.00
MS	Plumbing fixtures	$50,000.00
MS	Repair and paint tile walls	$55,500.00
PI	Automation controls	$74,625.00
TI	Plumbing fixtures	$20,000.00
TI	Wall paint	$500.00
HS	Weight Room mirrors	$2,750.00
KE	Exterior sealants	$9,502.00
	District Wide - Contingency	**$129,539.23**
	Total Budgeted 26-27	**$1,600,000.00**

STAFF DEVELOPMENT DETAIL **26-27 Adopted Budget**

Estimated APU		4,217.68
Formula Allowance		$7,683.00
Basic Revenue		$32,404,435.44
MN State Academies Adj		$0.00
Revenue	2% Set-Aside	**$648,088.71**

Designated Budget	$239,092.00	*See below*
Chbk Staff Budget	$408,996.71	
Designated Carryover - Obj 367	$0.00	*See below*
Expenditures	**$648,088.71**	

		26-27	Prior Yr Carry Over	Total 26-27 Adopted Budget
Leadership Stipends (Mentoring, TSN, TDE)	307/000	20,180	0	20,180
Superintendent/District Office/Principal	308/303	29,000	0	29,000
High School	306/000	15,000	0	15,000
Middle School	306/000	12,500	0	12,500
Kennedy	306/000	6,666	0	6,666
Pinecrest	306/000	6,667	0	6,667
McAuliffe	306/000	6,667	0	6,667
District Wide Staff Development	308/000	15,000	0	15,000
Staff Development Committee	308/299	7,500	0	7,500
Curriculum Writing & Review	308/302	52,000	0	52,000
Staff Development Other	307/299	60,412	0	60,412
CPI Training	308/300	7,500	0	7,500
		239,092	**0**	**239,092**

Carryover budgets are not available until the Revised Budget



Leading Expenditures Breakdown by Category

Staff and Student Devices and Reliable Access	Innovational Opportunities	Physical and Cyber Security
Student Devices: $296,000	Educational Systems: $110,000	Arctic Wolf SIEM: $81,000
Staff Devices: $96,000	Student Data Warehouse: $80,000	SentinelOne: $43,000
Wireless Internet: $40,000	Student Wellness Software: $25,000	Security Cameras: $35,000

PROPOSED SCHOOL PROPERTY TAX LEVY
Hastings Public School # 200

	2024 Pay 2025 for 25-26 Levy	2025 Pay 2026 for 26-27 Levy	Change
PROPERTY TAXES DETERMINED BY STATE LEGISLATION			
General Fund (Excludes Referendum)	6,429,376	6,132,457	(296,919)
Community Education & Services	442,428	410,449	(31,979)
Total Based Upon State Legislation	**6,871,804**	**6,542,906**	**(328,898)**
	-1.69%	-4.79%	
PROPERTY TAX AUTHORITY PROVIDED BY LOCAL VOTERS			
Referendum Levy	**9,607,649**	**9,530,948**	**(76,701)**
Total Based on Voter Authority	26.02%	-0.80%	
DEBT REDEMPTION LEVY			
Voter Approved Building Bonds	4,509,460	4,515,226	5,766
Alternative Facility H & S	0	0	0
Total Debt Redemption Levy	**4,509,460**	**4,515,226**	**5,766**
	0.44%	0.13%	
TOTAL PROPERTY TAXES	**20,988,913**	**20,589,080**	**(399,834)**
Percent Increase in Tax Levy	**9.87%**	**-1.90%**	
TAX BASE (Adjusted Net Tax Capacity for District)	63,326,246	64,345,795	1,019,549
	24.69%	1.61%	
Referendum Market Value	4,744,614,964	4,847,413,650	102,798,686
	25.89%	2.17%	

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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: June 17, 2026

TO: ISD #200 School Board

FROM: Andrew Hodges, Director of Teaching and Learning

SUBJECT: Curriculum Review for Functional Morphology

Recommendation to approve the Functional Morphology as a Tier 1 curricular resource in elementary and a Tier 2 curricular resource in middle school.

The adopted curriculum will begin implementation in the 2026-27 school year.

Hastings
Public Schools

Local Literacy Plan

June 17, 2026

Prepared by Andy Larson

Students are the heart of all we do

Purpose

Hastings
Public Schools

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



Goals

2025-26 Goal

We will increase the overall number of K-8 grade students reading at grade level from 60.9% to 65%.

Key Strategies

We will achieve this goal with a focus on teacher coaching in our second full year with a comprehensive curriculum, as well as a more focused approach to analysis of our tier 2 student data.

2025-26 Outcome

Our overall percentage of K-8 students reading at grade level for 25-26 was 65.8%, exceeding our goal.

2026-27 Plan

We will be working with admin on doing year 3 fidelity checks of curricular implementation, as well as refining our MTS approach with 4-6 week checks in on all students not achieving desired growth.

2026-27 Goal

Hastings Public Schools will see an increase in the overall number of K-8 grade students reading at grade level from 65.8% to 70%.

Universal Screening

Hastings
Public Schools

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed?	Assessment Type	How often is the data being collected?
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	X Grade K X Grade 1 X Grade 2 X Grade 3	☐ Oral Language X Phonological Awareness X Phonics X Fluency X Vocabulary X Comprehension	X Universal Screening X Dyslexia Screening	X First 6 weeks of School (Fall) X Winter (optional) X Last 6 weeks of School (Spring)

Name of the Assessment	Target Audience (Grades 4-12)	What component of reading is being assessed?	Assessment Type	How often is the data being collected?
Name of Screener: **FastBridge AutoReading**	X Grade 4 X Grade 5 XGrade 6 X Grade 7 X Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☐ Phonological Awareness X Phonics ☐ Fluency X Vocabulary X Comprehension	X Universal Screening ☐ Dyslexia Screening	X First 6 weeks of School (Fall) X Winter (optional) X Last 6 weeks of School (Spring)
Name of Screener: **Capti ReadBasix**	X Grade 4 X Grade 5 XGrade 6 X Grade 7 X Grade 8 X Grade 9 X Grade 10 X Grade 11 X Grade 12	☐ Oral Language ☐ Phonological Awareness X Phonics ☐ Fluency X Vocabulary X Comprehension	☐Universal Screening X Dyslexia Screening	☐ First 6 weeks of School (Fall) X Winter X Last 6 weeks of School (Spring)

Parent Notification

Hastings
Public Schools

Fall

Fall Notification:

- All parents receive score reports.
- Parents notified in writing if student is identified as "some risk" or "high risk"
- Literacy support provided by interventionist or classroom teacher (Tier 2/3 small group)

Fall Conferences:

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

Ongoing

- Monthly updates on progress monitoring data
- Intervention Review (6–8 weeks):
  - If ineffective, parents informed of next MTSS steps
  - Case reviewed by problem-solving team; new intervention assigned
- Monthly reports continue during second intervention phase

Student Summary Level (K-3)

Hastings
Public Schools

Grade	Universally Screened Fall	At or Above Benchmark Fall	Universally Screened Winter	At or Above Benchmark Winter	Universally Screened Spring	At or Above Benchmark Spring
K	245	165	252	197	251	194
1	254	166	252	150	254	170
2	245	152	246	157	248	166
3	263	178	265	190	268	188

Dyslexia Screening

Hastings
Public Schools

Grade	Screened for Dyslexia	Demonstrating Characteristics of Dyslexia
Kindergarten	245	12
1	254	28
2	41	41
3	26	25

Grade	Total in Grade	Identified as not reading at grade level and screened	Demonstrating Characteristics of Dyslexia	Opted Out of Screening and Identified as Not Reading at Grade Level
4th	295	27	23	0
5th	301	39	34	6
6th	287	36	24	0
7th	306	20	14	4
8th	312	26	22	9
9th	336	44	26	1
10th	305	35	7	2
11th	335	37	7	4
12th	360	6	4	14

Core Reading Instruction and Curricula (K-5)

Hastings
Public Schools

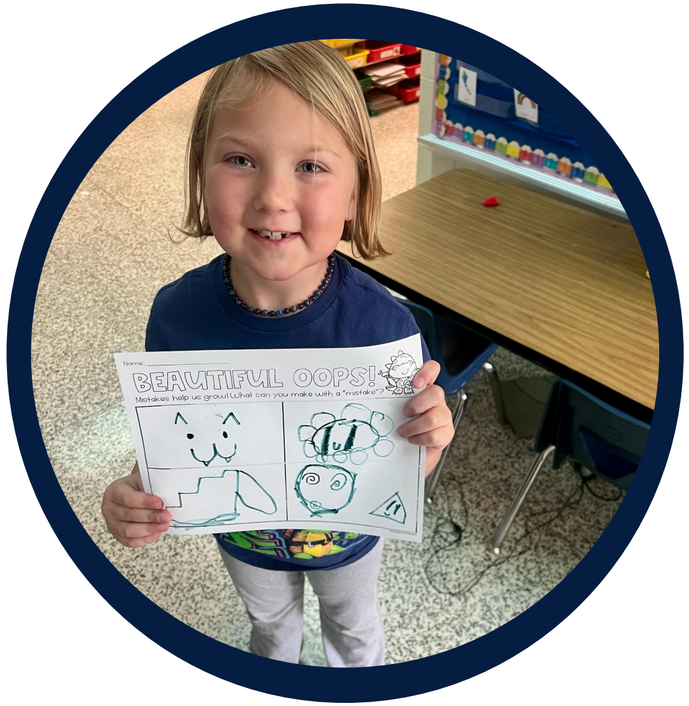
Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	UFLI & Heggerty Great Minds: Wit and Wisdom	Foundational Skills Knowledge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

Core Reading Instruction and Curricula (6-12)

Hastings
Public Schools

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

Data-Based Decision Making Through MTSS for Literacy Interventions



Tier 1: Core Instruction

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

Tier 2: Supplemental Intervention

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

Tier 3: Intensive Intervention

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

Data-Based Decision Making Through MTSS for Literacy Interventions

Grade	Diagnostic Assessment	Tier 2 Interventions	Tier 3 Interventions
Kindergarten	Phonological Awareness Screening Test (PAST), CORE Phonics Screener	Heggerty UFLI Sound Boxes 3-4 students per group 20 minutes 3 days/week	Heggerty UFLI Sound Boxes 1-2 students per group 20 minutes 5 days/week
1st Grade	Phonological Awareness Screening Test (PAST), CORE Phonics Screener	Heggerty UFLI Sound Boxes 3-4 students per group 20 minutes 3 days/week	Heggerty UFLI Sound Boxes 1-2 students per group 20 minutes 5 days/week
2nd Grade	Phonological Awareness Screening Test (PAST), CORE Phonics Screener	UFLI Sound Boxes 3-4 students per group 20 minutes 3 days/week	UFLI Sound Boxes 1-2 students per group 20 minutes 5 days/week
3rd Grade	CORE Phonics Survey	UFLI Sound Boxes 3-4 students per group 20 minutes 3 days/week	UFLI Sound Boxes 1-2 students per group 20 minutes 5 days/week
4th Grade	CORE Phonics Survey	UFLI Sound Boxes 3-4 students per group 20 minutes 3 days/week	UFLI Sound Boxes 1-2 students per group 20 minutes 5 days/week
5th Grade	CORE Phonics Survey MAZE		UFLI Sound Boxes TCM Leveled Library 2-3 students per group 20 minutes 5 days/week
6th Grade	CORE Phonics Survey MAZE		UFLI Sound Boxes TCM Leveled Library 2-3 students per group 20 minutes 5 days/week

Read Act Training Update Phase 1

Hastings Public Schools

Phase 1: Educator Role	Total in District or Charter Organization	Completed Training	Training in Progress	Need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	8	8	0	0
PreK through 12 Educators who work with English learners (Licensed ELL teachers)	4	4	0	0
K-3 Classroom Educators	52	52	0	0
Grades 4-5 (or 6) Classroom Educators (if applicable)	17	17	0	0
K-12 Reading Interventionists	6	6	0	0
K-12 Special Education Educators responsible for reading instruction	34	34	0	0
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

Read Act Training Update Phase 2

Hastings Public Schools

Phase 2 Educator Role	Total in District or Charter Organization	Completed Training	Training in Progress	Need Training
Grades 4-12 Classroom Educators responsible for reading instruction	16	0	16	0
Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	2	0	2	0
Grades 6-12 Instructional Support Staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	5	0	5	0

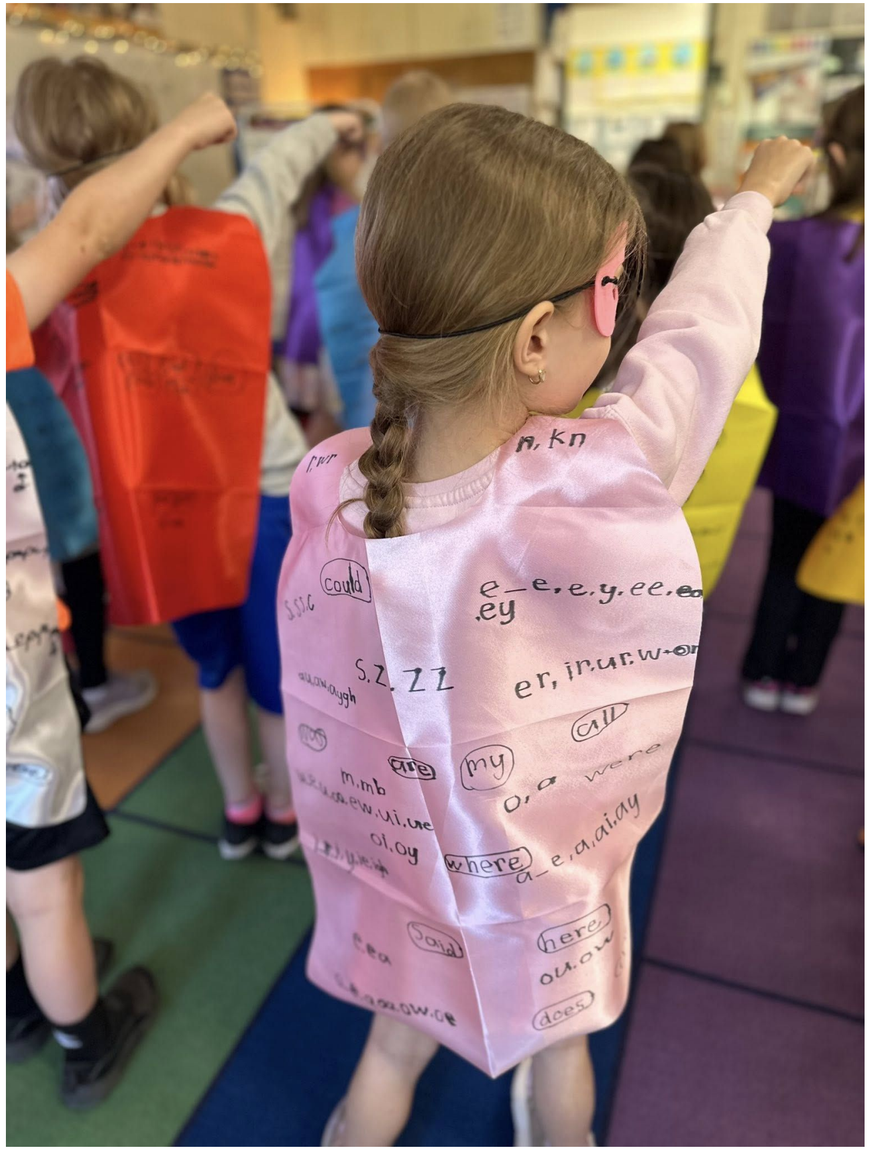
Recommendation

Hastings
Public Schools

Recommend to adopt the 2026-27 Local Literacy Plan.

Adopting this plan ensures the district remains compliant with Minn. Stat. 120B.12 and continues its structured, data-driven path toward higher student growth and proficiency.

Questions?



Local Literacy Plan: 2026-27 School Year

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

District or Charter School Information

District or Charter School Name and Number: Hastings Public Schools ISD 200

Date of Last Revision: June 8, 2026

Minnesota READ Act Goal

The goal of the READ Act is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals Minn. Stat. 120B.12 (2023).

District Literacy Goal

Through the use of formative assessments, regular collaboration within our PLCs, lesson adjustments and targeted feedback to students, our 25-26 goal was that we will increase the overall number of K-8 grade students reading at grade level from 60.9% to 65%. To accomplish this, we took two major steps: a focus on teacher coaching in our second full year with comprehensive reading curriculums, and a more concrete MTSS process within the district. Our overall percentage of K-8 students reading at grade level for 25-26 was 65.8%, exceeding our goal.

For the 26-27 school year, we will continue to implement our MDE approved elementary literacy curriculums, as well as continue to provide high quality intervention instruction to students who are not at grade level. We will also continue to provide coaching to teachers on our literacy curriculums. Through doing those steps, Hastings

Public Schools will see an increase in the overall number of K-8 grade students reading at grade level from 65.8% to 70%.

The Literacy Lead for Hastings Public Schools for the 25-26 school year will be Andy Larson, who can be contacted via email at alarson@isd200.org

Our Local Literacy Plan can be found on our school website at https://www.hastings.k12.mn.us/page/local-literacy-plan

Universal and Dyslexia Screening

Identify which screener system is being utilized:

- ☐ mCLASS with DIBELS 8th Edition
- ☐ DIBELS Data System (DDS) with DIBELS 8th Edition
- ☑ FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)

Grades K-3 Screeners

Indicate in the chart below the assessment(s) used for universal and dyslexia screening for grades K-3 students, what skills are assessed with the screener, and how often the screener data is collected. We will be using the FastBridge benchmarks to determine grade-level proficiency.

Name of the Assessment	Target Audience (Grades K-3)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FastBridge: earlyReading (Grades K-1) and CBMReading (Grades 1-3)	X Grade K X Grade 1 X Grade 2 X Grade 3	☐ Oral Language X Phonological Awareness X Phonics X Fluency X Vocabulary X Comprehension	X Universal Screening X Dyslexia Screening	X First 6 weeks of School (Fall) X Winter (optional) X Last 6 weeks of School (Spring)

Grades 4-12 Screeners

For students who do not demonstrate mastery of foundational reading skills, indicate in the chart below the assessment(s) used for universal and dyslexia screening, what skills are assessed with the screener, and how often the screener data is collected.

Name of the Assessment	Target Audience (Grades 4-12)	What component of reading is being assessed? (Each component should be addressed.)	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
Name of Screener: **FastBridge AutoReading**	X Grade 4 X Grade 5 XGrade 6 X Grade 7 X Grade 8 ☐ Grade 9 ☐ Grade 10 ☐ Grade 11 ☐ Grade 12	☐ Oral Language ☐ Phonological Awareness X Phonics ☐ Fluency X Vocabulary X Comprehension	X Universal Screening ☐ Dyslexia Screening	X First 6 weeks of School (Fall) X Winter (optional) X Last 6 weeks of School (Spring)
Name of Screener: **Capti ReadBasix**	X Grade 4 X Grade 5 XGrade 6 X Grade 7 X Grade 8 X Grade 9 X Grade 10 X Grade 11 X Grade 12	☐ Oral Language ☐ Phonological Awareness X Phonics ☐ Fluency X Vocabulary X Comprehension	☐Universal Screening X Dyslexia Screening	☐ First 6 weeks of School (Fall) X Winter X Last 6 weeks of School (Spring)

In the 26-27 school year, Hastings Public Schools will be using FastBridge and 25-26 Capti ReadBasix scores in grades 4-12 to determine grade-level proficiency. We will then use the gated screening process of using that screener information to assess students deemed below grade level proficiency for characteristics of dyslexia using Capti-ReadBasix.

Parent Notification and Involvement

Hastings Public Schools will adopt the next steps of our MTSS model for the 2025-2026 school year. One of the key components of these next steps is a series of communication strategies with families. One of these communication strategies centers around intervention and students not reading at or above grade level. Our plan will have several components:

1. Parents will be notified via written communication after our fall screening processes, letting them know that their student has been identified as either some risk or high risk and will be receiving literacy support. This support will be done either by a literacy interventionist or by the classroom teacher in a small, tier 2 setting.
2. Parents will receive, at conferences in the fall, a list of at-home strategies that they can use with their child to help increase their literacy skills, including but not limited to phonemic awareness activities, phonics games, and appropriately leveled fluency passages.
3. Parents will be updated monthly on their child's progress monitoring data, being provided with information that shows the student's overall progress on the intervention they are currently working on.
4. If an intervention is not effective over the course of 6-8 weeks, parents will be notified of next steps in the MTSS process: the teacher will bring the student's case and data to a problem solving team where they will be given a different intervention to try that the team believes targets a missing, underlying skill.
5. Parents will continue to receive monthly reports as their child goes through the second intervention.

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

Summary Data Kindergarten through 3rd Grade

- In this section, districts will provide the following summary data for students in grades kindergarten through grade three: the number of students universally screened, at or above benchmark in the fall, winter, and spring.
- Enter zero (0) in the table if no students are in that category.

Grade	Universally Screened Fall	At or Above Benchmark Fall	Universally Screened Winter	At or Above Benchmark Winter	Universally Screened Spring	At or Above Benchmark Spring
K	245	165	252	197	251	194
1	254	166	252	150	254	170
2	245	152	246	157	248	166
3	263	178	265	190	268	188

In this section districts will provide the following dyslexia screening summary data for students in grades kindergarten through grade three: the number of students screened for dyslexia, and the number of students demonstrating characteristics of dyslexia.

Enter zero (0) in the table if no students are in that category.

Grade	Screened for Dyslexia	Demonstrating Characteristics of Dyslexia
Kindergarten	245	12
1	254	28
2	41	41
3	26	25

Students Grades 4-12 Not Reading at Grade Level

In this section districts will indicate the number of students in each grade level, the number of students not reading at grade level who were screened for characteristics of dyslexia, the number of students demonstrating characteristics of dyslexia, and the number of students who were opted out of screening for grades 4-12.

Grade	Total in Grade	Identified as not reading at grade level and screened	Demonstrating Characteristics of Dyslexia	Opted Out of Screening and Identified as Not Reading at Grade Level
4th	295	27	23	0
5th	301	39	34	6
6th	287	36	24	0
7th	306	20	14	4
8th	312	26	22	9
9th	336	44	26	1
10th	305	35	7	2
11th	335	37	7	4

12th	360	6	4	14

Parent Notification and Involvement

Communication and Identification Strategies

- **Target Grades:** Parents are notified across all grades K-12 when children are identified as not reading at grade level.
- **Frequency:** Official notification occurs 1 time per year.
- **Methods of Notification:** Letters sent home with students and parent-teacher conferences.
- **Included Information:**
    1. Student's reading proficiency level as measured by the MDE approved screener.
    2. Reading related services currently being provided to the student.
    3. Strategies parents/families can use at home in helping their student succeed.

Community Engagement Channels

Hastings Public Schools engages families around student literacy through Parent-Teacher Conferences and targeted School Events. No major structural changes are being implemented to parent notification systems this year.

Core Reading Instruction and Curricula Grades K-5

Please indicate the curricula used for core reading instruction at each grade level. Include a description of how the curricula is used and the model of delivery.

Grade	Implemented Curricula	Description of Curricula Use (Foundational Skills, Knowledge Building, Comprehensive or Supplemental)	Instructional Delivery Model (Include Minutes Dedicated to Whole Class and Differentiated Instruction)
KG	UFLI & Heggerty	Foundational Skills	30 minutes whole group 40 minutes small group
	Great Minds: Wit and Wisdom	Knowledge Building	90 minutes whole group

1st	UFLI & Heggerty Great Minds: Wit and Wisdom	Foundational Skills Knowledge Building	30 minutes whole group 40 minutes small group 90 minutes whole group
2nd	UFLI Great Minds: Wit and Wisdom	Foundational Skills Knowledge Building	30 minutes whole group 40 minutes small group 90 minutes whole group
3rd	UFLI Great Minds: Wit and Wisdom	Foundational Skills Knowledge Building	40 minutes small group 90 minutes whole group
4th	UFLI Great Minds: Wit and Wisdom	Foundational Skills Knowledge Building	40 minutes small group 90 minutes whole group
5th	Great Minds: Wit and Wisdom	Knowledge Building	56 minute daily class period

Data-Based Decision Making Through MTSS for Literacy Interventions

Districts are strongly encouraged to adopt the Minnesota Multi-Tiered System of Supports (MnMTSS) framework. This framework should include a process for monitoring student progress, evaluating program fidelity, and analyzing student outcomes and needs in order to design and implement ongoing evidenced-based instruction and interventions Minn. Stat.120B.12, subd. 4a (2023). Component 5.1 of the MnMTSS framework provides indicators and criteria for effective data-based decision making. Component 1.6 and the MnMTSS Team Guidebook provide information on establishing effective linked teams for data-based decision making.

Hastings Public Schools has adopted the MnMTSS framework in our district. Our Teaching and Learning and MTSS team have been a part of the professional learning cohorts put on by the Minnesota Department of Education. Below is how our three tiers of MTSS have been implemented in our district:

Tier 1 Evidence-Based Instructional Materials and Programs

Hastings Public Schools selects evidence-based core curriculum instructional materials and ensures training for all staff in the use of these materials. This review process includes authentic collaboration

with the students, families, and communities being served. The instructional materials in the table above have undergone a sequential review process that ensured evaluation for:

- Alignment to Minnesota Academic or Early Learning standards and Social Emotional Learning (SEL) competencies.
- Embedded evidence-based instructional strategies.
- Culturally and linguistically sustaining.
- Inclusion of multiple perspectives and identities.
- Recognition of bias in upholding stereotypes.

To ensure continued fidelity of implementation, Hastings will be having professional walkthroughs done by our literacy company, Great Minds, along with principals and Teaching and Learning staff. Teaching and Learning staff will provide coaching to staff who need additional support in implementing the tier 1 curriculum with fidelity.

Hastings schools have a strong Tier 2 and Tier 3 supplemental instruction and intervention program. Our staff utilize screener, diagnostic and formative assessment data to determine when Tier 1 universal instruction is not meeting the needs of a student and create a targeted plan to intervene. Our Tier 2 and Tier 3 programming is described in detail below.

Tier 2 Supplemental Intervention

Tier 2 instruction is determined by our FastBridge screener. At the elementary level, students who have been identified as “some risk” on the screener will receive their Tier 2 intervention instruction from their classroom teacher in small groups. This instruction will be based on a diagnostic assessment, either the Phonological Awareness Skills Test or the CORE Phonics Survey.

Students in tier 2 instruction will receive instruction for 20 minutes per day 3-4 days per week. Bi-weekly progress monitoring done via FastBridge’s tools will provide the teacher ongoing data, and that data will be tracked over the course of 6-8 weeks. Students who have made enough progress in the intervention to see their overall skill in a curriculum-based measure of reading at or above grade level will no longer need to receive the tier 2 intervention. Students who have continued to fall further behind and fall into the “high risk” category will be moved to a tier 3 intervention.

Tier 3 Intensive Intervention

Tier 3 instruction is determined by our FastBridge screener. At the elementary level, students who have been identified as “high risk” on the screener will receive their Tier 3 intervention instruction from a literacy interventionist in an intensive small group. This instruction will be based on a diagnostic assessment, either the Phonological Awareness Skills Test or the CORE Phonics Survey.

Students in tier 3 instruction will receive instruction for 20-30 minutes per day 4-5 days per week. Weekly progress monitoring done via FastBridge’s tools will provide the teacher and interventionist ongoing data, and that data will be tracked over the course of 6-8 weeks. Students who have not made enough progress will have their intervention modified to better fit their needs. Students who have made enough progress in the

intervention to see their overall skill in a curriculum-based measure of reading go outside of the “high risk” category will have their intervention moved into a tier 2 setting.

At the middle school level, students who have been identified as “high risk” on the screener will receive their Tier 3 intervention instruction from a literacy interventionist in an intensive small group. This instruction will be based on a diagnostic assessment, either the CORE Phonics Survey or the MAZE comprehension assessment.

Students in tier 3 instruction will receive instruction for 20 minutes per day, 5 days per week. Weekly progress monitoring done via FastBridge’s tools will provide the teachers and interventionist ongoing data, and that data will be tracked over the course of 6-8 weeks. Students who have made enough progress in the intervention to see their overall skill in a curriculum-based measure of reading go outside of the “high risk” category will have their intervention moved into a tier 2 setting.

Reading Interventions

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

			2-3 students per group 20 minutes 5 days/week
Sixth Grade	CORE Phonics Survey MAZE		UFLI Sound Boxes TCM Leveled Library 2-3 students per group 20 minutes 5 days/week

Professional Development Plan

Hastings teaching staff will be using CORE: Online Language and Learning Academy as our professional development in the Science of Reading. All pre-k and elementary staff and all special education staff pre-k-12 will be participating in this training. The program calls for 35-55 hours of asynchronous professional development next year. Untrained Hastings staff will be given 50 hours of voucher time to complete their training. There will also be three 1-hour long synchronous sessions that staff will participate in throughout the year.

Below are our totals of trained and untrained staff currently in the district.

Phase 1: Educator Role	Total in District or Charter Organization	Completed Training	Training in Progress	Need Training
PreK Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	8	8	0	0
PreK through 12 Educators who work with English learners (Licensed ELL teachers)	4	4	0	0
K-3 Classroom Educators	52	52	0	0
Grades 4-5 (or 6) Classroom	17	17	0	0

Educators (if applicable)				
K-12 Reading Interventionists	6	6	0	0
K-12 Special Education Educators responsible for reading instruction	34	34	0	0
PreK through grade 5 Curriculum Directors	1	1	0	0
PreK through grade 5 Instructional Support Staff who provide reading support	0	0	0	0

Hastings teaching staff will be using STRIVE as our professional development plan for Phase 2 Educators. All ELA classroom teachers in grades 6-12, the teachers in the Hastings Alternative Learning Program, and our secondary principals and assistant principals will be taking this training. The program calls for 35 hours of asynchronous professional development next year. There will also be three synchronous sessions that staff will participate in throughout the year.

Phase 2 Educator Role	Total in District or Charter Organization	Completed Training	Training in Progress	Need Training
Grades 4-12 Classroom Educators responsible for reading instruction	16	0	16	0

Grades K-Age 21 Educators who work with students who qualify for the graduation incentives program under section 124D.68	2	0	2	0
Grades 6-12 Instructional Support Staff who provide reading support	0	0	0	0
Grades 6-12 Curriculum Directors	0	0	0	0
Employees who select literacy instructional materials for Grades 6-12	5	0	5	0

Literacy Incentive Aid Funds

In the 25-26 school year, Hastings Public Schools aid entitlement was $189,829.74 in Literacy Incentive Aid Funds. We utilized $18,402 from prior year rollover.

Our budget for these funds, as well as rollover funds, was:

- $24,050 Teacher Read Act Training (ongoing)
- $11,000 Para Read Act Training ($11,216 Actual)
- $5,865 Fica/Pera/Tra on Read Act Training (ongoing)
- $141,056 Literacy and Curriculum Lead Salary and Benefits (ongoing)
- $23,850 Literacy Curriculum Training through Great Minds ($23,850 Actual)

At the time of this submission final payments for Read Act trainings are ongoing, and on track from a budget perspective.

Hastings
Public Schools

2026-2027 Superintendent Goals Presentation

Prepared by:
Dr. Kristine J. Wehrkamp Herman

Students are the heart of all we do

Where We See Ourselves in Three Years

As part of our commitment to the Strategic Plan, a representative leadership team engaged in a year-long visioning process to identify where we aspire to be in three years.

- This process included:
  - Ongoing feedback and discussion with the full administrative team;
  - Review and input through the Teacher Development and Evaluation (TD&E) Committee;
  - TD&E teachers sharing and gathering feedback from building-level teams;
  - Directors engaging their respective departments in their plan development.

Where the Visioning Process Led Us

- The visioning process:
  - Clarified the core purpose that drives our work as a district;
  - Connected our purpose to the district's Core Values and Core Pillars;
  - Identified how every department, program, and service contributes to that shared purpose;
  - Aligned districtwide efforts to ensure our work consistently reflects our Core Values and advances our Core Pillars.

From Vision to Action: Three-Year Plans

- Core Purpose
  - Teaching & Learning
  - Special Services
- Support the Core Purpose
  - Finance
  - Human Resources
  - Technology
  - Facilities & Safety
  - Community Education
  - Communications

{click the department to view their goals}

Translating the Visioning Work into Superintendent Goals

Superintendent goals were developed from the visioning work of the leadership team, administrative team, and TD&E Committee to advance the district's strategic priorities over the next three years.

PROPOSED SUPERINTENDENT GOALS FOR 2026-2027

Academic Excellence and Aligned Instructional Culture

01

Goal: Lead the implementation of a district-wide instructional framework by defining and supporting the consistent use of Core Commitments (CCs), strengthening Professional Learning Communities (PLCs), and establishing systems for instructional coaching, peer observations, and instructional rounds to improve teaching practices, enhance student engagement, and increase student achievement.

Core Value Alignment: *Partnership; Equity; Compassion and Respect*

Core Pillar Alignment: *Academic Excellence*

01

Goal: Lead the implementation of a district-wide instructional framework by defining and supporting the consistent use of Core Commitments (CCs), strengthening Professional Learning Communities (PLCs), and establishing systems for instructional coaching, peer observations, and instructional rounds to improve teaching practices, enhance student engagement, and increase student achievement.

Success Indicators:

- Implement Core Commitments consistently across schools and monitored through walkthroughs, instructional rounds, and staff reflection
- Establish Professional Learning Communities with trained leaders and evidence of effective use of the PLC process
- Develop and implement District-wide systems for peer observations, instructional rounds, and instructional coaching
- Improve collaboration, collective efficacy, and instructional improvement via staff feedback and implementation data

Continued Expansion of Career Pathways

02

Goal: Advance career pathway opportunities that connect learning to real-world experiences by expanding business and community partnerships, increasing student access to career exploration and work-based learning, and ensuring all students are prepared for future success.

Core Value Alignment: *Partnership; Voice and Choice; Innovation; Equity*

Core Pillar Alignment: *Academic Excellence; Equity and Belonging*

02

Goal: Advance career pathway opportunities that connect learning to real-world experiences by expanding business and community partnerships, increasing student access to career exploration and work-based learning, and ensuring all students are prepared for future success.

Success Indicators:

- Increase number of business and industry partnerships
- Expand student participation in career exploration and work-based learning experiences
- Monitor and find opportunities for additional future career pathway offerings and related coursework
- Increase alignment between academic programming and workforce needs

Financial Stewardship, Transparency, and Resource Optimization

03

Goal: Provide leadership and oversight to ensure district financial resources are strategically aligned, transparently communicated, and effectively utilized to support the district's strategic plan and improve student outcomes.

Core Value Alignment: *Innovation; Partnership; and Equity*

Core Pillar Alignment: *Effective and Responsive Operations*

03

Goal: Provide leadership and oversight to ensure district financial resources are strategically aligned, transparently communicated, and effectively utilized to support the district's strategic plan and improve student outcomes.

Success Indicators:

- Establish and communicate clear funding categories that align district resources with strategic plan priorities and district goals
- Implement budget development processes and tools that demonstrate the connection between expenditures, strategic priorities, and student outcomes
- Develop and share financial communication materials that increase stakeholder understanding of district finances, funding challenges, and operational needs
- Provide regular financial updates to the School Board and stakeholders that promote transparency, accountability, and informed decision-making

Communications and Community Engagement

04

Goal: Develop and implement a districtwide communications framework that strengthens transparency, engagement, and consistency through clear systems, strategic storytelling, and messaging aligned with the district's Strategic Plan and core values of Partnership and Innovation.

Core Value Alignment: *Partnership; Innovation*

Core Pillar Alignment: *Effective and Responsive Operations*

04

Goal: Develop and implement a districtwide communications framework that strengthens transparency, engagement, and consistency through clear systems, strategic storytelling, and messaging aligned with the district's Strategic Plan and core values of Partnership and Innovation.

Success Indicators:

- Develop and implement a District Communications Plan
- Establish and utilize communication roles, approval processes, and templates across departments
- Launch "Students at the heart of all we do" storytelling campaign with an annual content calendar
- Share monthly storytelling contributions and district success stories regularly
- Standardize workflows implemented for newsletters, social media, website updates, and district messaging

Workforce Onboarding, Training, and Engagement

05

Goal: Strengthen the district's ability to attract, support, and retain high-quality staff by developing a comprehensive onboarding program, implementing a standardized hiring process, and establishing consistent employee discipline procedures that promote clarity, efficiency, and organizational excellence.

Core Value Alignment: *Compassion and Respect; Voice and Choice*

Core Pillar Alignment: *Staff Empowerment and Retention*

05

Goal: Strengthen the district's ability to attract, support, and retain high-quality staff by developing a comprehensive onboarding program, implementing a standardized hiring process, and establishing consistent employee discipline procedures that promote clarity, efficiency, and organizational excellence.

Success Indicators:

- Develop comprehensive onboarding framework for all employee groups
- Standardize hiring process, interview protocols, and administrator training completed
- Design discipline handbook with procedures, templates, and forms for consistent application across the district

Discussion/Questions

Hastings
Public Schools

Gymnastics Options

June 10, 2026

Prepared by Jennifer Seubert, Scott Stockdale, Trent Hanson

Students are the heart of all we do

Survey Overview

Purpose:

Assess family willingness to continue participation if practice is relocated approximately 20 miles outside of Hastings and gather location preferences.

Survey Distribution: 16 families
Responses Received: 15 families
Response Rate: 93%

Willingness to Continue Participation & Location Preference

Willingness to Continue Participation

Would Still Participate 1
Would Likely Still Participate 3
Would Not Participate 2
Would Likely Not Participate 4
Unsure at This Time 5

Location Preference

Farmington 4
Eastview 2
Either Location 2
Unsure 3
Neither 4

Recommendation 26-27 Season

Location: Farmington Gymnastics & Cheer

Cost: $10,000 for the season

Transportation: Not offering (will explore some van usage)



Discussion/Questions

Hastings
Public Schools

Gymnastics Options

May 6, 2026

Prepared by Jennifer Seubert, Scott Stockdale, Trent Hanson

Students are the heart of all we do

United Heroes League (UHL) Partnership - UPDATE

- Fire suppression required
- Cost closer to $1 million to build
- Reevaluate with UHL next spring

Farmington Gymnastics & Cheer - UPDATE

Availability:

- Monday - Mornings only
- Tuesday - 3-6:30 pm*
- Wednesday 3-6 pm*
- Thursday 3-7 pm*
- Friday 3-6:30 pm*
- Saturday 8-10 am (possibly - 11:30)
- * Morning times also available

- Transportation Costs 55-60 training dates
  - Option 1: No Transportation (similar to most other sports)
  - Option 2: $18,000
    - $300 round trip
    - Depart HS, then MS, return to HS
- Cost: $10,000 for the season

Great Northern Gymnastics - UPDATE

Availability:

- Lease space in the morning only
- Unlikely to work
  - Previous inquiries were denied
  - Availability
- Cost: Unknown until fall

ISD 196 - Eastview High School - UPDATE

Availability

- 6-8 pm Monday - Friday
- Cost: $3,500 for the season

- Transportation Costs 55-60 training dates
  - Option 1: No Transportation (similar to most other sports)
  - Option 2: $18,000
    - $300 round trip
    - Depart HS, and return to HS

Cooperative with another district

- Purpose is often to build a full team, we already have a full team
- Hastings has no history with cooperatives, other than adaptive sports
- Loss of independent program



Recommendation & Discussion

Hastings
Public Schools

Gymnastics Options

April 8, 2026

Prepared by Jennifer Seubert, Scott Stockdale, Trent Hanson

Students are the heart of all we do

History

1974 - 2001: HHS gymnastics used the middle and east lower gyms at the current Hastings Middle School.

2001-2012: HHS gymnastics rented space at the Hastings Gymnastics Center (HGC) in south Hastings.

2012-2022: HHS gymnastics has rented space for training, competition, and off-season storage at the National Guard Armory.

2023-present: Hastings Middle School south gym

History Cont...

Hastings
Public Schools

2016-17 Facilities Proposal: HHS Fieldhouse

- **Proposed Scope:** Add "6th Court" (West end of Fieldhouse).
  - Two-level Gymnastics Center & additional storage.
  - Reconfigured Athletic Office, Secured Entrance, and Community Ed space.
- **Outcome:** Proposal was **not recommended** by the Facilities Committee for the bond/referendum.

Historical participation numbers

Current Situation

Hastings
Public Schools

- The Hastings Middle School (HMS) gym is used for gymnastics November - February.
- This limits the HMS Phy Ed department's usable space.
- Need to identify and implement a long-term facility solution for the gymnastics program.
- There is $800,000 budgeted for a gymnastics facility.

Space Requirements



- Needed from November - February for gymnastics season
- Approximately 7,500-10,000 square feet pending the layout + 20 ft ceilings
- Restrooms and a classroom/changing room space, preferred
- If leased, the space must have double-acting doors in order to load equipment in/out

Options for Consideration

Hastings
Public Schools

- Addition to Hastings High School
- Hastings Movie Theater Space
- United Heroes League Partnership
- Private gymnastics clubs & other public school districts
- Hastings Middle School Gym

Addition to Hastings High School

Cost Estimate: $10.2 - $10.9 million for a multi-use space (Wold)

- Capital Lease Levy Availability is $7.2 million
  - Application Guidance
- Tax Impact
- There are FEMA Grants available related to storm shelters.
- Proposed legislation to change the rules for school storm shelters. SF3750



Hastings Movie Theater Space

We would need to have an architect design the space and possibly remove a load bearing beam. This would need approval from the City of Hastings.

- Lease 7,800 square feet
- $1/sq per month = $7,800/mo = $93,600/yr
- 3 year minimum with year-round requirement
  - Could explore potential partnerships with booster clubs
- Tax Impact

United Heroes League (UHL) Partnership

- This would provide a permanent home for the gymnastics program.
- There is potential for multi-use other times of the year.
- The district would provide $800,000 in upfront funds and sign a long-term agreement for usage.
- Per legal counsel, there are questions whether this is permissible under the Public Purpose Doctrine and MN State Law. Recommendation is to request an Attorney General opinion.

Private Clubs

Farmington Gymnastics & Cheer

- Share space with private training groups and club teams
- Has had a similar arrangement with Northfield in the past
- 3:30-5:30 available most weekdays, solo until 4:15, shared until 5:30
- $10,000 cost for season

Great Northern Gymnastics

- Saint Paul Park
- Lease space in the morning
- Cost: TBD

Other School Districts

ISD 196 - Eastview High School

- Lease space in the evening after their own team is done training, or in the early morning before school (not enough room to share)
- Proposed lease agreement expected in hand week of 4/13
- Cost: TBD



HMS Gym

- Limits space for:
  - daily use by the Phy Ed Department during the gymnastics season
  - HMS Athletic practices
  - Community Education permits during the gymnastics season



Discussion

THANK YOU



Board Meeting Date: **6.17.26**

NEW HIRES

NAME	ASSIGNMENT	SALARY PLACEMENT/HOURLY RATE	EMPLOYEE GROUP	EFFECTIVE DATE
Pottinger, Annie	Grade 4 Teacher; 1.0 FTE Kennedy Elementary	$71,354 Annually	ED MN - Teachers	August 20, 2026

RESOLUTION RELATING TO THE ELECTION OF SCHOOL BOARD MEMBERS AND CALLING THE SCHOOL DISTRICT GENERAL ELECTION

WHEREAS, the general election in each Minnesota school district must be held on the first Tuesday after the first Monday in November of either the odd-numbered or the even-numbered year.

WHEREAS, it is necessary for the school district to hold its general election for the purpose of electing three (3) school board members for terms of four (4) years each.

THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 200, (Hastings Public Schools) State of Minnesota as follows:

The clerk shall include on the ballot the names of the individuals who file or have filed affidavits of candidacy during the period established for filing such affidavits, as though they had been included by name in this resolution. The clerk shall not include on the ballot the names of individuals who file timely affidavits of withdrawal in the manner specified by law.

The general election is hereby called and elected to be held in conjunction with the state general election on Tuesday, the 3rd day of November, 2026.

Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for this general election are those polling places and precincts or parts of precincts located within the boundaries of the school district and which have been established by the cities or towns located in whole or in part within the school district. The voting hours at those polling places shall be the same as for the state general election.

The clerk is hereby authorized and directed to cause written notice of said general election to be provided to the county auditor of each county in which the school district is located, in whole or in part, at least eighty-four (84) days before the date of said election. The notice shall include the date of said general election and the office or offices to be voted on at said general election. Any notice given prior to the date of the adoption of this resolution is ratified and confirmed in all respects.

The clerk is hereby authorized and directed to cause notice of said general election to be posted at the administrative offices of the school district for public inspection at least ten (10) days before the date of said general election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said general election for public inspection. The clerk shall also cause two sample ballots to be posted in each polling place on Election Day. The sample ballot shall not be printed on the same color paper as the official ballot. The sample ballot for a polling place must reflect the offices, candidates, and rotation sequence on the ballots used in that polling place. The sample may be either in full or reduced size.

The clerk is hereby authorized and directed to cause notice of said general election to be published in the official newspaper of the school district for two (2) consecutive weeks with the last publication being at least one (1) week before the date of said election.

The notice of election so posted and published shall state the offices to be filled set forth in the form of ballot below and shall include information concerning each established precinct and polling place.

The clerk is authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in each polling place on Election Day.

The clerk is authorized and directed to acquire and distribute such election materials as may be necessary for the proper conduct of this election, and generally to cooperate with election authorities conducting other elections on that date. The clerk and members of the school district administration are authorized and directed to take such actions as may be necessary to coordinate this election with those other elections, including entering into agreements or understandings with appropriate election officials regarding preparation and distribution of ballots, election administration and cost sharing.

The clerk is further authorized and directed to cause or to cooperate with the proper election officials to cause ballots to be prepared for use at said election in substantially the form below, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system.

The motion for adoption of the Resolution was made by Member _____ , duly seconded by Member _____,

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly adopted by Independent School District No. 200, (Hastings Public Schools), State of Minnesota, this 17th day of June, 2026.

By: _____
Carrie Tate, School Board Chair

By: _____
Melissa Millner, School Board Clerk

Certification of Updated District Population Estimate

RESOLUTION
CERTIFYING THE POPULATION ESTIMATE FOR THE 2026 PAYABLE 2027 LEVY OF INDEPENDENT SCHOOL DISTRICT 200.

WHEREAS, the Independent School District 200 has experienced an increase in population from the 2020 census figure of 31,887 to the current census figure of 33,797 as determined by the State Demographer.

BE IT RESOLVED, by the School Board of Independent School District #200, that the census figure of 33,797 be certified to the State Demographer for approval of use in the 2026 payable 2027 revenue calculations.

For the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof: _____

And the following voted against:_____

Whereupon said resolution was declared duly passed and adopted.

Date: _____

BY ORDER OF THE SCHOOL BOARD

_____ (Clerk Signature)
_____ (Clerk Name)
School Board Clerk

Docusign Envelope ID: 8E0414D1-62C2-8889-81F5-97FAD9110851

2026-2027 RESOLUTION FOR MEMBERSHIP IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE
Membership Renewal Form

This form must be completed once for each school in the district.

Must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2026. Retain one copy for the school files.

RESOLVED, that the Governing Board or Entity of HASTINGS HIGH SCHOOL (Name of School) located in the State of Minnesota delegates the control, supervision and regulation of interscholastic activities and athletics (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the school listed is authorized by this, the Governing Board of said school district or school to renew its membership in the Minnesota State High School League; and to participate in the approved interscholastic activities and athletics sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board or Entity hereby adopts the Constitution, Bylaws, Policies, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or school, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities and athletics. Further, the administration and responsibility for determining student eligibility and for the supervision of such activities and athletics are assigned to the official representatives identified by this Governing Board or Entity.

Signing this Resolution for Membership affirms that this Governing Board has reviewed all required membership materials provided by the League which defines the purpose and value of education-based activity and athletic and programs and defines each member school's responsibilities.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Student Code of Responsibilities (Bylaw 206.2) violations for students participating in activity and athletic programs by member schools.

The above Resolution was adopted by the Governing Board or Entity of this school or district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee
Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Docusign Envelope ID: 8E0414D1-62C2-8889-81F5-97FAD9110851

HASTINGS HIGH SCHOOL
Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Elaine Mikel-Mulder
(Designated School Board Member – please print)

TRENT HANSON
(Designated School Representative – please print)

emikel-mulder@isd200.org
Email Address

thanson@isd200.org
Email Address

208.02 ACTIVITY REPRESENTATIVES

TRENT HANSON
(Boys Sports – please print)

TRENT HANSON
(Girls Sports – please print)

N/A (NOT OFFERED)
(Speech – please print)

TRENT HANSON
(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

Elaine Mikel-Mulder
(Board Member—please print)

SHILOH ASHCRAFT
(Student—please print)

CHRIS FOSS
(Parent—please print)

PAUL OLSON
(Faculty Member—please print)

TRENT HANSON
(Mailing Representative—please print)
The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.

Print Name: Melissa Millner
(Clerk/Secretary - Local Governing Board)

Print Name: Dr. Kristine Wehrkamp Herman
(Superintendent or Head of School)

Signed: _____
(Clerk/Secretary - Local Governing Board)

Signed: _____
(Superintendent or Head of School)

Date: _____

Date: _____

PLANNING ▯ ARCHITECTURE ▯ ENGINEERING ▯ CONSTRUCTION ▯

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sitelogiq.com

SitelogIQ, Inc.
7900 West 78th Street, Suite 400
Edina, MN 55439

Hastings Public Schools
Independent School District No. 200
1000 West 11th Street
Hastings, MN 55033

June 17, 2026

SitelogIQ, Inc. ("*SitelogIQ*") and Hastings Public Schools, Independent School District No. 200 ("*Owner*") hereby enter this Agreement for Facility Planning ("*Agreement*"). SitelogIQ will perform the Facility Plan Services (defined below) with respect to the following Owner facilities (each a "*Facility*" and collectively, the "*Facilities*"):

Facility	Address	City	Sq. Ft.
Kennedy Elementary School	1175 Tyler Street	Hastings, Minnesota	61,350
Pinecrest Elementary School	975 West 12th Street	Hastings, Minnesota	71,152
Tilden Elementary School	310 River Street	Hastings, Minnesota	31,000
McAuliffe Elementary School	1601 West 12th Street	Hastings, Minnesota	81,914
Hastings Middle School	1000 West 11th Street	Hastings, Minnesota	120,407
Hastings High School	200 General Sieben Drive	Hastings, Minnesota	340,000
		Owner Total	**705,823**

The Facility Plan Services are intended to furnish Owner with a facilities plan, data and a three-year (from and after the Effective Date) right to use SitelogIQ's mySiteIQ® software analysis tools intended to assist Owner with long-term facility maintenance planning. The Facility Plan Services include, as detailed below, inspecting and documenting current operational and physical conditions and deficiencies evident in the above-referenced buildings and prepare a facilities plan. The information documented in the Facility Plan Services will be gathered primarily through field observation and supplemented by evaluation of existing information and discussion with Owner personnel. The survey will review the appearance, condition, and current uses of the Facilities.

The Facility Plan Services will be customized to the Owner's Facilities and may explore conditions and deficiencies in the categories below:

C	Controls and Energy Management	This section documents the existing controls and energy management systems, components, and their known deficiencies.
E	Electrical Systems	This section documents the existing electrical systems and components, and their known deficiencies.
EXT	Exterior Envelope Including Roofing	This section documents the existing exterior building envelope and roofing, including information supplied by the Owner.
INT	Interior Spaces and Finishes	This section documents the existing physical condition of the interior spaces and finishes within the facility.
LS	Life Safety Systems	This section explains existing life safety and code deficiencies as noted and as discovered during field observation.
M	Mechanical Systems	This section documents the existing mechanical systems and components, and their known deficiencies.
P	Plumbing Systems	This section documents the existing plumbing systems and components, and their known deficiencies.
U	Utility Service Improvements	This section documents opportunities for operational cost reduction associated with enhancements to the facilities' utility services.
V	Ventilation / Dehumidification Systems	This section documents the existing ventilation systems and components, and their known deficiencies.

SitelogIQ will complete the following objectives as the "*Facility Plan Services*":

Facility Needs Assessment

1) Provide any Authority Having Jurisdiction (AHJ) required testing and measuring of indoor air quality condition and assist the Owner in developing an indoor air quality plan, if required by law.
2) Perform a non-destructive visual inspection of each facility to identify system-level deficiencies and life-cycle conditions.
3) Review, document, and photograph physical condition deficiencies.
4) Inventory all major building equipment including quantity, size, asset tag number, manufacturer, model, and serial number.
5) Assist the Owner with importing in data gathered into the Owner's facility maintenance software.
6) Prepare a summary of the Facility and building systems shall be documented in addition to quantitative information in mySiteIQ®.
7) Categorization of immediate, short-term, and long-term capital repair and replacement requirements with project timelines to include:
    a) Identification of major repairs which require immediate undertaking identified in the ten-year plan).
    b) Estimate of likely cost of necessary immediate repairs.
    c) Identification of major repairs which will likely be necessary in the foreseeable future.
    d) Estimate of likely costs of long-term repairs.
    e) Assessment of current mechanical systems and components thereof.

f) Assessment of the functioning condition of each system and the components thereof.

g) Estimation of the likely cost of repairing each system and components thereof.

8) Provide individual cost tables and digital photographs to document the deficient conditions at each property.

9) A complete equipment inventory for each system assessed to be imported into mySiteIQ®

10) Assist the Owner in developing all documentation required by an AHJ.

11) Provide financial analyses that include funding and financing options for various project scopes demonstrating how the cost for identified facility improvement measures will be paid for.

12) Work with the Owner to prioritize needs.

13) Conduct scope and financial workshops as necessary to refine the Facility Plan Services.

Actionable Plan

14) Facilitate a process to gain consensus among the Owner decision makers on a preferred master plan strategy or group of strategies.

15) Take into consideration the Owner's anticipated future needs for space and the organizational use of such space, including development or use of space not currently owned, operated or used by the Owner, if such additional space is deemed necessary to the cost effective and efficient operation of the Owner.

16) Develop a written facilities plan that addresses the following, among other considerations: short-term, mid-term, and long-term sequence of events establishing the necessary stages of design, construction, redevelopment, and remodeling activity, as the case may suggest, for the preferred strategy taking into consideration the need to maintain services and operations throughout implementation.

17) Enter the results of planning into a cloud-based database.

Term of Agreement; Payment; Termination

This Agreement shall commence as of the date it is fully executed by both parties and it shall remain in effect until the completion of the services described in this Agreement, including the preparation and delivery of a Facility Plan, unless terminated as provided in this Agreement. The anticipated completion date for all services is October 31, 2026 (the "*Completion Date*"), unless extended in writing by mutual written agreement of the parties. If SitelogIQ does not substantially complete the Facility Plan Services in accordance with this Agreement by the Completion Date, then the Owner will have the option, at its sole election, to terminate this Agreement upon delivery of notice to SitelogIQ within ten (10) days after the Completion Date (the "*Termination Notice*"). The Termination Notice shall include the Owner's reasons for terminating the Agreement. If the Owner terminates in accordance with this Section, then the Owner shall not owe any fee to SitelogIQ and the Owner shall have no right to use any Deliverables (defined below), nor any right or license to use mySiteIQ®.

If SitelogIQ delivers the Facility Plan Services on or before the Completion Date, then the matter of payment will be addressed as follows: (i) if the Owner does not enter into a written agreement with SitelogIQ to perform a Facilities project specified in the Facility Plan Services within thirty-six (36) months following the Completion Date, then Owner will pay SitelogIQ the sum of $30,000 (the "*Service Fee*") for the Facility Plan Services; or (ii) if the Owner enters into a written Agreement with SitelogIQ to perform any Facilities project specified in the Facility Plan Services within thirty-six (36) months following the Completion Date, then SitelogIQ will waive the Service Fee.

The Owner may terminate this Agreement at any time and for any reason by providing written notice to the SitelogIQ. The effective date of termination is the date the notice is delivered to SitelogIQ (the "Effective Date"). If the Owner exercises its option to terminate for convenience, then: (i) SitelogIQ shall immediately cease work; (ii) SitelogIQ shall,

within ten (10) days after the Effective Date, deliver to the Owner tangible or electronic copies all final work products, documents, data, reports, analyses, and materials prepared or obtained in connection with the Facility Plan Services, including the most recent drafts of any document not provided to Owner in final form and a license to use mySiteIQ® for sixty (60) days after the Effective Date (the "*Deliverables*"), and (iii) the Owner shall pay SitelogIQ for all Facility Plan Services performed in accordance with this Agreement prior to the Effective Date, provided that such services are not the subject of a good faith dispute. SitelogIQ shall not be entitled to compensation for anticipated profit or unperformed work.

Ownership of Work Product

All data applicable to this Agreement, including data regarded as trade secret by SitelogIQ, shall be governed by the Minnesota Government Data Practices Act ("*MGDPA*"), Minnesota Statutes, Chapter 13. If this Agreement is terminated for convenience, and upon payment to SitelogIQ of the sum specified in this Agreement, and provided that said payment is not the subject of a good faith dispute, then the Owner, and its employees, designated agents and consultants shall have a non-exclusive license to use the Deliverables for any purpose related to its Facilities.

Indemnification

SitelogIQ shall defend, indemnify, and hold the Owner harmless from any and all claims, actions, costs, expenses, damages, and liabilities, including reasonable attorney's fees, resulting from death or bodily injury, or damage to property of the Owner or third parties, to the extent caused by the negligence or willful misconduct of SitelogIQ, its employees, contractors and authorized agents, arising from or related to SitelogIQ's performance of this Agreement.

Insurance

Prior to the commencement of services hereunder, SitelogIQ shall procure and maintain the following insurance:

- *Worker's Compensation Insurance*. SitelogIQ shall procure and maintain in effect, during the term of this Agreement, Worker's Compensation insurance at statutory limits which adequately protects all labor employed by SitelogIQ during the term of this Agreement.
- *Comprehensive General liability Insurance*. SitelogIQ shall procure and maintain in effect during the term of this Agreement, Comprehensive General Liability insurance, in an amount not less than $1,000,000 each occurrence and $1,000,000, aggregate for Bodily Injury Liability and $500,000 for Property Damage Liability. Underwriters will waive all rights of recovery against SitelogIQ or the Owner.
- *Automobile Liability Insurance*. SitelogIQ shall procure and maintain in effect during the term of this Agreement, Automobile Liability insurance covering vehicles owned, and non-owned vehicles used, by SitelogIQ with policy limits of not less than $1,000,000 combined single limit per accident for bodily injury, death of any person, and property damage arising out of the ownership, maintenance and use of those motor vehicles, along with any other statutorily required automobile coverage. Coverage shall by endorsement be primary and non-contributory to any insurance written or available to the Owner.
- *Professional Liability Insurance*. SitelogIQ shall procure and maintain in effect during the term of this Agreement, Professional Liability insurance covering negligent acts, errors and omissions of SitelogIQ, with policy limits of not less than $1,000,000 per claim and $1,000,000 aggregate.
- *Certificate of Insurance.* Prior to commencement of services under this Agreement, SitelogIQ will provide certificates of insurance to the Owner that evidence compliance with the requirements in this Agreement. Such certificates shall also confirm that the insurer has agreed that it will not cancel the insurance without giving the Owner thirty (30) days' prior written notification of its intent to cancel.

At any time, the Owner may request SitelogIQ or its consultants, at the Owner's sole expense, provide additional insurance coverage, increased limits, or revised deductibles that are more protective than those currently required. If so requested by the Owner, and if commercially available, SitelogIQ shall obtain and shall require its consultants to obtain such additional insurance coverage, different limits, or revised deductibles for such periods of time as requested by the Owner.

Notice and Changes of Address

All notices to be given by either party to the other shall be in writing and must be either personally delivered, sent by express mail, emailed, or mailed by registered or certified mail, return receipt requested, addressed as follows:

If to SitelogIQ:
SitelogIQ, Inc.
7900 West 78th Street, Suite 400
Edina, MN 55439
Attention: Mr. John Bendt
john.bendt@sitelogiq.com
cc: legal@sitelogiq.com

If to the Owner:
Independent School District No. 200 (Hastings Public Schools)
1000 West 11th Street
Hastings, MN 55033
Attention: Kristine Wehrkamp Herman
kwehrkamp@isd200.org

or such other addresses as either party may hereinafter designate by notice to the other. Notices are deemed delivered or given and become effective upon mailing if mailed as aforesaid or upon actual receipt if otherwise delivered.

Applicable Law; Severability; Venue; Interpretation

This Agreement shall be interpreted and enforced in accordance with the laws of the State of Minnesota. If a court of competent jurisdiction adjudicates any provision of this Agreement to be invalid or unenforceable, the remaining provisions of this Agreement shall nevertheless continue in full force and effect. Claims arising under this Agreement shall be brought in a court of competent jurisdiction in Dakota County, Minnesota, or the United States District Court for the District of Minnesota.

Authority

SitelogIQ and the Owner represents and warrants to the other that (1) it has all requisite power and authority to execute and deliver this Agreement and perform its obligations hereunder, (2) all corporate, board, body politic, or other approvals necessary for the execution, delivery, and performance of this Agreement have been obtained, and (3) this Agreement constitutes a legal, valid, and binding obligation.

IN WITNESS WHEREOF, the duly authorized representatives of the parties have each executed the Agreement, effective as of the date first above written.

SitelogIQ, Inc. By: _____ Name: _____ Title: _____	Independent School District No. 200 By: _____ Name: _____ Title: Board Chair By: _____ Name: _____ Title: Board Clerk

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 May 2026.

_____ duly seconded the motion for the adoption of the foregoing resolution.

Voting in favor of the resolution:

Voting against:

Absent:

THEREFORE, BE IT RESOLVED by the Hastings Public School District School Board to gratefully accept these gifts.

By: _____ By: _____

Carrie Tate, Board Chair Melissa Millner, Board Clerk

Approval of District 200 Donations
May 2026

Date	Donor	Building	Description	Amount
5/4/26	Abra Hovgaard	High School	Mike Hovgaard Leadership Scholarship	$5,000.00
5/7/26	Grand March Freewill Donations	High School	Freewill Donations for Hastings Family Service	$643.00
5/7/26	United Way of Hastings	Tilden	Youth Enrichment Craft Lab	$2,000.00
5/7/26	United Way of Hastings	Tilden	SPARK	$6,000.00
5/7/26	United Way of Hastings	Tilden	Hastings Reads	$2,000.00
5/8/26	Cynthia Hovgaard	High School	Mike Hovgaard Leadership Scholarship	$5,000.00
5/11/26	Hastings Tennis Association	High School	High School Tennis Coach	$1,500.00
5/13/26	Hastings Football Connections	High School	Football Pants	$8,303.00
5/13/26	Rivertown Lions Club	Tilden	Little Learner Scholarship Fund	$1,500.00
5/20/26	High School Staff	High School	High School Faculty Scholarship	$80.00
5/21/26	Hastings Prescott Arts Council	High School	Hastings Prescott Arts Council Scholarship	$750.00
5/21/26	The Delta Air Lines Foundation-Employee Giving Campaign	High School	High School Donation-Appropriate Expenditures	$70.00
5/27/26	Thomas M Duea	High School	Deb Duea Memorial Scholarship	$4,000.00
5/28/26	Friends of the Hastings Arts Center	High School	A Night at the Jazz Club	$1,000.00
5/28/26	Hastings Networking Group	Tilden	SPARK	$1,000.00
5/28/26	Hastings Rivertown Lions Club	Tilden	SPARK	$500.00
5/28/26	Erik & Brianna Dietz	Tilden	Preschool Supplies	$250.00
			Total Monthly Donations	**$39,596.00**

In-Kind Donations - Values are approximate per information available

5/5/26	USA Football	Tilden	40 flag belts & 6 footballs	$290.00
5/8/26	Island Impact & HandsOn Twin Cities	All Elem Schools	School Supply Kits	$600.00

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

Dr. Kristine Wehrkamp Herman
SUPERINTENDENT

2026 Hastings School Board & Committee Future Meetings

This document is a list of all the dates for work sessions, board meetings, special meetings, and committee meetings.
Committee descriptions and members are listed below the list of meetings.
Any questions or concerns regarding meetings can be directed to LynDee Humble at 651-480-7013 or via email at lhumble@isd200.org.

Color Key	Regular Board Work Session	Regular Board Meeting (Including Closed & Special)	Policy Committee	Facilities, Finance & Joint Powers Committee	Community Collaboration Committee	Student School Board Committee

Future Meeting Dates				
Date	**Time**	**Description**	**Board or Committee**	**Location**
06.10.2026	5:00 pm	Community Collaboration Committee Mtg	Community Collaboration Committee	District Office Conference Room B
06.10.2026	6:00 pm	Work Session	School Board	Hastings Middle School Media Center
06.10.2026	6:00 pm	Closed Board Meeting following work session (Superintendent Evaluation)	School Board	District Office Conference Room A
06.11.2026	12:00 pm	Policy Meeting	Policy Committee	District Office Conference Room A
06.11.2026	1:00 pm	Joint Powers Committee Meeting	Joint Powers Committee	District Office Conference Room A
06.17.2026	6:00 pm	Regular Board Meeting	School Board	Hastings Middle School Media Center
07.14.2026	7:30 am	Joint Powers Committee Meeting	Joint Powers Committee	Tilden, Room 117
07.15.2026	6:00 pm	Regular Board Meeting	School Board	Hastings Middle School Media Center
08.06.2026	12:00 pm	Policy Meeting	Policy Committee	District Office Conference Room A
08.12.2026	6:00 pm	Work Session	School Board	Hastings Middle School Media Center

08.20.2026	**12:00 pm**	**Policy Meeting**	**Policy Committee**	**District Office Conference Room A**
08.26.2026	**6:00 pm**	**Regular Board Meeting**	**School Board**	**Hastings Middle School Media Center**
09.09.2026	**6:00 pm**	**Work Session**	**School Board**	**Hastings Middle School Media Center**
09.17.2026	**12:00 pm**	**Policy Meeting**	**Policy Committee**	**District Office Conference Room A**
09.23.2026	**6:00 pm**	**Regular Board Meeting**	**School Board**	**Hastings Middle School Media Center**
10.01.2026	**12:00 pm**	**Policy Meeting**	**Policy Committee**	**District Office Conference Room A**
10.07.2026	**6:00 pm**	**Work Session**	**School Board**	**Hastings Middle School Media Center**
10.21.2026	**6:00 pm**	**Regular Board Meeting**	**School Board**	**Hastings Middle School Media Center**
10.22.2026	**12:00 pm**	**Policy Meeting**	**Policy Committee**	**District Office Conference Room A**
11.04.2026	**6:00 pm**	**Work Session**	**School Board**	**Hastings Middle School Media Center**
11.18.2026	**6:00 pm**	**Regular Board Meeting**	**School Board**	**Hastings Middle School Media Center**
12.02.2026	**6:00 pm**	**Work Session**	**School Board**	**Hastings Middle School Media Center**
12.16.2026	**6:00 pm**	**Regular Board Meeting**	**School Board**	**Hastings Middle School Media Center**

Community Collaboration Committee (3)

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

Committee Members: Elaine Mikel-Mulder (Chair) :: Matt Bruns :: Philip Biermaier :: Dr. Kristine Wehrkamp Herman

Joint Powers Committee (3)

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

Committee Members: Melissa Millner (Chair) :: Carrie Tate :: Philip Biermaier :: Dr. Kristine Wehrkamp Herman

Facilities & Finance Committee (3)

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

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

Facilities & Finance Committee Members: Mark Zuzek (Chair) :: Melissa Millner :: Carrie Tate :: Jen Seubert :: Dr. Kristine Wehrkamp Herman

Policy Committee (3)

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

Committee Members: Jessica Dressely (Chair) :: Mark Zuzek :: Carrie Tate :: Dr. Kristine Wehrkamp Herman :: Guests as determined by policy review

Student School Board Committee (3)

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

Committee Members: Matt Bruns (Chair) :: Jessica Dressely :: Melissa Millner :: Dr. Kristine Wehrkamp Herman

917 REP (1) - 3 Year Term 2024-2027 Commitment: Typically 1 meeting per month
Mark Zuzek
Relicensure Committee Liaison
Philip Biermaier Backup - Mark Zuzek
MSHSL REP (1)
Elaine Mikel-Mulder
AMSD Liaison (1)
Mark Zuzek Backup - Jessica Dressely
BRIGHTWORKS (1) If appointment is open
Matt Bruns
Native American Parent Advisory Committee Liaison
Matt Bruns Backup - Philip Biermaier
Meet and Confer Liaison
Mark Zuzek Backup - Carrie Tate
Wellness Committee Liaison
Melissa Millner Backup - Jessica Dressely