Hastings Area Public Schools - ISD 200
School Board Meeting Agenda

Wednesday, October 21, 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 Session**
VII. **Reports and Discussions**
   a. Hastings High School Pathways Update
   b. Student School Board Representative Report
   c. Superintendent Report
   d. Board Member Event Report
   e. IMPACT Teacher Feature: Elementary Intervention
   f. Building Construction Fund Project Update
   g. Legal: Data Request Update
   h. School Board Representatives/Committees
      i. ISD 917 School Board Representative Update
      ii. AMSD Update
      iii. Community Collaboration Committee Update
      iv. Finance & Facilities Committee Update
         - No meeting held since last update.
         - Next meetings are scheduled:
            - Finance Committee Meeting - 10/22/26 at 11:00 am DO Conf Rm A
            - Facilities Committee Meeting - 11/5/26 at 1:30 pm DO Conf Rm A
      v. Joint Powers Committee Update
      vi. NAPAC Committee Update
      vii. Student School Board Committee Update
         - No meeting held since last update.
      viii. Policy Committee Update
   i. Policies
      i. First Readings
         - 210 Conflict of Interest School Board Members
         - 211 Criminal or Civil Action Against School District, School Board Member, Employee, or Student
         - 212 School Board Member Development
         - 214 School Board Members Expense Reimbursement
         - 501 School Weapons Policy
      ii. Second Readings
         - 506 Student Discipline
         - 806 Crisis Management
      iii. Third Reading

- 505 Distribution, Posting & Display of Materials on School District Property

VIII. **Action Items**

a. Consent Agenda

i. Approval of the Minutes from the:
- 09.23.2026 Regular Board Meeting

ii. Bills Payable

iii. Change Order #5
District-Wide Door Hardware Project
Derau Construction, Burnsville MN
$4,396.00

iv. Fundraiser Approval(s)

v. Grant Approval(s)

vi. Personnel Report

vii. Notice of Bargaining Unit Change

viii. Approval of MOU re PLC Lead Stipends

ix. Policies for Approval after Third Reading
- 721 Procurement Policy

x. Procedures for Approval

xi. Policy for Approval - Cross Reference Update
- 412 Expense Reimbursement

b. Items for Individual Action

i. Approval of School Perceptions Survey Questions
- Fall 2026 Student Survey
- Fall 2026 Parent/Guardian Survey
- Fall 2026 Staff Survey

ii. Donations Acceptance Resolution

IX. **Future Meetings**

X. **Adjournment**

Hastings
Public Schools

Hastings High School Pathways Update

October 21, 2026

Prepared by: Chris Moore & Scott Doran

Students are the heart of all we do

Business Tours

- Intek
- Precision Landscape
- Ardent Mills
- The Confluence
- Hastings Public House
- Carpenter Nature Center
- Hunt Electric
- Hoffman/McNamara



Visit Focus

- Build relationships and partnerships with local employers.
- Learn about career opportunities available to our students.
- Understand the Skills for Success employers value in their employees.



Staff Feedback

- Staff described the tours as among their most impactful professional development experiences.
- Hearing directly from employers helped staff connect classroom learning with skills students need beyond high school.
- Staff were excited to discover new career opportunities and explore ways to involve students.



Skills for Success

Skills critical for success in apprenticeship, college, military, or work and valuable to your well-being.

Creative Thinking

Developing strategies to identify challenges, explore multiple solutions, and take effective action to achieve results.



Independence

Making responsible choices, managing tasks with increasing autonomy and taking initiative.



Time Management

Planning, prioritizing, and balancing your school, activities, and personal responsibilities effectively.



Communication

Expressing your ideas clearly, listening actively, and adapting communication styles for different audiences.



Perseverance

Building resilience and determination by working through challenges and



Skills for Success

Skills critical for success in apprenticeship, college, military, or work and valuable to your well-being.



Accountability & Dependability

Taking responsibility for your actions, meeting commitments, and being reliable in both school and future workplaces.

Critical Thinking

Analyzing information carefully, evaluating evidence, and making reasoned decisions based on logic and creativity.





Adaptability & Flexibility

Learning and adjusting positively to new challenges and changes, preparing yourself for an evolving world of work.

Problem Solving

Thinking innovatively, exploring ideas, and expressing yourself in original ways across disciplines.





Teamwork & Collaboration

Working effectively with others, sharing ideas, and contributing to group success through cooperation and respect.

Skills for Success

- Teachers built on the business tour experience by examining the Skills for Success identified by business partners.
- Teachers identified how their courses already develop those skills.

Course Descriptions and Skills for Success

Teachers incorporated relevant Skills for Success into their course descriptions.

Honors English 9 A

- Critical Thinking, Communication and Creative Thinking
- Time Management and Independence
- Accountability & Dependability

Additional Examples

Biology A

Time Management, Perseverance and Critical Thinking

Advanced Placement Calculus AB A

Critical Thinking, Problem Solving, Teamwork & Collaboration

Next Steps

- Teachers will continue to intentionally identify the Skills for Success connected to classroom activities and learning experiences, based on their learning from the tours.
- Student industry tours are being scheduled.

Questions?


Health & Human Services
Business & Entrepreneurship
Science & Technology
Hastings High School
Arts & Communucation
Skills for Success
Engineering & Manufacturing

Hastings
Public Schools

Student Board Representative Reports

October 21, 2026

Prepared by: Avery Durfee, Shyla Henson, Samantha Seaman, and Leighton Morgan

Students are the heart of all we do

Hastings High School & ALP

Avery Durfee

Hastings High School & ALP













Hastings Middle School

Shyla Henson

Hastings Middle School

- Students represented school spirit through color coded grade colors during Homecoming week
  - Homecoming week concluded with a festive Raider assembly
- Students are amplifying the Raider Way by being **Safe, Respectful, and Responsible**
  - Students earn **Raider Recognition** tickets if they show the Raider Way
- New **HMS PTO (Parent Teacher Organization)**
  - Welcomes families to become involved in assisting teachers!
- **Physical Education students of the month!** (First picture on right)



Hastings Middle School

- Ms. Nicholson's 8th Grade Science "Chefs"
  - Students who "cook" (90% or higher) on a test earn the title of "Chef" and get a hat with their name on it where they are added to the classroom kitchen (first picture on right)
- **WEB (Where Everyone Belongs)** leaders introduce 5th graders to Middle School life!
  - Much like 11th and 12th grade Link Crew leaders, 7th and 8th grade WEB leaders welcomed the 5th graders too HMS (second picture on right)





Tilden & Pinecrest Elementary

Samantha Seaman

Tilden

- They had a visit from the Hastings Fire Department
- October 1st they held a fall themed event for families
- The preschoolers have been working on their motor skills though crafts.



COMMUNITY CENTER PRESCHOOL



Pinecrest Elementary

- They had a hotdog Picnic for families and students
- Author Visit By Heather Boschke (book “Little Birdie Buddies”)
- Readathon where Mr. Bakker had to wear a wig all day









Kennedy Elementary
&
McAuliffe Elementary

Leighton Morgan

Kennedy Elementary



WIN time:

- Beginning of October, students used their WIN time (What I Need) to target specific learning areas with their teachers. Their goal: to make time for students to grow in specific skills
- Fall Break: Nov. 26-27



Parent Teacher Conferences:

- October conferences were held last week
- Students were sent home with a feedback form from teacher, provided to parents if any extra questions, comments, or concerns are left

McAuliffe Elementary





- Students had their annual Fun Run & back to school picnic
- Registration is open for Kids Campus
- PTC Meeting on October 20th 6:30-7:30
- Just finished their Scholastic Book Fair

THANK YOU



Hastings
Public Schools

IMPACT
Teacher Feature
Reading Intervention
October 21, 2026

Prepared by Elementary Intervention Teachers

Pinecrest Elementary: Tom Brenny, Keri Behnke
McAuliffe Elementary: Angie Erickson, Kelsey Paulson
Kennedy Elementary: Katie Nye, Morgan Rumley

Students are the heart of all we do

Building Readers



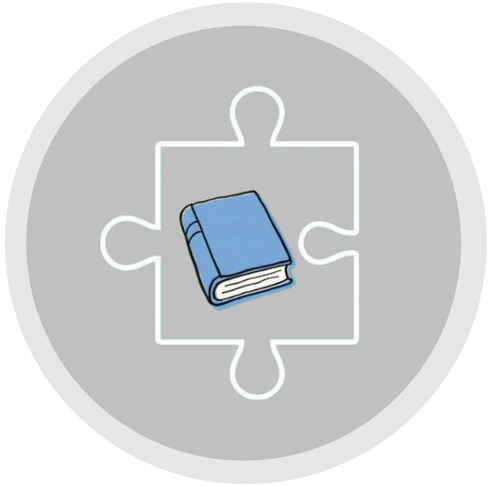
PHONEMIC AWARENESS

Students can isolate and manipulate the sounds they hear in a word.



PHONICS

Students connect sounds to letters and use those patterns to read and spell words.



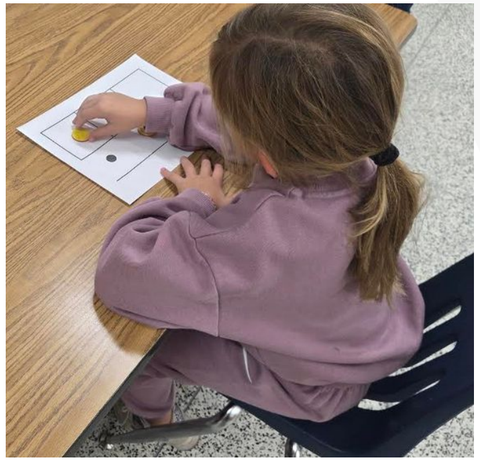
FLUENCY & COMPREHENSION

Students can read with accuracy, fluency, and understanding.

Phonemic Awareness

What is it?

Phonemic awareness is the ability to **hear, identify, and manipulate the individual sounds in spoken words**. It is an *auditory skill*, so students are working with sounds they hear—not letters they see.



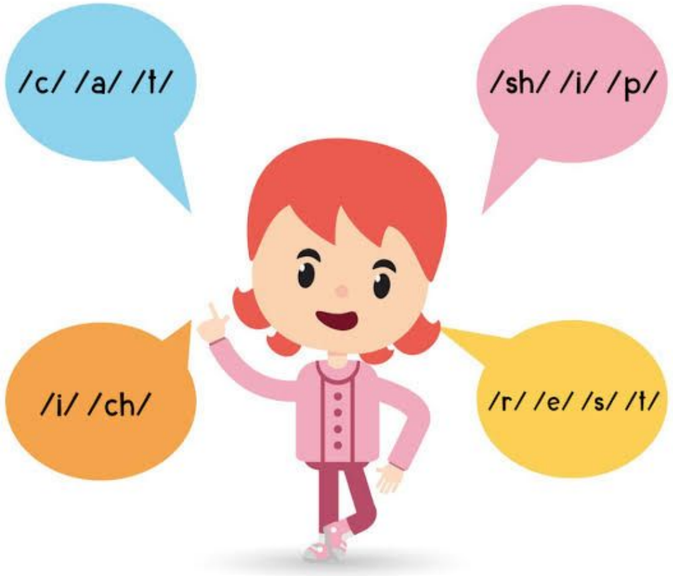




Phonemic Awareness

Why is it important?

Students need to be able to **hear and work with the sounds in words before they can effectively connect those sounds to letters for reading and spelling**.



Phonemic Awareness

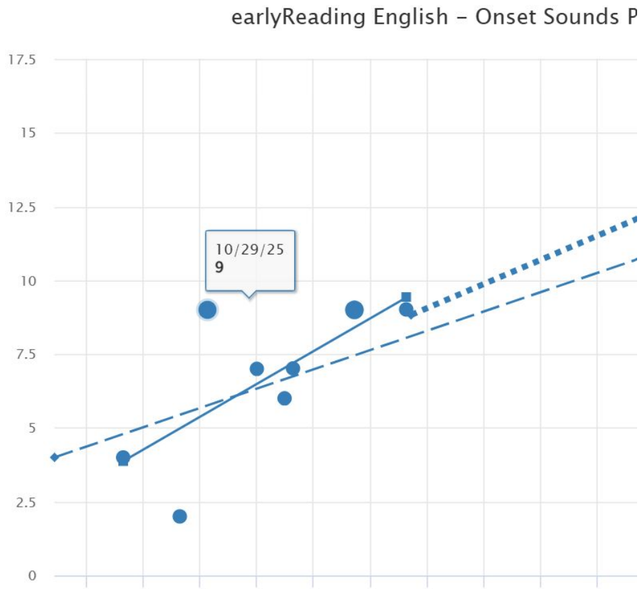
How do we monitor?

Phonological Awareness Skills Test (P.A.S.T) continued

Phoneme Blending

Say: I am going to separate all the sounds in a word and I want you to say the whole word. For example, if I say */s/ /i/ /t/* the whole word is _____. (The child should say *sit*.) Let's do another example. If I say */s/ /t/ /o/ /p/,* the whole word is _____. (The child should say *stop*.) Let's do some more words just like this. (Read each word segmented. Put a check in the box to the right if the child says the whole word correctly.)

1. /m/ /e/	me	☐	☐	☐	☐	☐	☐
2. /b/ /e/ /d/	bed	☐	☐	☐	☐	☐	☐
3. /h/ /a/ /t/	hat	☐	☐	☐	☐	☐	☐
4. /m/ /u/ /s/ /t/	must	☐	☐	☐	☐	☐	☐
5. /sh/ /o/ /p/	shop	☐	☐	☐	☐	☐	☐
6. /p/ /l/ /a/ /n/ /t/	plant	☐	☐	☐	☐	☐	☐
Mastery 5/6		**/6**	**/6**	**/6**	**/6**	**/6**	**/6**
Date:		____	____	____	____	____	____



Concept of a word

Hearing sounds within words

Changing sounds within words

Building Readers



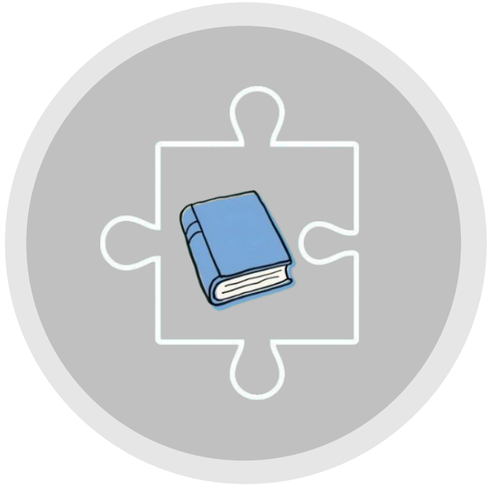
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FLUENCY & COMPREHENSION

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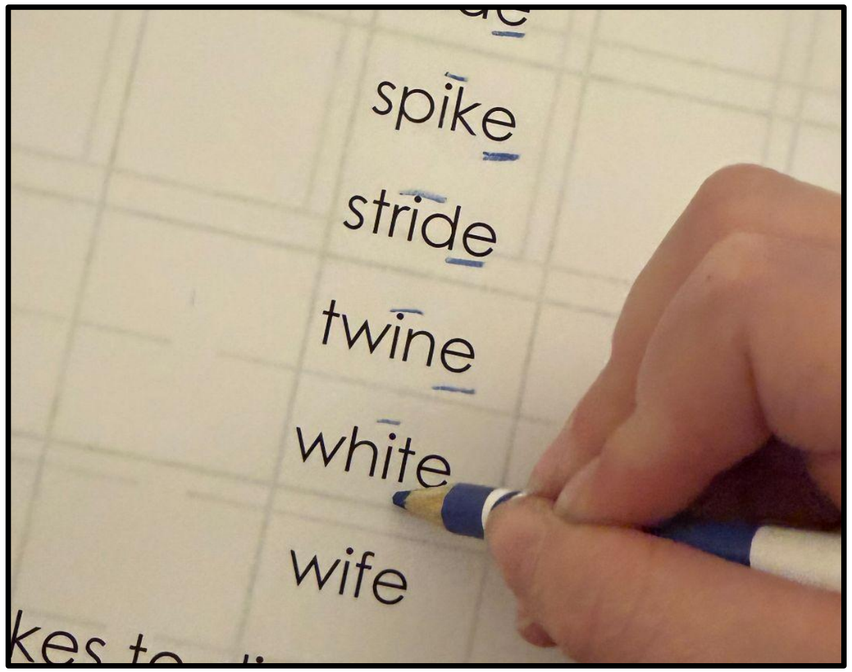
Teaching Phonics: Decoding

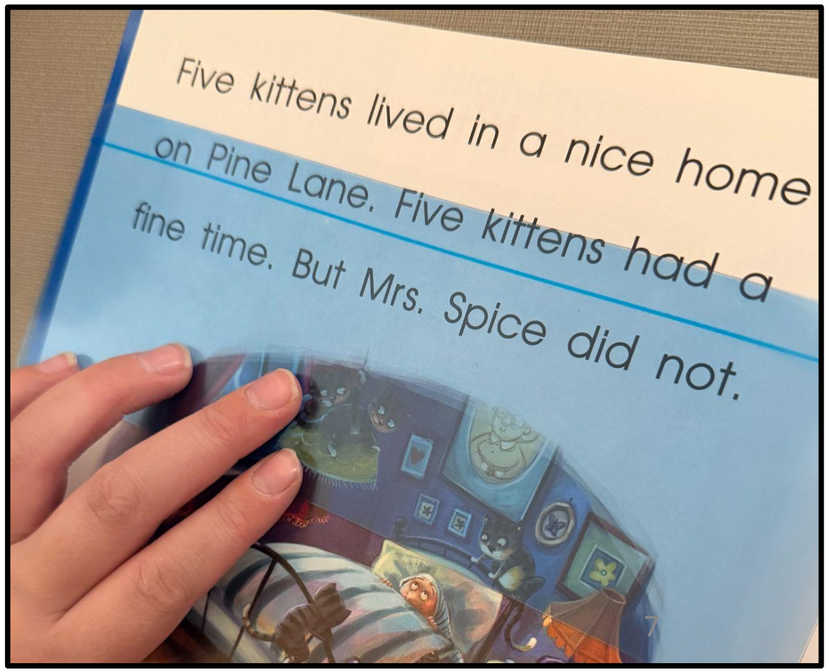
Reading Words

Explicit instruction → Guided Practice → Independent Practice

Example Lesson: Long i





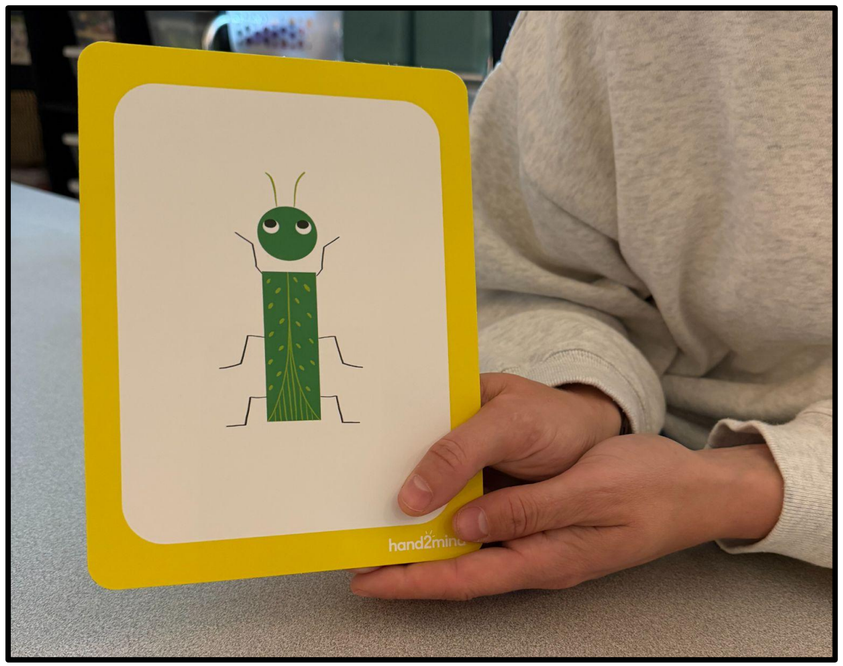


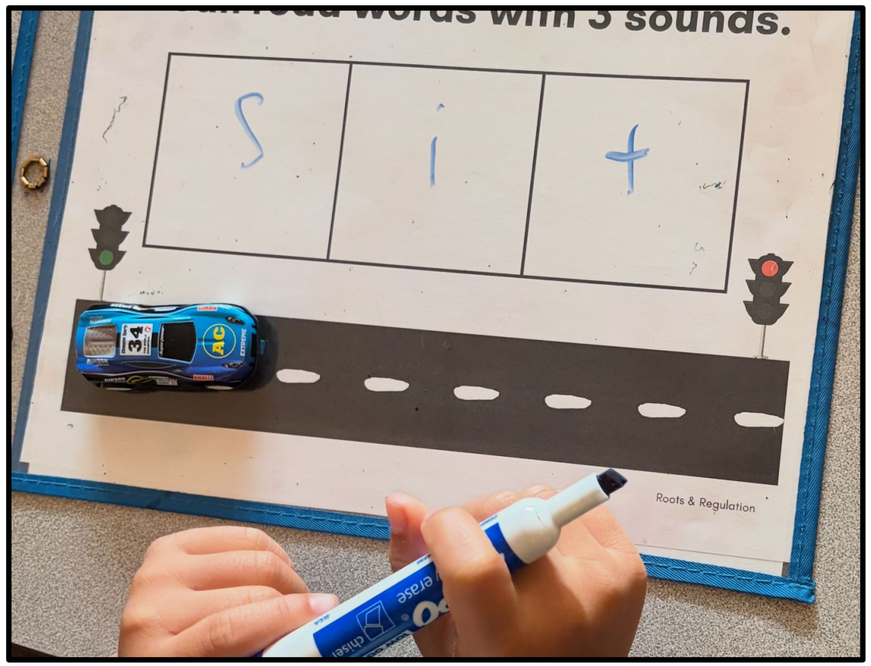
Teaching Phonics: Encoding

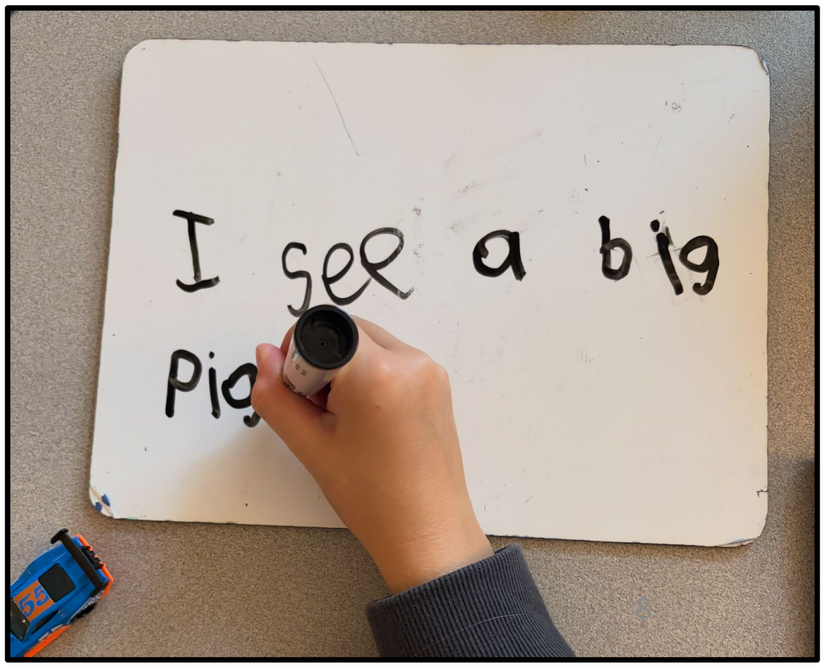
Writing Words

Explicit instruction → Guided Practice → Independent Practice

Example Lesson: Short i

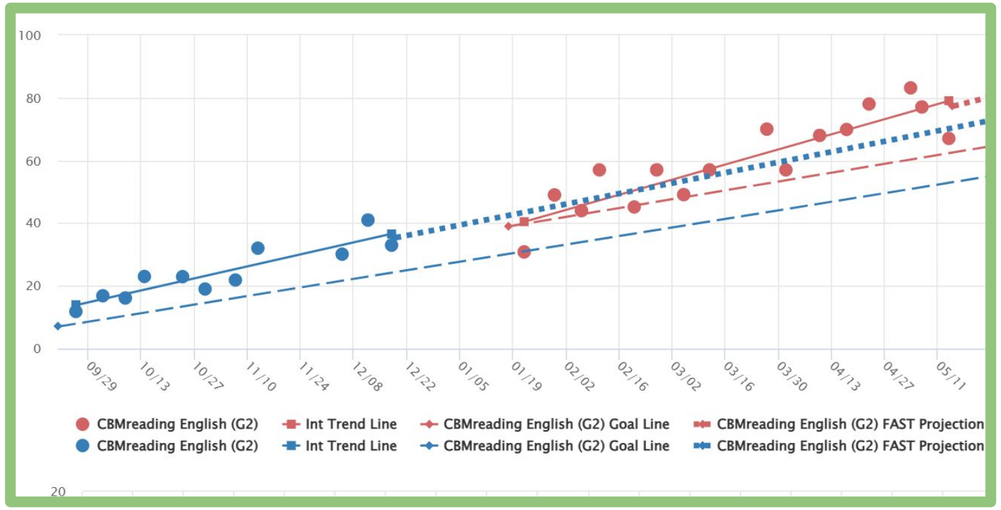




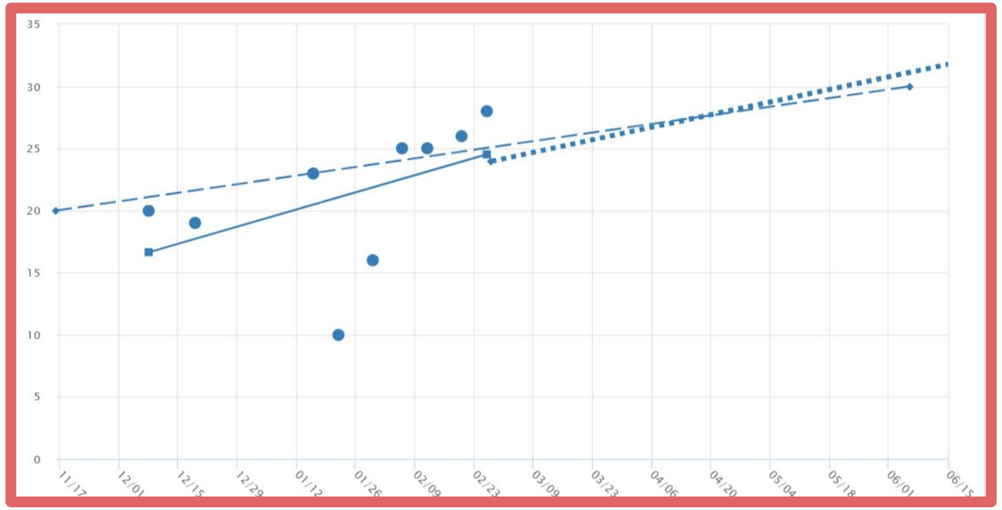


Progress Monitoring

If a student is making growth:
continue the intervention,
or increase complexity



If a student is not making growth:
adjust the intervention,
or provide additional practice



*We also use this data to decide when to **exit** a student from intervention.*

Weekly monitoring on FastBridge allows us to check for decoding accuracy and speed.

Automaticity with phonics skills leads to **reading fluency** and **reading comprehension.**

Building Readers



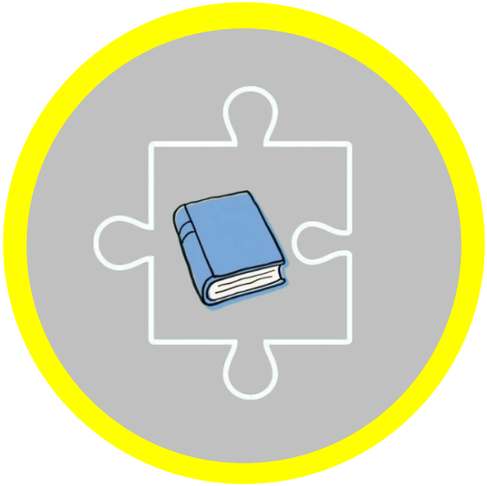
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FLUENCY & COMPREHENSION

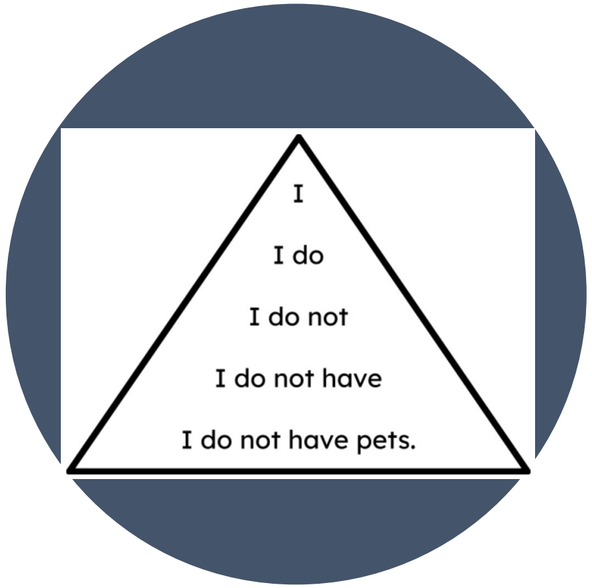
Students can read with accuracy, fluency, and understanding.

Fluency

What does intervention look like?

Fluency intervention evolves from phoneme-level automaticity (mastering individual letter sounds) to word-level integration (blending sounds seamlessly), and ultimately to text-level prosody (reading sentences, paragraphs, and full passages with speed, accuracy, and natural expression).







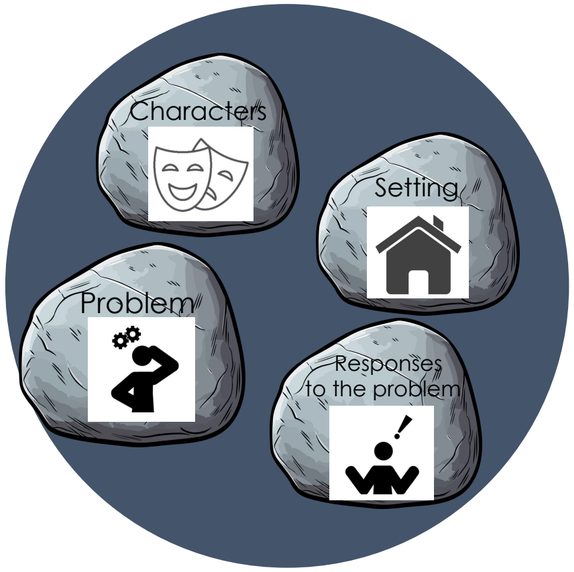


Comprehension

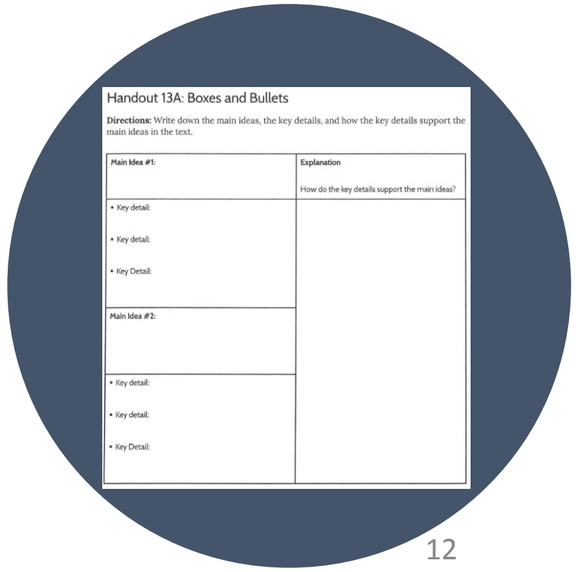
What does intervention look like?

Comprehension intervention begins with basic recall (asking readers what they just read), expands into structural analysis using tools like story stones to connect story elements under managed cognitive load, and culminates in grade-level guided questioning that drives rigorous critical thinking once students can read the text fluently.









How do we monitor?

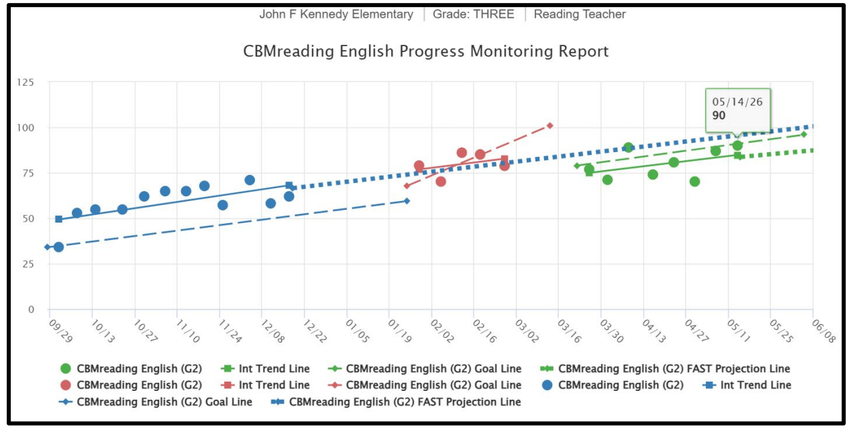
DAILY- WEEKLY- ONGOING

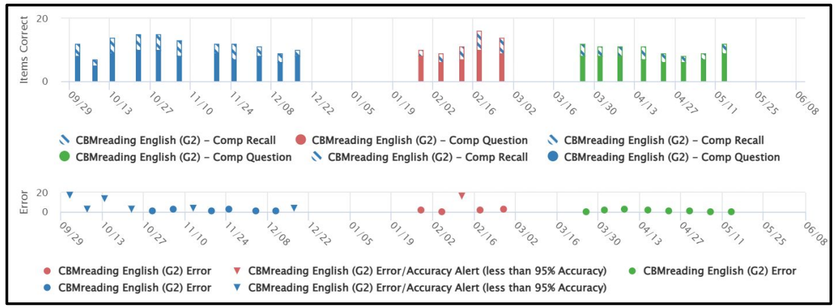
Through daily informal observations and weekly FastBridge assessments, we continuously monitor students' accuracy, fluency, comprehension, and progress using on-level text. We then analyze this data in real time to tailor instruction, adjust intervention levels, and respond directly to each student's evolving needs.

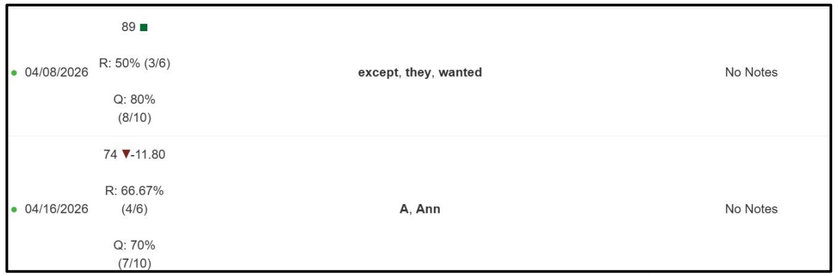
Anecdotal Notes

Name: _____
Date: _____

Observation:
Instructional Moves:







Intervention *isn't* about making the work less rigorous.

Intervention *is* giving students the **tools and support** they **need** to access the work.



Questions?

Building Construction Fund Projects as of 9/30/2026

	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
High School Deferred Maintenance (Storefront/Shower Valves)	264,386	227,515	227,515	36,172	242	457	Complete
Pinecrest Kitchen Roller Door Replacement	10,500				9,860	640	Complete
High School Exhaust Ventilation	77,000				75,696	1,304	Complete
Flexible Learning Furniture	600,000	-	-	-	600,000	-	Complete
Contingency	2,007,858	-	-	-	-	2,007,858	Contingency
Reallocations from/to projects	(9,960,222)	-	-	-	-	(9,960,222)	Reallocation
Interest Earnings		-	-	-	-	2,661,804	Interest Earnings
Subtotal	**49,225,804**	**42,980,994**	**42,976,994**	**3,313,628**	**5,385,804**	**211,183**	

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 Concessions	16,500				12,107	4,393	In Process
District Wide Security - Exterior Door Hardware	125,000				2,563	122,437	In Process
Subtotal	**141,500**	**-**	**-**	**-**	**14,671**	**126,829**	

Remaining funds from in process 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**	**42,976,994**	**3,313,628**	**5,400,475**	**338,012**	

Work Session

COMMUNICATIONS
Update from Student Services
Update from Member Districts
Reviewed Special Education and Secondary Enrollment Reports
STEWARDSHIP
Reviewed Payment Register
Reviewed Direct Deposits
Reviewed MSDLAF Statement and Investment Reviewed AR Aging Report
INTEGRITY
First Reading
Policy 616 — **School District System Accountability**
Policy 620 — **Credit for Learning**
Policy 722 — **Public Data and Data Subject Requests**

BOARDMEETING

STEWARDSHIP

- Approved consent items

9/1/26 minutes
Personnel:
NEW HIRES:
Ashley Good HA LEC 9/2/2026
Derrick Kinyari Teacher LEC 9/15/2026
Julie Lumumba Teacher Cedar 9/22/2026
Linet Ochieng Teacher at Cedar 9/15/2026
Tonya Flournoy ESP Alliance 8/26/2026
Thomas Acosta ESP Alliance 8/26/2026
Stacy Ruud ESP Alliance 8/26/2026
Jodi Hiatt ESP TESA 8/26/2026
Katherine Andresen-Dammann MHP LEB 8/18/2026
Valerie Pederson MHP LEC 8/18/2026
RE-HIRES:
Nathalie Bohn ESPt Cedar 9/25/2026
Abigail Thames TESA 9/16/2026
Kimberly Pederson ESP LEC 9/25/2026
CHANGE IN STATUS:
LEAVES OF ABSENCE:
RESIGNATION/TERMINATIONS/RETIREMENTS

Samaya Williams ESP CEC 8/28/2026
Sydney Eisenmann ESP CEC 9/18/2026
Abrecia Nasset ESP Cedar 9/18/2026
Katie Irby ESP Cedar 9/25/2026
Casey Terry ESP TESA 6/11/2026
Abdisamic Ibrahim ESP CEC 9/14/2026
Emma Richard Teacher at Alliance 6/11/2026
Sarayea Armstrong ESP Concord 9/27/2026
Justin Shephard ESP Concord 8/28/2026
James Smith ESP Alliance 9/1/2026
Ann Staples TESA 9/1/2026
Olivia Ohmann ESP TESA 8/25/2026
Kelsey O'Brien ESP Concord 8/26/2026
Hibak Ibrahim ESP Alliance 8//28/2026
Taelyn Swenson ESP Alliance 8/26/2026
Karli Anderson ESP TESA 9/28/2026

- Approved 2026-2028 Custodian Contract

COMMUNICATION
Approved Assurance of Compliance with MDE
Approved Medica as the District Insurance Carrier in January 2027.

ST. MICHAEL–ALBERTVILLE PUBLIC SCHOOLS

Legislative Action Team

Educate. Engage. Advocate.

Build understanding. Build relationships. Take action.



Today’s Conversation

A quick roadmap for how STMA built and sustains its Legislative Action Team.

1. **Why We Created a LAT** — One voice is not enough. Build an informed, empowered team.
2. **How We Built It** — Structure, mission, goals, and norms.
3. **What the LAT Does** — Educate. Engage. Advocate.
4. **What We’ve Learned** — Momentum, challenges, partnerships, and things to consider.

Educate • Engage • Advocate

Why We Created a LAT

We needed advocacy to be informed, personal, and broader than one voice.

Local Impact

State decisions directly impact students, staff, programs, families, and taxpayers.

Complex Funding

Minnesota school finance is complex, and people need to understand why it matters locally.

Collective Voice

One voice is not enough. We wanted an informed, empowered team advocating together for kids.

The goal: build an informed, empowered community that advocates together for students.

LAT Structure

STMA uses a steering team and general membership model.

Steering Team

- Core group meets regularly to plan activities focused on education, engagement, and advocacy.
- School board member on team.
- Students, staff, parents, senior citizens, and community members.
- Members take on roles including communication, community engagement, education, student liaison, social media, etc.

LAT General Membership

- Keeps informed by receiving emails.
- Visits the Capitol and attends forums and events.
- Emails or calls legislators and the Governor.
- Assists with action team activities.

Structure matters: clear roles and multiple ways to participate.

Mission & Charge

The LAT's work is grounded in an adopted purpose statement.

Mission

- Actively advocate for legislation that supports high-quality education for all Minnesota students with a focus on issues specific to the STMA School District.
- Inform our community of legislative activities that pertain to public education.

Charge

- **Advocate** locally and at the Capitol while building relationships with legislators and state leaders.
- **Educate** and **engage** stakeholders in the district's priorities and legislative process to build support and advocacy capacity for STMA Schools.

LAT Goals: Educate, Engage, Advocate

A practical action cycle: understand, participate, and act.

Educate

Understand

- Educate the community on school funding and how it impacts children, district legislative priorities, and the legislative process.

Engage

Participate

- Engage stakeholders on legislative bills and how they personally impact children, staff, families, and the community.

Advocate

Act

- Advocate with legislators by sharing individual personal stories on how school funding and legislation impacts our children and staff.

Norms We Review Regularly

The norms protect the culture when advocacy gets political or tense.

Be kind.

Use respectful dialogue.

Presume positive intentions.

Practice direct communicatio n.

Be mindful of time.

- Review norms, mission, and charge regularly—not just once at the beginning of the year.
- Use the norms to redirect the conversation when politics or frustration pull the team off mission.

From Understanding to Action

So, What Does the LAT Do?

Educate. Engage. Advocate.

Turn understanding into relationships—and relationships into action.



Educate

Translate school funding and legislative decisions into personal and local impact.

Purpose

- Make school finance and policy understandable.
- Connect legislation to students, classrooms, staff, programs, and taxpayers.
- Build awareness before an urgent advocacy ask.

Communication Channels

- Family and staff newsletters.
- Community newsletters.
- District website and social media platforms.
- Join Our Team recruitment messaging.

Community Presentations

- Present to city councils, county commissioners, and civic organizations.
- Connect with PTOs, parent advisory teams, union partners, and community groups.
- Share information and tools so others can advocate.

Education creates the foundation for meaningful engagement and advocacy.

Amplify Voices: Build the Network

Create a broader network of informed advocates who can carry the message forward.

District & Regional Partners

- Invite nearby and regional districts to advocacy events.
- Share tools, ideas, and effective practices.
- Partner with professional organizations such as MASA, AMSD, MSBA, MASSP, MESPA, and SAFF.

Local & Civic Leaders

- Build relationships with unions, city councils, mayors, county commissioners, PTOs, and community organizations.
- Help civic and community leaders understand local school funding impact.

Advocacy Capacity

- Hosted Legislative Advocacy 101.
- Hosted Saturday “How to Host a Legislative Forum” session.
- Provide information, talking points, and tools so partners can advocate.

One district can raise an issue. Many voices can amplify it.

Engage & Advocate

Turn informed relationships into action for students, staff, and schools.

Legislative Forums

- Center the conversation on students, district impact, and solutions.
- Students, staff, and parents share personal stories.
- Invite local, state, and federal elected officials, civic leaders, neighboring districts, staff, families, and community.

Capitol & Association Events

- Participate in advocacy days and professional association events, including MSBA, MASA, SAFF, MAPP, MASSP, and MESPA.
- Bring students, staff, and parents to share personal stories.
- Help LAT members see the process firsthand and build confidence.

Ongoing Relationships

- Meet with legislators locally and at the Capitol.
- Invite elected officials into schools to see learning in action.
- Stay connected outside the session; relationships matter.
- Follow up with information, stories, and appreciation.

Engagement is not a one-time event—it is a year-round relationship strategy.

Keep Momentum + Celebrate Successes + Navigate Challenges

Advocacy is powerful—and strong leadership helps keep it focused and effective.

Keep Momentum Alive

- Recruit through social media, staff/family newsletter, community newsletter, in-person invitations.
- Communicate impact and recognize participation.
- Show how their advocacy made a difference—create and celebrate wins.

Successes

- Broader community understanding of school funding and why we face challenges.
- Created a strong team who can advocate beyond district leadership.
- Stronger relationships with legislators, partners, and neighboring districts.

Challenges

- Politics can enter the room even when the goal is student-centered advocacy.
- Legislators from across the aisle may direct partisan comments at one another.
- Some members may want to move beyond the adopted priorities; return to mission, norms, and school board priorities.

Considerations for Building a Strong LAT

- **Empower the Team:** Advocacy is not about one person or one voice. It is about an informed, empowered team working together with students at the center.
- **Amplify Voice:** Build a team that includes voices beyond administration. Include KIDS!
- **Create Structure:** Define the structure so people have clear roles and multiple ways to participate.
- **Build Shared Ownership:** Collaboratively adopt and regularly review the mission, charge, goals, and norms.
- **Build Partnerships:** Partner with unions, city councils, county commissioners, PTOs, community groups, neighboring districts, and professional organizations.
- **Educate Year-Round:** Do not wait for a legislative crisis or the session to build understanding.
- **Invest in Relationships:** Build and sustain relationships with local legislators and state and federal education leaders.
- **Stay Grounded:** Remain anchored in respectful dialogue, factual information, school board priorities, and student impact.

EDUCATE • ENGAGE • ADVOCATE

THANK YOU

Dr. Ann-Marie Foucault

Superintendent

St. Michael-Albertville Public Schools

annmarief@mystma.org

Educate. Engage. Advocate. | Excellence is Our Tradition

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: September 23, 2026 at 4:45-5:45 PM
Location: District Offices
In Attendance: Elaine Mikel-Mulder, Matt Bruns, Philip Biermaier, Dr. Kristine Wehrkamp Herman, and Kari Gorr

Overview

The September 23rd meeting picked up where the committee left off in June: waiting on the Finance Committee and Ehlers levy presentation before planning the next community collaboration events and a follow-up conversation with staff. The committee discussed the timing of the next staff and community events in light of the upcoming school board election, the survey companies being recommended to the board that evening, and the School Perceptions survey, which has been moved to late November. The committee agreed to wait for the School Perceptions results before scheduling the next community collaboration events, which will likely take place in January. The committee also checked in on the action steps from the prior community collaboration meetings.

Key Discussion Themes and Findings

Timing of the Next Community Collaboration Events

- The committee discussed whether to schedule a staff or community event soon. With the school board election underway and many candidate meet-and-greets and after-school events on the calendar, members were concerned an event held now could get lost in the noise or add to event fatigue.
- The committee noted that there is already a lot of community engagement around an election and that it would be best to let the election conclude before coming together again.
- The committee agreed to wait until after the School Perceptions survey results are available, likely January, so the next events can be informed by the most current data.

Community Survey and Referendum Planning

- The committee discussed the presentation to the board that evening, which would cover the information shared with the Finance Committee and the three survey companies reviewed, along with a recommendation for the board to consider.
- The committee agreed that it would look to this survey for further information to lead the collaboration event meetings.

School Perceptions Survey

- The committee discussed the School Perceptions survey has been moved to late November. Last year the survey was given in October. The questions are being tweaked to ensure we get further explanation of community results to, again, assist in leading future collaboration meetings.

Using Survey Feedback Productively

- The committee discussed and prepared for how to best dig deeper and utilize the results of the surveys.It was noted that after last year's survey, results were brought back to each building and staff were asked what they wanted from the board. The committee agreed that we need to keep requesting feedback from staff as to what they might need from the board.
- The committee discussed an approach for this year: after analyzing the survey data and comments, walk through the recommendations with staff and sort them into board responsibilities and non-board responsibilities, if applicable, at a potential event.
- The committee also discussed asking staff to prioritize their top three concerns, since neither the board nor administration can take on every recommendation at once. This could come through the survey results or the collaboration meetings.

Staff Community Collaboration Night

- The committee agreed that another staff meeting is a must and that staff and community events should remain two separate meetings.
- The committee discussed holding the staff event directly after school, as was done last time, noting that small details matter to staff.

Follow-Up on Prior Action Steps

- Board presence in schools: A calendar of school events has been shared with board members, with several events highlighted. The committee discussed following up with principals later in the year to ask whether board presence in the buildings has become more noticeable.
- Facebook updates after board meetings: The committee confirmed that brief summaries of board meetings are being posted to the district's Facebook page.

Next Community Collaboration Committee Meeting

To be determined.

The committee will reconvene once School Perceptions survey results are available to plan the next staff and community collaboration events and to review progress on action items.

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

Joint Powers Meeting

Date: September 30, 2026
Time: 7:30 – 9:00 a.m.
Location: Tilden, Room 117

Attendees:
Dr. Wehrkamp Herman, LynDee Humble, Jen Seubert, Carrie Tate, Phil Biermaier, Melissa Millner, Dan Wietecha, Chris Jenkins, DawnMarie Vihrachoff, Tim Lawrence, Geno Mazzali

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Joint Powers Meeting Minutes

1. Hockey Arena Updates

Varsity Locker Room Agreement

- It was noted that the locker room rental fee for next year will increase by the contractually approved 2.5%.

Arena Roof and Facility Discussion

- Members discussed roofing options for the arena and reviewed information regarding potential construction management companies.
- Director Geno Mazzali shared familiarity with the companies and available roofing options.
- Discussion also included the arena rooftop heating unit and replacement alternatives:
  - Replace heater and exhaust system only: approximately $48,000.
  - Replace heater, exhaust system, and add cooling: approximately $78,000.
- The committee was informed that the East Rink boards are expected to have several years of useful life remaining before replacement is necessary.
- Director Biermaier suggested exploring corporate sponsorship opportunities to help offset future repair and maintenance costs.

Booster Discussion

- The District reported on a recent meeting with Boys Varsity Booster representatives.
- Booster representatives were informed that the District currently pays an additional $55 premium above the contractual ice fees paid by other arena users.
- The District discussed evaluating alternative facilities for some ice usage opportunities in an effort to maintain fiscal responsibility, noting that current ice fees are among the highest in the state.
- The City indicated that ice rental rates will remain unchanged for the current year.

2. Ten-Year Maintenance Facility Plan Update

- Chris Jenkins and Director Geno Mazzali will work together to ensure any District responsibilities related to the shared maintenance facility are included in the District's ten-year financial planning process.

3. City and School District Updates

The District provided updates regarding recent discussions with local township leaders and Mayor Mary.

Community Growth and Transportation

- Discussion included current and future housing developments.
- Potential impacts of construction projects on school transportation routes were reviewed.
- The District reported that initial transportation challenges experienced at the beginning of the school year have largely been resolved.
- Some transportation adjustments were attributed to leadership changes within the transportation service provider.

Financial and Tax Matters

- The District is considering a repeal-and-replace levy proposal.
- District officials noted that voter approval is required for district levy changes, unlike some municipal funding mechanisms.
- The City was informed of the constitutional amendment appearing on the November ballot regarding proposed changes to the School Land Trust.

Student and School Updates

- Homecoming activities were highlighted, along with the football team's 4-0 start to the season.
- The District discussed consideration of a high school block schedule model and how it could support Pathways programming, internships, and business partnerships.
- District leaders shared ongoing advocacy efforts aimed at reducing unfunded state mandates placed on school districts.
- As an example, the District cited concerns regarding unemployment-related costs associated with seasonal or hourly employees, noting the impact on the District's General Fund.
- The District reported that both paraprofessional and food service positions are fully staffed for the current school year.

4. Other Business

Highway 61 Construction

- Members discussed traffic concerns related to the upcoming Highway 61 construction project.
- It was suggested that traffic routing plans be evaluated to avoid directing the majority of traffic onto Pine Street, Pleasant Drive, and General Sieben Drive, due to the presence of school facilities along those routes.

Future Meeting

- The next Joint Powers meeting will be scheduled following the organizational meeting in January, once committee membership for the coming year has been determined.

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Fax (651) 480-7004

Native American Parent Advisory Council: Summary of October 1, 2026

I. Call to Order

II. Old Business

III. New Business

A. District Updates

1. School Board
   a) School Perceptions Survey Finalization
   b) Approval of Survey Organization (School Perceptions)
   c) Block Schedule Presentation
   d) Policy 505: Distribution, Posting & Display of Materials on School District Property
   e) Ice Arena
   f) Constitutional Amendment Discussion
2. Dr. Wehrkamp-Herman: Superintendent
   a) Language and Culture Positions
      (1) No new applicants
      (2) Review plan and look at possibilities
         (a) Adjusting our positions to Dakota and Ojibwe
         (b) Utilizing the Ojibwe Rosetta Stone for interested secondary students
   b) New Director of Facilities and Safety Hired
   c) Supervisor of Human Resources position is open
   d) Smooth start to the school year
   e) MCA results are in
      (1) New, more challenging test
      (2) Remained relatively flat
      (3) Deep-dive has not started as of 10/1/2026
   f) Fastbridge assessments finish tomorrow for all grades (K-8)
      (1) November update will include disaggregated data by age and race.
   g) NAPAC budget update in November after most expenses and encumbrances begin to come in
   h) Working on a new mailing list that we can use as a district to distribute NAPAC updates to families
   i) Indigenous People's Day
      (1) Instructional resources and expectations sent to teachers
      (2) Principals will be following up with staff next week regarding the educational resources that they will be using in their classrooms

(3) Discussions with Nutrition Services on including more indigenous cuisine in the cafeteria. This will be ongoing to plan for and might include
(a) Items on the line
(b) Special tasting events at sites
(c) Coordination with outside vendors for the tasting events

3. Cyan Peacock-Hale
   a) Has been networking to promote the Language and Culture Positions
   b) Teacher t-shirt sizes - each principal gather sizes
   c) Middle School and Elementary Flags
      (1) Potluck gathering to celebrate
      (2) Middle or High School
   d) Student Group Connection
      (1) Committee and students meet during group
   e) Room decor
   f) Order quilts for this year's graduates

B. NAPAC Updates

1. Mocassin Making
   a) October 3-4
   b) 9 AM - 3 PM
   c) Curriculum Center
2. TNEC
   a) Professional Development
      (1) 10/27 and 10/28
      (2) 9 AM - 3 PM
      (3) Treasure Island
   b) Presentations on:
      (1) Program leadership and evaluation
      (2) Native Language Revitalization Grant
      (3) Indigenous Education for All (IEFA)
      (4) AIPACS and DIstrict Personnel
      (5) TNEC Q and A

IV. Future Events

A. Moccasin Making

1. Curriculum Center
2. October 3-4
3. 9 AM - 3 PM

B. Indigenous People's Day (October 12)

C. November Meeting

1. Curriculum Center
2. November 5, 2026
3. 6:00 PM

D. December Meeting

1. Curriculum Center
2. December 3, 2026
3. 6:00 PM

E. Ribbon Shirt and Skirt Making

1. Curriculum Center
2. February 20-21
3. 9 Am to 3 PM

F. Minnesota Indian Education Association (MIEA) Conference

1. March 24-26, 2027
2. Mystic Lake Center, Prior Lake, MN

G. Graduation Ceremony

1. Tuesday, May 4, 2027
2. Hastings High School Commons

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Fax (651) 480-7004

BRIDGE TO SUCCESS

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

Next Policy Committee Meetings
October 22, 2026 at 12:00pm

10.01.2026 Policy Committee Summary
Review Cycle Tracker

Ongoing Policy Discussions
The committee discussed MSBA model policy regarding AI, and we also discussed the possibility of adding cyber security to ISD 200 Policy 806. We will await feedback from our Director of Technology & Student Systems and we anticipate bringing these to the board within the first quarter of 2027.

1st Readings

210 Conflict of Interest - School Board Members
- Committee Discussion:
  - Section III(A): replaces "*A school board member who is authorized to take part in any manner in making any sale, lease, or contract in his or her official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially there from*" with "*A school board member who is authorized to participate in making a decision regarding a sale, lease, or contract in their official capacity shall not have a personal financial interest in, or personally benefit financially from, the sale, lease, or contract. A school board member who violates this provision is guilty of a gross misdemeanor according to MN Statute 471.87*"
  - Section III(B): removed "*A school board member may contract with the school district to provide construction materials or services, or both, when the sealed bid process is used. When the contract comes before the school board for consideration, the interested school board member may not vote on the contract"* this only applies to districts with a population of 1,000 or less.
  - Section III(B)(5): replace: "*at a rate commensurate with that paid by*" with "*provided the member pays the same rental rate and is subject to the same terms and conditions applicable to other members of the public"*
  - Section III(C): updated structure for clarity but the information is the same
  - Section III(D): updated structure for clarity but the information is the same
  - Section V: updated structure for clarity but the information is the same
  - Section VI: Updated to provide how the board determines if a conflict exists
    - Committee Recommendation: ***1st Reading***

211 Criminal or Civil Action Against School District, School Board Member, Employee, or Student
- Committee Discussion: Revisions that are not addressed below are from the model policy.
  - Section III(A): added "*subject to the limitations in Minnesota Statutes section 466.04*"
  - Section IV(A)(2): updated: This language avoids creating a blanket requirement to call law enforcement in every situation while making clear that the district must comply when Minnesota or federal law requires reporting. It also appropriately separates reporting, investigation, and employee discipline as different actions
  - Section IV(A)(4): updated structure for clarity but the information is the same
    - Committee Recommendation: ***1st Reading***

212 School Board Member Development
- Committee Discussion:
  - Section I: replaced for clarity "*In recognition of the need for continuing in-service training and development*

for its members, the purpose of this policy is to encourage the members of the school board to participate in professional development activities designed for them so that they may perform their responsibilities." with *" The purpose of this policy is to support the continuing education and professional development of school board members. Participation in training and development activities enhances the knowledge and skills necessary to effectively carry out their governance duties and responsibilities"*

- Section II: replaced for clarity*"New school board members will be provided the opportunity and encouragement to attend the orientation and training sessions sponsored by the Minnesota School Boards Association (MSBA). School board members shall receive training in school finance and management developed in consultation with MSBA. New school board members are encouraged to review all policies outlined in the Board Handbook and seek clarification on all policies and procedures.*" with "*New school board members shall be provided opportunities to participate in Leadership Development and other training offered by the Minnesota School Boards Association (MSBA) and shall complete all training required by law."*
- Section II(B): added "*All school board members shall review the policies, procedures, and governance resources identified in the Board Member Handbook and to seek clarification as needed regarding their roles, responsibilities, and applicable board procedures*."
- Section II(C): removed because we do not send two members to the national conference
- Section II(F): removed language and referred to ISD 200 Policy 214
- Removed cross references that no longer apply
  - Committee Recommendation: ***1st Reading***

214 School Board Members Expense Reimbursement

- Committee Discussion: The need for clarity regarding board members expense reimbursement. Policy 214 already contained reimbursement language consistent with Policy 412 Expense Reimbursement (for staff) so our recommendation is to expand this policy to include all expense reimbursement while maintaining the statutorily required (MN Statutes section 471.661) policy details in section III.
- Title changed from "Out of State Travel by School Board Members" to "School Board Members Expense Reimbursement"
- Section I & II: Revised to identify the policies expanded purpose.
  - Section III: replaced *"APPROPRIATE TRAVEL*" with "*OUT OF STATE TRAVEL*"- statute requires the board to address "Out-of-State Travel for board members" in policy,
    - Committee Recommendation: ***1st Reading***

501 School Weapons Policy

- Committee Discussion: Our policy was missing section V(C) from the MSBA model policy, we added it to comply with MN Statute section 121A.05.
- Section V(C): added "*Such referral shall be made to law enforcement."*
  - Committee Recommendation: ***1st Reading***

<u>2nd Readings and 3rd Reading/Consent</u>

No changes since last reading

<u>3rd Readings</u>

505 Distribution, Posting, and Display of Materials on School District Property

- Committee Discussion: We sent this for legal review and we anticipate bringing it back for 4th reading/adoption by the end of the year. Any recommended revisions will be introduced to the board during the November or December work session.

<u>Consent</u>

203.1PR School Board Meeting Procedures

- Committee Discussion: Section XI: added "Board Member Event Report" to the Order of Business. Examples of what board members will report during this section of the meeting include:
  - State of the County meeting that Mark & I attended- Mark will provide recap
  - Upcoming building visits- board members will recap their visit
  - Township meetings- board members will recap the meeting

- Athletic events, show choir, homecoming events, etc.- board members that attend these events can share details if they would like to. No written report is required, it is just a chance for us to share with each other and the community
  - Committee Recommendation: ***Consent Agenda***

214.1PR Board Member Expense Reimbursement Procedures

- Committee Discussion: This is a new procedure. We used the language from 412.1PR Expense Reimbursement Procedure. removed all references to staff reimbursement and added procedures for board members requesting reimbursement and also for obtaining prior approval.
  - Committee Recommendation: ***Consent Agenda***

412 Expense Reimbursement

- Committee Discussion: Removed cross reference to policy 214
  - Committee Recommendation: ***Consent Agenda***

412.1PR Expense Reimbursement Procedure

- Committee Discussion: Since 214.1PR addresses board member reimbursement, we removed all references to board member reimbursement from this procedure.
  - Committee Recommendation: ***Consent Agenda***

<u>October 21, 2026 Board Meeting</u>

1st Reading:

210 Conflict of Interest - School Board Members
211 Criminal or Civil Action Against School District, School Board Member, Employee, or Student
212 School Board Member Development
214 School Board Members Expense Reimbursement
501 School Weapons Policy

2nd Readings

506 Student Discipline
806* Crisis Management

3rd Reading

505 Distribution, Posting, and Display of Materials on School District Property

Consent Agenda

- **203.1PR School Board Meeting Procedures**
- **214.1PR Board Member Expense Reimbursement Procedures**
- **412 Expense Reimbursement**
- **412.1PR Expense Reimbursement Procedure**

3rd Reading/Consent Agenda

- **721 Procurement Policy**

210 CONFLICT OF INTEREST SCHOOL BOARD MEMBERS

I. PURPOSE

The purpose of this policy is to observe state statutes regarding conflicts of interest and to engage in school district business activities in a fashion designed to avoid any conflict of interest or the appearance of impropriety.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school board to contract for goods and services in conformance with statutory conflict of interest laws and in a manner that will avoid any conflict of interest or the appearance thereof. Accordingly, the school board will contract under the statutory exception provisions only when it is clearly in the best interest of the school district because of limitations that may exist on goods or services otherwise available to the school district.

III. GENERAL PROHIBITIONS AND RECOGNIZED STATUTORY EXCEPTIONS

A. ~~A school board member who is authorized to take part in any manner in making any sale, lease, or contract in his or her official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially there from.~~ A school board member who is authorized to participate in making a decision regarding a sale, lease, or contract in their official capacity shall not have a personal financial interest in, or personally benefit financially from, the sale, lease, or contract. A school board member who violates this provision is guilty of a gross misdemeanor according to MN Statute 471.87.

B. In the following circumstances, however, the school board may as an **exception, by unanimous vote**, contract for goods or services with a school board member of the school district:

1. In the designation of a bank or savings association, in which a school board member is interested, as an authorized depository for school district funds and as a source of borrowing, provided such deposited funds are protected in accordance with Minnesota Statutes chapter 118A. Any school board member having said interest shall disclose that interest and the interest shall be entered upon the school board minutes. Disclosure shall be made when such bank or savings association is first designated as a depository or source of borrowing, or when such school board member is elected, whichever is later. Disclosure serves as notice of the interest and need only be made once;

2. The designation of an official newspaper, or publication of official matters therein, in which the school board member is interested when it is the only newspaper complying

with statutory requirements relating to the designation or publication;

3. A contract with a cooperative association of which the school board member is a shareholder or stockholder but not an officer or manager;

4. A contract for which competitive bids are not required by law. A contract made under this exception will be void unless the following procedures are observed:

   a) The school board shall authorize the contract in advance of its performance by adopting a resolution setting out the essential facts and determining that the contract price is as low as or lower than the price at which the goods or services could be obtained elsewhere.

   b) In the case of an emergency when the contract cannot be authorized in advance, payment of the claims must be authorized by a like resolution wherein the facts of the emergency are also stated.

   c) Before a claim is paid, the interested school board member shall file with the clerk of the school board an affidavit stating:

      (1) The name of the school board member and the office held;

      (2) An itemization of the goods or services furnished;

      (3) The contract price;

      (4) The reasonable value;

      (5) The interest of the school board member in the contract; and

      (6) To the best of the school board member's knowledge and belief, the contract price is as low as, or lower than, the price at which the goods or services could be obtained from other sources.

   ~~A school board member may contract with the school district to provide construction materials or services, or both, when the sealed bid process is used. When the contract comes before the school board for consideration, the interested school board member may not vote on the contract~~.

5. A school board member may rent space in a public facility provided the member pays the same rental rate and is subject to the same terms and conditions applicable to ~~at a rate commensurate with that paid by~~ other members of the public.

C. ~~In the following circumstances, the school board may as an exception, by majority vote at a meeting at which all school board members are present, contract for services with a school~~

board member of the school district. A school board member may be newly employed or may continue to be employed by the school district as an employee only if there is a reasonable expectation on July 1, or at the time the contract is entered into or extended, that the amount to be earned by that school board member under that contract or employment relationship, will not exceed $20,000 in that fiscal year. If the school board member does not receive majority approval to be initially employed or to continue in employment at a meeting at which all school board members are present, that employment is immediately terminated and that school board member has no further rights to employment while serving as a school board member in the school district.As an exception to the conflict of interest provisions of this policy, the school district may employ a school board member, or continue a school board member's existing employment, if all of the following requirements are met:

1. All school board members are present at the meeting when the employment is considered;

2. A majority of the school board approves the employment; and;

3. There is a reasonable expectation, at the beginning of the fiscal year or when the employment contract is entered into or extended, that the school board member will not earn more than $20,000 from the district during that fiscal year.

4. If the school board does not approve the initial or continued employment by a majority vote at a meeting at which all school board members are present, the employment terminates immediately, and the school board member has no further employment rights with the district while serving on the school board.

D. The school board may contract with a class of school district employees, such as teachers or custodians, when the spouse of a school board member is a member of the class of employees contracting with the school board and the employee spouse receives no special monetary or other benefit that is substantially different from the benefits that other members of the class receive under the employment contract. For the school board to invoke this exception, it must have a majority of disinterested school board members vote to approve the contract, direct the school board member spouse to abstain from voting to approve the contract, and publicly set out the essential facts of the contract at the meeting in which the contract is approved.The school board may enter into a contract with a class of school district employees, such as teachers or custodians, when the spouse of a school board member is a member of that class, provided the spouse receives no special monetary or other benefit that is substantially different from the benefits received by other members of the class.

To invoke this exception:

1. A majority of disinterested school board members must vote to approve the contract;
2. The school board member whose spouse is a member of the employee class must abstain from voting on the contract; and
3. The essential facts of the contract must be publicly disclosed at the meeting at which the contract is approved.

IV. LIMITATIONS ON RELATED EMPLOYEES

A. The school board must hire or dismiss teachers only at duly called meetings. When a husband and wife, brother and sister, or two brothers or sisters, constitute a quorum, no contract employing a teacher may be made or authorized except upon the unanimous vote of the full school board.

B. The school board may not employ any teacher related by blood or marriage to a school board member, within the fourth degree as computed by the civil law, except by a unanimous vote of the full school board.

V. CONFLICTS PRIOR TO TAKING OFFICE

~~A school board member with personal financial interest in a sale, lease, or contract with the school district which was entered before the school board member took office and presents an actual or potential conflict of interest, shall immediately notify the school board of such interest. It shall thereafter be the responsibility of the school board member to refrain from participating in any action relating to the sale, lease, or contract. At the time of renewal of any such sale, lease, or contract, the school board may enter into or renew such sale, lease, or contract only if it falls within one of the enumerated exceptions for contracts relating to goods or services provided above and if the procedures provided in this policy are followed.~~A school board member who has a personal financial interest in a school district sale, lease, or contract entered into before the member took office that presents an actual or potential conflict of interest shall:

A. Promptly disclose the financial interest to the school board; and

B. Refrain from participating in any action relating to the sale, lease, or contract.

Upon renewal, the school board may enter into or renew the sale, lease, or contract only if it qualifies for an applicable exception as listed in Section III above for contracts involving goods or services under this policy and all required procedures are followed.

VI. DETERMINATION AS TO WHETHER A CONFLICT OF INTEREST EXISTS

~~The determination as to whether a conflict of interest exists is to be made by the school board. Any school board member who has an actual or potential conflict shall notify the school board~~

~~of such conflict immediately. The school board member shall thereafter cooperate with the school board as necessary for the school board to make its determination.~~The school board shall determine through a majority vote whether a conflict of interest exists. A school board member who has an actual, potential, or perceived conflict of interest shall promptly disclose the circumstances giving rise to the conflict to the whole board. The board member shall cooperate as necessary to allow the school board to make its determination.

Legal References: *Minn. Stat. § 122A.40, Subd. 3 (Employment; Contracts; Termination)*
Minn. Stat. § 123B.195 (Board Member's Right to Employment)
Minn. Stat. § 471.87 (Public Officers; Interest in Contract; Penalty)
Minn. Stat. § 471.88, Subds. 2, 3, 4, 5, 12, 13, and 21 (Exceptions)
Minn. Stat. § 471.89 (Contract, When Void)
Op. Atty. Gen. 437-A-4, March 15, 1935
Op. Atty. Gen. 90-C-5, July 30, 1940
Op. Atty. Gen. 90-A, August 14, 1957

Cross References: *ISD 200 Policy 201 (Legal Status of the School Board)*
ISD 200 Policy 209 (Code of Ethics)

Policy Reviewed: *10.01.2026* ~~*06.21.2023*~~
Policy Adopted: *06.28.2023*
Policy Revised: *06.28.2023*

211 CRIMINAL OR CIVIL ACTION AGAINST SCHOOL DISTRICT, SCHOOL BOARD MEMBER, EMPLOYEE, OR STUDENT

I. PURPOSE

The purpose of this policy is to provide guidance about~~as to~~ the school district's position, rights, and responsibilities when a civil or criminal action is pending against the school district, ~~or~~ a school board member, a school district employee, or a student.

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes that, when civil or criminal actions are pending against a school board member, a school district employee, or a student, the school district may be requested or required to take action.

B. In responding to such requests and/or requirements, the school district will take such measures as are appropriate to its primary mission of providing for the education of students in an environment that is safe for staff and students and is conducive to learning.

C. The school district acknowledges its statutory obligations with respect to providing assistance to school board members and teachers who are sued in connection with performance of school district duties. Collective bargaining agreements and school district policies may also apply.

III. CIVIL ACTIONS

A. Pursuant to Minnesota Statutes section 466.07, Subd. 1, subject to the limitations in Minnesota Statutes section 466.04, the school district shall defend and indemnify any school board member or school district employee for damages in school-related litigation, including punitive damages, claimed or levied against the school board member or employee, provided that the school board member or employee~~he or she~~ was acting in the performance of the duties of the position and was not guilty of malfeasance, willful neglect of duty, or bad faith.

B. Pursuant to Minnesota Statutes section 123B.25(b), with respect to teachers employed by the school district, upon written request of the teacher involved, the school district shall provide legal counsel for any school teacher against whom a claim is made or action is brought for recovery of damages in any tort action involving physical injury to any person or property or for wrongful death arising out of or in connection with the employment of the teacher with the school district. The school district will choose legal counsel after

consultation with the teacher.

C. Data Practices

Educational data and personnel data maintained by the school district may be sought as evidence in a civil proceeding. The school district will release the data only pursuant to the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and to the Family Educational Rights and Privacy Act, 20 United States Code, section 1232g and related regulations. When an employee is subpoenaed and is expected to testify regarding educational data or personnel data, the employee~~he or she is to~~ will inform the building administrator or designated supervisor, who shall immediately inform the superintendent or designee. No school board member or employee may release data without consultation in advance with the school district official who is designated as the authority responsible for the collection, use, and dissemination of data.

D. Service of Subpoenas

The policy of the school district is that its officers and employees will normally not be involved in providing service of process for third parties in the school setting.

E. Leave to Testify

Leave for employees appearing in court, either when sued or under subpoena to testify, will be considered in accordance with school district personnel policies and applicable collective bargaining agreements.

IV. CRIMINAL CHARGES OR CONDUCT

A. Employees

1. The school district expects that its employees serve as positive role models for students. As role models for students, employees have a duty to conduct themselves in an exemplary manner.

2. ~~If the school district receives information relating to activities of a criminal nature by an employee, the school district will investigate and take appropriate disciplinary action, which may include discharge, subject to school district policies, statutes, and provisions of applicable collective bargaining agreements.~~ If the school district receives information indicating that an employee may have engaged in criminal activity, the school district will comply with all applicable reporting requirements and take appropriate action in accordance with law, school district policies, and collective bargaining agreements. Appropriate action may include referral to law enforcement, an internal investigation, and disciplinary action up to and including discharge.

3. ~~Pursuant to Minnesota Statutes section 123B.02, Subd. 20 (Legal counsel, reimbursement) if reimbursement for a criminal defense is requested by a school district employee, the school board may, after consulting with its legal counsel, reimburse the employee for any costs and reasonable attorney fees incurred by the employee to defend criminal charges brought against the employee arising out of the performance of duties for the school district. The decision as to whether to reimburse shall be made at the discretion of the school board. A school board member who is a witness or an alleged victim in the case may not vote on the reimbursement. If a quorum of the school board is disqualified from voting on the reimbursement, the reimbursement must be approved by a judge of the district court.~~ Pursuant to Minnesota Statutes section 123B.02, subdivision 20, if a school district employee requests reimbursement for costs and reasonable attorney fees incurred in defending against criminal charges arising from the performance of the employee's duties for the school district, the school board may, after consulting with legal counsel, approve such reimbursement at its discretion.

   A school board member who is a witness or an alleged victim in the case may not vote on the reimbursement.

   If enough board members are disqualified from voting that the board does not have a quorum, the reimbursement must be approved by a district court judge.

B. Students

The school district has an interest in maintaining a safe and healthy environment and in preventing disruption of the educational process. In order to further that interest, the school district will take appropriate action regarding students convicted of crimes that relate to the school environment.

C. Criminal Investigations

1. The policy of the school district is to cooperate with law enforcement officials. The school district will make all efforts, however, to encourage law enforcement officials to question students and employees outside of school hours and off school premises unless there are extenuating circumstances or the matter being investigated is school-related, or as otherwise provided by law.

2. If ~~such~~ questioning at school is unavoidable, the school district will attempt to maintain confidentiality~~:~~ to avoid embarrassment to students and employees and to avoid disruption of the educational program. The school district will attempt to notify parents of a student under age eighteen (18) that police will be questioning their child. Normally, the superintendent, principal, or other appropriate school official will be present during the interview, except as otherwise required by law (Minnesota Statutes section 260E.22), or as otherwise determined in consultation with the parent or

guardian.

D. Data Practices

The school district will release to juvenile justice and law enforcement authorities educational and personnel data only in accordance with Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act) and 20 United States Code section 1232g (FERPA).

V. STATEMENTS WHEN LITIGATION IS PENDING

The school district recognizes that when a civil or criminal action is commenced or pending, parties to the lawsuit have particular duties in reference to persons involved or named in the lawsuit, as well as insurance carrier(s). Therefore, school board members or school district employees shall make or release statements in that situation only in consultation with legal counsel.

Legal References: *Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)*
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 123B.02, Subd. 20 (Legal Counsel, Reimbursement)
Minn. Stat. § 123B.25(b) (Legal Actions Against Districts and Teachers)
Minn. Stat. § 260E.22 (Interviews)
Minn. Stat. § 466.07, Subd. 1 (Indemnification)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
Minn. Op. Atty. Gen. 169 (Mar. 7, 1963)
Minn. Op. Atty. Gen. 169 (Nov. 3, 1943)
Dypress v. School Committee of Boston, 446 N.E.2d 1099 (Mass. App. Ct. 1983)
Wood v. Strickland, 420 U.S. 308, 95 S.Ct. 992, 43 L.Ed.2d 214 (1975)

Cross References: *ISD 200 Policy 406 (Public and Private Personnel Data)*
ISD 200 Policy 408 (Subpoena of a School District Employee)
ISD 200 Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
ISD 200 Policy 506 (Student Discipline)
ISD 200 Policy 515 (Protection and Privacy of Pupil Records)
ISD 200 Policy 519 (Interviews of Students by Outside Agencies)

Policy Reviewed: *10.01.2026* ~~*05.31.2023*~~
Policy Adopted: *02.25.2026*
Policy Revised: *02.19.2026*

212 SCHOOL BOARD MEMBER DEVELOPMENT

I. PURPOSE

~~In recognition of the need for continuing in-service training and development for its members, the purpose of this policy is to encourage the members of the school board to participate in professional development activities designed for them so that they may perform their responsibilities.~~ The purpose of this policy is to support the continuing education and professional development of school board members. Participation in training and development activities enhances the knowledge and skills necessary to effectively carry out their governance duties and responsibilities.

II. GENERAL STATEMENT OF POLICY

A. ~~New school board members will be provided the opportunity and encouragement to attend the orientation and training sessions sponsored by the Minnesota School Boards Association (MSBA). School board members shall receive training in school finance and management developed in consultation with MSBA. New school board members are encouraged to review all policies outlined in the Board Handbook and seek clarification on all policies and procedures.~~ New school board members shall be provided opportunities to participate in Leadership Development and other training offered by the Minnesota School Boards Association (MSBA) and shall complete all training required by law.

B. All school board members shall review the policies, procedures, and governance resources identified in the Board Member Handbook and to seek clarification as needed regarding their roles, responsibilities, and applicable board procedures.

C. ~~The school board will strive to send two members to participate in national conferences, on a periodic basis, to be determined by the board as a whole.~~

D. All school board members are encouraged to participate in school board and related workshops and activities sponsored by local and state associations, as well as in the activities of other educational groups.

E. School board members are expected to report back to the school board with materials of interest gathered at the various meetings and workshops.

F. ~~The school board will reimburse the necessary expenses of all school board members who attend meetings and conventions pertaining to school activities and the objectives of the school board, within the approved policy and budget allocations of the school district relating to the reimbursement of expenses involving the attendance at workshops and~~

~~conventions.~~ See ISD 200 Policy 214 Board Member Expense Reimbursement.

Legal References: *Minn. Stat. § 123B.09, Subd. 2 (Boards of Independent School Districts)*

Cross References: *ISD 200 Policy 200 (Board Member Handbook)*
ISD 200 Policy 214 (Out-of-State Travel by School Board Members)
~~*ISD 200 Policy 412 (Expense Reimbursement)*~~¶
~~*ISD 200 Policy 412.1PR (Expense Reimbursement Procedure)*~~

Policy Reviewed: *10.01.2026* ~~*05.31.2023*~~
Policy Adopted: *07.27.2023*
Policy Revised: *07.27.2023*

214 ~~OUT-OF-STATE TRAVEL BY~~ SCHOOL BOARD MEMBERS ~~EXPENSE~~ REIMBURSEMENT

I. PURPOSE

The purpose of this policy is to identify school district business expenses that involve initial payment by a board member and qualify for reimbursement from the school district, and to specify the manner by which the school board member seeks reimbursement, including out-of-state travel. ~~The purpose of this policy is to control out-of-state travel by school board members as required by law.~~

II. GENERAL STATEMENT OF POLICY

~~School board members have an obligation to become informed on the proper duties and functions of a school board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state, and local laws, rules, regulations, and school district policies that relate to their functions as school board members. Occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations.~~

School board members have an obligation to remain informed about their duties and responsibilities, issues affecting the school district, school finance and budgeting, and applicable federal and state laws, rules, regulations, and school district policies. When appropriate, expenses may be authorized to support school board members in fulfilling these governance responsibilities.

III. ~~APPROPRIATE TRAVEL~~OUT OF STATE TRAVEL

~~Travel outside the state is appropriate when the school board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the school board.~~

A. Travel outside the State of Minnesota by a school board member must be preapproved by the school board through official action and an affirmative majority vote.

B. The school board may preapprove out-of-state travel when it determines that such travel is appropriate for school board members to acquire knowledge or information necessary to carry out their governance duties and responsibilities.

C. Prior to school board consideration, the school board member shall ensure that funds are

available within the school board's professional development budget. The request shall include the purpose of the travel, destination, dates, and estimated expenses.

D. The request shall be submitted to the school board for consideration and approval.

IV. REIMBURSABLE EXPENSES

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses. If the destination falls within the district boundaries, there will be no mileage reimbursement.

V. REIMBURSEMENT

A. Requests for reimbursement must be itemized on the official school district reimbursement form and are to be submitted to the finance department.~~designated administrator.~~ Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

B. Automobile travel shall be reimbursed at the mileage rate set by the IRS ~~school board~~. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.

C. Amounts to be reimbursed shall be within the school board's professional development~~the school board's approved~~ budget allocations, including attendance at workshops and conventions.

D. When the expected expense exceeds $100, board approval is required.

VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent or designee shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent or designee shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

Legal References: *Minn. Stat. § 123B.09, Subd. 2 (Boards of Independent School Districts)*
Minn. Stat. § 471.661 (Out-of-State Travel)
Minn. Stat. § 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. 1035 (Aug. 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. 161b-12 (Aug. 4, 1997) (Transportation Expenses)

Cross References: *ISD 200 Policy 212 (School Board Member Development)*
ISD 200 Policy 214.1PR (School Board Members Expense Reimbursement Procedure)

ISD 200 Policy 412 (Expense Reimbursement)
ISD 200 Policy 412.1PR (Expense Reimbursement Procedure)

Policy Reviewed: *10.01.2026* ~~*11.29.2023*~~
Policy Adopted: *12.20.2023*
Policy Revised: *06.28.2023*

Hastings Public Schools
Independent School District 200

501 SCHOOL WEAPONS POLICY

I. PURPOSE

The purpose of this policy is to assure a safe school environment for students, staff and the public.

II. GENERAL STATEMENT OF POLICY

No student or nonstudent, including adults and visitors, shall possess, use or distribute a weapon when in a school location except as provided in this policy. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school employee, volunteer, or member of the public who violates this policy.

III. DEFINITIONS

A. "Active shooter incident" means an event involving an armed individual or individuals on campus or an armed assailant in the immediate vicinity of the school.

B. "Active shooter threat" means a real or perceived threat that an active shooter incident will occur.

C. “Dangerous Weapon” means any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, or any fire that is used to produce death or great bodily harm. As used in this definition, "flammable liquid" means any liquid having a flashpoint below 100 degrees Fahrenheit and having a vapor pressure not exceeding 40 pounds per square inch (absolute) at 100 degrees Fahrenheit but does not include intoxicating liquor. As used in this subdivision, "combustible liquid" is a liquid having a flash point at or above 100 degrees Fahrenheit.

D. “Possession” means having a weapon on one’s person or in an area subject to one’s control in a school location.

E. “School Location” includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.

F. “Weapon”

1. A “weapon” means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.

2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.

3. No person shall use articles designed for other purposes (i.e. lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate. Such use will be treated as the possession and use of a weapon.

IV. EXCEPTIONS

A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal’s office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal’s office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon’s location.

B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:

1. active licensed peace officers;

2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;

3. persons authorized to carry a pistol under Minnesota Statutes section 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;

4. persons who keep or store in a motor vehicle pistols in accordance with Minnesota Statutes section 624.714 or 624.715 or other firearms in accordance with Minnesota Statutes section 97B.045;

a) Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for "antique firearms which are carried or possessed as curiosities or for their historical significance or value."

b) Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with Sections 624.714 and 624.715.

5. Firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;

6. Possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;

7. A gun or knife show held on school property;

8. Possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or

9. Persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

C. Policy Application to Instructional Equipment/Tools

While the school district does not allow the possession, use, or distribution of weapons by students or nonstudents, such a position is not meant to interfere with instruction or the use of appropriate equipment and tools by students or nonstudents. Such equipment and tools, when properly possessed, used, and stored, shall not be considered in violation of the rule against the possession, use, or distribution of weapons. However, when authorized instructional and work equipment and tools are used in a potentially dangerous or threatening manner, such possession and use will be treated as the possession and use of a weapon.

D. Firearms in School Parking Lots and Parking Facilities

A school district may not prohibit the lawful carry or possession of firearms in a school parking lot or parking facility. For purposes of this policy, the "lawful" carry or possession of a firearm in a school parking lot or parking facility is specifically limited to non-student permit-holders authorized under Minnesota Statutes section 624.714 to carry a pistol in the interior of a vehicle or outside the motor vehicle for the purpose of directly placing a

firearm in, or retrieving it from, the trunk or rear area of the vehicle. Any possession or carry of a firearm beyond the immediate vicinity of a permit-holder's vehicle shall constitute a violation of this policy.

V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/USE/DISTRIBUTION

A. The school district does not allow the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students willfully possessing, using, or distributing weapons shall include:

1. Immediate out-of-school suspension;
2. Confiscation of the weapon;
3. Immediate notification of police;
4. Parent or guardian notification; and
5. Recommendation to the superintendent of dismissal for a period of time not to exceed one year.

B. Pursuant to Minnesota Statute Section 121A.44 ~~law~~, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.

C. The building principal or designee shall, as soon as practicable, refer a student who brings a firearm to school unlawfully, to the criminal justice or juvenile delinquency system. Such referral shall be made to law enforcement.

D. Administrative Discretion

While the school district does not allow the possession, use, or distribution of weapons by students, the superintendent may use discretion in determining whether, under the circumstances, a course of action other than the minimum consequences specified above is warranted. If so, other appropriate action may be taken, including consideration of a recommendation for lesser discipline.

VI. CONSEQUENCES FOR WEAPON POSSESSION/USE/DISTRIBUTION BY NONSTUDENT

A. Employees

1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.

2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

3. When an employee violates the weapons policy, law enforcement may be notified, as appropriate.

B. Other Non Students

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.

2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

VII. REPORTS OF DANGEROUS WEAPON AND ACTIVE SHOOTER INCIDENTS IN SCHOOL ZONES

A. The school district must electronically report to the Commissioner of the Minnesota Department of Education incidents involving the use or possession of a dangerous weapon in school zones, as required under Minnesota Statutes section 121A.06.

B. The school district must electronically file an after-action review report for active shooter incidents and active shooter threats to the Minnesota Fusion Center as required under Minnesota Statutes, section 121A.06.

Legal References: *Minn. Stat. § 97B.045 (Transportation of Firearms)*
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 152.01, subd. 14(a) (Definition of a School Zone)
Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon)
Minn. Stat. § 609.605 (Trespass)
Minn. Stat. § 609.66 (Dangerous Weapons)
Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)
Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)
18 U.S.C. § 921 (Definition of Firearm)
In re C.R.M. 611 N.W.2d 802 (Minn. 2000)

In re A.D., 883 N.W.2d 251 (Minn. 2016)

Cross References: *ISD 200 Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)*
ISD 200 Policy 506 (Student Discipline)
ISD 200 Policy 903 (Visitors to School District Buildings and Sites)

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506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.

In view of the foregoing and in accordance with Minnesota Statutes, section 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the district.

III. DEFINITIONS

A. "Non-exclusionary disciplinary policies and practices" means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, ~~and academic services,~~ academic screening for Title 1 services or reading interventions, and alternative education services. Non-exclusionary disciplinary policies and practices include, but are not limited to, the policies and practices under Minnesota Statutes, sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph; and 122A.627, clause (3).

B. "Pupil withdrawal agreement" means a verbal or written agreement between a school administrator or exclusionary district administrator and a pupil's parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include non-exclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.

B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.

C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with Minnesota Statutes, section 121A.46, subdivision 5.

D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:

1. For a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work

assigned through the alternative educational services as defined in Minnesota Statutes, section 121A.41, subdivision 11. These services are required until the pupil enrolls in another school or returns to the same school;

2. A pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and

3. The school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.

B. Superintendent.The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.

C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the principal's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress, places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning

environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. A teacher, exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A teacher shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising the person's lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student to prevent bodily harm or death to the student or another. A school employee, which does not include a school resource officer, shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress; places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.

   For the purpose of Minnesota Statutes, section 121A.582 (Student Discipline; Reasonable Force), a school resource officer, as defined in Minnesota Statutes, section 626.8482, subdivision 1, paragraph (c) is not a school employee or agent of the district.

F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

H. Community Members. Members of the community are expected to contribute to the establishment of a positive atmosphere in which rights and duties are effectively acknowledged and fulfilled .

I. Reasonable Force Reports

   1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent bodily harm or death to the

student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c), as outlined in section 125A.0942, subdivision 3, paragraph (b).

2. The school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).

3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

All students have the right to an education and the right to learn.

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;

B. To attend school daily, except when excused, and to be on time to all classes and other school functions;

C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;

D. To make necessary arrangements for making up work when absent from school;

E. To assist the school staff in maintaining a safe school for all students;

F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;

G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;

H. To be aware of and comply with federal, state, and local laws;

I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;

J. To respect and maintain the school's property and the property of others;

K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;

L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;

M. To conduct themselves in an appropriate physical and verbal manner;

N. To recognize and respect the rights of others; and

O. To treat others in a respectful manner.

VIII. CODE OF STUDENT CONDUCT

A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exhaustive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.

1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;

2. The use of profanity or obscene language, or the possession of obscene materials;

3. Gambling, including, but not limited to, playing a game of chance for stakes;

4. Violation of the school district's Hazing Prohibition Policy;
5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
6. Violation of the school district's Student Attendance Policy;
7. Opposition to authority using physical force or violence;
8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices Policy;
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances. An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices Minnesota Statutes, sections 144.4165;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of ISD 200 Policy 501 (School Weapons Policy);
14. Violation of ISD 200 Policy 413 (Harassment and Violence);
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect

by combustion, explosion, deflagration or detonation;

18. Using an ignition device, including a butane or disposable lighter or matches, on school property or contracted property and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;

19. Violation of any local, state, or federal law as appropriate;

20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;

21. Violation of ISD 200 Policy 524 (Internet and Technology Acceptable Use and Safety Policy);

22. Use of a cell phone in violation of ISD 200 Policy 524.1 (Cell Phones and Electronic Devices);

23. Violation of school bus or transportation rules or ISD 200 Policy 709 (Student Transportation Safety Policy);

24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;

25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;

26. Violation of ISD 200 Policy 502 (Search of Students Lockers, Desks, Personal Possessions, and Student's Person);

27. Violation of the school district’s Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;

28. Possession or distribution of slanderous, libelous, or pornographic materials;

29. Violation of ISD 200 Policy 514 (Bullying Prohibition Policy);

30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to others or which connotes gang membership;

31. Criminal activity;

32. Falsification of any records, documents, notes, or signatures;

33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;

34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;

35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;

36. Violation of ISD 200 Policy 413 (Harassment and Violence);

37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to a student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;

38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;

39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;

40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;

41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;

42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;

43. Violation of ISD 200 Policy 505 (Temporary Distribution of Non-School Sponsored Materials on School Premises by Students and Employees);

44. Violation of the school district's one-to-one device rules and regulations;

45. Violation of school rules, regulations, policies, or procedures, including, but not limited

to, those policies specifically enumerated in this policy; and

46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

IX. RECESS AND OTHER BREAKS

A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.

B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.

C. The school district must not use recess detention unless:

1. A student causes or is likely to cause serious physical harm to other students or staff;

2. The student's parent or guardian specifically consents to the use of recess detention; or

3. For students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.

D. The school district must not withhold recess from a student based on incomplete schoolwork.

E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.

F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request.

G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

The general policy of the School District is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The District will attempt non-exclusionary discipline before any dismissal proceedings. Non-exclusionary options may be determined by each school and are aligned at each grade level. The actions in this section provide an non-exhaustive list of examples. Hastings Public Schools works to ensure developmentally appropriate, age appropriate, and context appropriate interventions/consequences are applied as uniformly as possible. While the specific form of discipline chosen in a particular case is solely within the discretion of the school district, the district has developed an Administrative Procedure-Continuum of Responses which establishes a range of intervention and consequence options commensurate with a violation of the Student Code of Conduct. At a minimum, violation of school district code of conduct, rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;

B. Restorative options defined as working with students in a manner that focuses on repairing harm, the impact of their behavior on the culture and community and maintaining relationships;

C. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation;

D. Parent contact;

E. Parent conference;

F. Removal from class;

G. In-school suspension;

H. Suspension from extracurricular activities;

I. Detention or restriction of privileges;

J. Loss of school privileges;

K. In-school monitoring or revised class schedule;

L. Referral to in-school support services;

M. Referral to community resources or outside agency services;

N. Referral to chemical health assessment;

O. Financial restitution;

P. Referral to police, other law enforcement agencies, or other appropriate authorities;

Q. A request for a petition to be filed in district court for juvenile delinquency adjudication;

R. Out-of-school suspension under the Pupil Fair Dismissal Act;

S. Preparation of an admission or readmission plan;

T. Saturday school;

U. Expulsion under the Pupil Fair Dismissal Act;

V. Exclusion under the Pupil Fair Dismissal Act; and/or

W. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

A. The teacher of record shall have the general control and government of the classroom within the framework of the school building's discipline procedures, such as MTSS, PBIS, Restorative Practices and Conscious Discipline. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class period or activity period for a period of time not to exceed five (5) consecutive periods of the same course~~days~~ after each occurrence, pursuant to this district discipline policy. A class period or activity period is defined as a block of time devoted to one subject area or activity.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;

2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;

3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or

4. Other conduct, which is at the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal.

B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

C. Procedures for Removal of a Student From a Class:

Each building may develop a specific set of procedures for removing a student from class. However, when a building does not have such procedures, the general procedures outlined below, will be expected for staff to follow:

1. If a student is removed from class, the teacher, principal, or other district employee will complete a report describing the student's behavior in accordance with the building level procedure;

2. Teachers removing students from class are required to direct the student to the school office or other predesignated location and verify his or her arrival as soon as practicable. Teachers will determine whether a student needs to be accompanied to the office, and, if so, make the necessary arrangements;

3. The student will remain in the custody of the building administrator or his/her designee

for the duration of the time prescribed;

4. Students removed for more than one class period will receive assignments from the teachers to enable the student to keep up with his/her class work;

5. It may be in the best interest to remove the class from the area for safety reasons;

D. Period of Time for which a Student may be Removed from a Class

(may not exceed five (5) class periods for a violation of a rule of conduct):

1. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

E. Responsibility for and Custody of a Student Removed from Class:

The administrator may, at his/her option, assign the student to supervision in another area specially designated for this purpose.

F. Procedures for Return of a Student to a Class From Which the Student Was Removed:

1. The student may return to class after a conference with the appropriate administrator, teacher, and/or the parent(s)/guardian(s). At the time of this conference, a plan of action will be established;

2. Students removed from class will be required to examine and take measures to correct it. (Language specific to each building level framework of behavior interventions- best practices like PBIS, restitution, restorative practices).

G. Procedures for Notifying a Student and the Student's Parents or Guardians of Violation of the Rules of Conduct and of Resulting Disciplinary Actions:

Each school building will create procedures that notify the student's parents/guardians as soon as practicable for violations of the code of conduct that led to the student's unscheduled removal from class, the resulting disciplinary action, and any conditions for readmission.

H. Students with a Disability; Special Provisions:

1. In cases involving students receiving special education services, appropriate special education staff will be notified of the removal to determine compliance with the student's IEP and to determine whether further assessment or change in the student's IEP is necessary;

2. In cases involving students with a suspected disability, the student assistance team or school counselor will be notified and the school's pre-referral intervention process will

be followed.

I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises:

1. The District has established a chemical /alcohol abuse pre-assessment team (Student Support Teams or Student Intervention Teams) pursuant to Minnesota Statute 121A.26;

2. The District has established teacher reporting procedures to the chemical/alcohol abuse pre-assessment team, pursuant to Minnesota Statute 121A.29.

J. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct will be in accordance to: the **Administrative Procedures Continuum of Response**;

K. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior:

1. During the enrollment process, schools will gather as much information from parent(s)/guardian(s) as possible to determine any pre-existing academic, behavioral, or attendance concerns;

2. School administrators will ensure the building is adequately supervised and that a system is in place for reporting behavior concerns, regardless of the time and day;

3. School administration will have a plan for reviewing attendance records on a regular basis and then act on the attendance concerns in accordance with the appropriate county truancy program;

4. Schools will establish a structure for teachers to discuss student behavior concerns that is clearly communicated and followed up by administration;

5. Schools must have a team including administration, counselors, the school nurse, and other staff as available to review student academic, attendance, behavior and social/emotional concerns;

6. Staff will intervene and support students early on as behavior concerns are surfacing;

7. Schools will work with chemical health support staff to assess student behavior and determine whether or not chemical issues are present;

8. In conjunction with the Special Education process, schools will have regularly scheduled meetings to consider whether students with academic, behavioral, or social/emotional concerns might need to be assessed for special education services;

9. A formal structure will be created to share information as students transition between schools and grades to assist in continuous support and intervention; and

10. Schools will communicate with parents/guardians about academic progress and encourage parents/guardians to assist in identifying concerns.

L. Any Procedures Determined Appropriate for Ensuring Victims of Bullying who Respond with Behavior not Allowed under the School's Behavior Policies have Access to a Remedial Response, Consistent with Minnesota Statutes, section 121A.031.

The public school must consult with child abuse prevention experts to incorporate best practices into the school policy. A public school with a policy on parental notification must include the policy in the employee handbook and disseminate information to school staff regarding child abuse prevention in a school setting.

XII. DISMISSAL

A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to use non-exclusionary disciplinary policies and procedures before dismissal proceedings or pupil withdrawal agreements, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

The use of exclusionary practices for early learners as defined in Minnesota Statutes, section 121A.425, is prohibited. The use of exclusionary practices to address attendance and truancy issues is prohibited.

B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy: Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements;

2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or

3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:

   a) A preschool or prekindergarten program, including an early childhood family education, school readiness, ~~school readiness plus,~~ voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or

   b) Kindergarten through Grade 3.

2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.

3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under non-exclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the school board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.

2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program ~~is encouraged to~~ will designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.

3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the

student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less than one day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6^{th}) consecutive day of suspension or the tenth (10^{th}) cumulative day of suspension has elapsed.

6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education

services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minnesota Statutes section 123A.05 selected to allow the student to progress toward meeting graduation standards under Minnesota Statutes section 120B.02, although in a different setting.

7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.

8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:

   a) Strongly encourage a parent or guardian of the student to attend school with the student for one day;

   b) Assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and

   c) Petition the juvenile court that the student is in need of services under Minnesota Statutes, chapter 260C.

9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference.

10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.

11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service

by mail shall be complete upon mailing.

12. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) consecutive school days.

E. PreK-3 Discipline

1. Beginning the 2023-24 school year, MN Statute prohibits the suspension of any K-3 student for any reason. K-3 students may be "dismissed" for less than one school day.

2. Expulsions and exclusions may be used only after non-exclusionary discipline has been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

3. Non-exclusionary discipline must include one of the following:

   a) Collaborating with the pupil's family or guardian, child mental health consultant or provider, education specialist, or other community-based support;

   b) Creating a plan, written with the parent or guardian, that details the action and support needed for the pupil to fully participate in the current educational program, including a preschool or pre kindergarten program; or

   c) Providing a referral for needed support services, including parenting education, home visits, other supportive education interventions, or, where appropriate, an evaluation to determine if the pupil is eligible for special education services or section 504 services.

F. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.

2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.

3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.

4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a

hearing is waived in writing by the student and parent or guardian.

5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56; describe the non-exlusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.

7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.

8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.

9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.

10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.

11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student including any tests or reports upon which the proposed dismissal action may be based.

13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.

15. The student cannot be compelled to testify in the dismissal proceedings.

16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.

17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes, section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.

19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.

20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion

or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.

21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

XIII. ADMISSION OR READMISSION PLAN

A school administrator must prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan must include measures to improve the student's behavior, which may include completing a character education program consistent with Minnesota Statutes section 120B.232, subdivision. 1, social and emotional learning, counseling, social work services, mental health services, referrals for special education or 504 evaluation, and evidence-based academic interventions. The plan must include reasonable attempts to obtain parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XIV. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each exclusion or expulsion, each physical assault of a school district employee by a pupil, and each pupil withdrawal agreement within thirty (30) days of the effective date of the dismissal action, pupil withdrawal, or assault, to the MDE Commissioner. This report must include a statement of the non-exclusionary disciplinary practices, or other sanction, intervention, or resolution in response to the assault given to the pupil and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the pupil's age, grade, gender, race, and special education status.

XV. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the

Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13.

XVI. STUDENTS WITH DISABILITIES

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XVII. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minnesota Statutes, section 124D.03) or Enrollment in Nonresident District (Minnesota Statutes, section 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minnesota Statutes, chapter 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XVIII. DISCIPLINE COMPLAINT PROCEDURE

Students, parents and other guardians, and school staff may file a complaint and seek corrective

action when the requirements of the Minnesota Pupil Fair Dismissal Act, including the implementation of the local behavior and discipline policies, are not being implemented appropriately or are being discriminately applied.

The Discipline Complaint Procedure must, at a minimum:

A. Provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;

B. Provide an opportunity for involved parties to submit additional information related to the complaint;

C. Provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;

D. Provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;

E. If the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal’s office.

XX. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

Legal References: *Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)*
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.58 (Corporal Punishment; Prone Restraint; And Certain Physical Holds)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 121A.60 (Definitions)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.611 (Recess and Other Breaks)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (State-Approved Alternative Program Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Boards' Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch.125A (Special Education and Special Programs)
~~*Minn. Stat. § 152.22, Subd. 6 (Definitions)* ¶~~
~~*Minn. Stat. § 152.23 (Limitations)*~~
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Safety and Placement)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References: *ISD 200 Policy 413 (Harassment and Violence)*
ISD 200 Policy 419 (Tobacco-Free Environment)
ISD 200 Policy 501 (School Weapons Policy)
ISD 200 Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
ISD 200 Policy 503 (Student Attendance)
ISD 200 Policy 505 (Temporary Distribution of Non-school Sponsored Materials on School Premises by Students and Employees)
ISD 200 Policy 507.5 (School Resource Officers)
ISD 200 Policy 514 (Bullying Prohibition Policy)
ISD 200 Policy 524 (Internet and Technology Acceptable Use and Safety Policy)
ISD 200 Policy 524.1 (Cell Phones and Electronic Devices)
ISD 200 Policy 526 (Hazing Prohibition)
ISD 200 Policy 610 (Field Trips)
ISD 200 Policy 709 (Student Transportation Safety Policy)

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806 CRISIS MANAGEMENT

I. PURPOSE

The purpose of this Crisis Management Policy is to act as a guide for the school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district.

The school district will engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL STATEMENT OF POLICY

This policy has been created in consultation with local community response agencies and other appropriate individuals and groups likely to be involved in assisting with a school emergency. It is designed so that each building administrator can tailor an emergency management plan to meet that building's specific situation and needs.

III. GENERAL EMERGENCY PROCEDURES

The emergency procedures include general emergency plans for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. These districtwide procedures may be modified by a building principal when creating the building specific emergency management plans. The plans should designate the individual(s) who will determine when these actions will be taken and must include assigned duties for employees.

All general emergency procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

IV. EMERGENCY MANAGEMENT ELEMENTS

A. In the event of an emergency after dialing 911, the principal or administration will immediately contact the superintendent or designee with the status of the emergency situation and begin implementation of the emergency plan as determined by the assessment of the situation.

B. The superintendent or designee will implement a command team if the emergency necessitates such action. The team will take action as required.

C. The school's emergency procedures will be kept on file, and be readily available in the

school buildings to address emergencies, not limited to the following:

1. Fire
2. Hazardous Materials
3. Severe Weather: Tornado/Severe Thunderstorm/Flooding
4. Medical Emergency
5. Fight/Disturbance
6. Assault
7. Intruder
8. Weapons
9. Shooting
10. Hostage
11. Bomb Threat
12. Chemical or Biological Threat
13. Checklist for Telephone Threats
14. Demonstration
15. Suicide/Death
16. Media Procedures
17. Highly Contagious Serious Illness or Pandemic Flu
18. Prairie Island Nuclear Response Plan
19. Other (as determined to be necessary by the building administration)

D. In addition, the school's emergency procedures will address the following plans and documents:

1. Lockdown Procedures
2. Shelter-In-Place Procedures
3. Evacuation/Relocation/Reunification
4. Crisis Communication Plan

5. Post-Crisis Procedures

6. Staff Training

7. Facility Diagrams

8. Offsite Locations

9. Emergency Contacts

V. TRAINING AND PREPARATION FOR EMERGENCIES

A. The district administration will ensure that proper training and response preparation for emergencies occurs on an ongoing basis. The building principal is responsible for training school employees and students on emergency response procedures at each site.

B. Required school safety drills will be coordinated at each site by the building principal, in cooperation with local emergency management agencies. (Required school safety drills include five lock-down drills, five fire drills, and one tornado drill.)

C. Each school site will have employees certified in cardiopulmonary resuscitation (CPR) who will serve as the ~~emergency care team~~Cardiac Emergency Response Team (CERT) that will respond to a medical emergency. The team training and medical emergency procedures will be coordinated by the health services coordinator.

VI. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" or “Lockdown drill” means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.

2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.

3. "Evidence-based" means a program or practice that demonstrates any of the following:

a) A statistically significant effect on relevant outcomes based on any of the following:

(i) Strong evidence from one or more well-designed and well-implemented experimental studies;

(ii) Moderate evidence from one or more well-designed and well-implemented quasi-experimental studies; or

(iii) Promising evidence from one or more well-designed and well-implemented correlational studies with statistical controls for selection bias; or

b) A rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.

1. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.

2. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. Accessible;

2. Developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;

3. Culturally aware;

4. Trauma-informed; and

5. Inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of

emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.

2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.

3. The Commissioner of the Minnesota Department of Education must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district conducting an active shooter drill must provide students in middle school and high school at least one hour, or one standard class period, of violence prevention training annually.

2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:

    a) How to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;

    b) The importance of taking threats seriously and seeking help; and

    c) The steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.

3. A school district must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:

    a) Student opportunities for leadership related to prevention and safety;

    b) Encouragement and support to students in establishing clubs and programs focused on safety; and

    c) Providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled summer ~~school board~~ work session~~meeting~~, a school board of a district that has conducted an active shooter drill must consider the following:

1. The effect of active shooter drills on the safety of students and staff; and

2. The effect of active shooter drills on the mental health and wellness of students and staff.

VII. SPECIAL NEEDS PROCEDURES FOR STAFF AND CHILDREN

The school's crisis management team will meet in the fall of each year to ensure that there are specific procedures for the safe sheltering/evacuation of each student and staff member with special needs as well as transporting necessary medications and medical equipment used by students and staff during the school day. In addition, all staff at each site will be trained on specific procedures for evacuating students and staff with special needs.

VIII. ANNUAL REVIEW

The district's Cardiac Emergency Response Plan (CERP) is adopted as an addendum to, and incorporated into, this policy. The School Board shall annually review and evaluate the effectiveness of the CERP.

Legal References: *Minn. Stat. Ch. 12 (Emergency Management)*
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Part 7511 (Fire Code)
20 U.S.C. § 1681 et seq. (Title IX)
20 U.S.C. § 6301 et seq. (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 et seq. (Disaster Relief and Emergency Assistance)

Cross References: *ISD 200 Policy 413 (Harassment and Violence)*
ISD 200 Policy 501 (School Weapons Policy)
ISD 200 Policy 506 (Student Discipline)
ISD 200 Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
ISD 200 Policy 903 (Visitors to School District Buildings and Sites)
806.1PR Cardiac Emergency Response Plan (CERP)
~~*Comprehensive School Safety Guide*~~¶
~~*Minnesota School Safety Center - Resources (mn.gov)*~~

Resources: *MDE:*
Model Cardiac Emergency Response Plan
MN Department of Public Safety:
School Safety Resources
MN Department of Homeland Security Emergency Management:
Minnesota School Safety Center - Resources (mn.gov)
I Love U Guys Foundation, Standard Response Protocol:
https://iloveuguys.org/The-Standard-Response-Protocol.html
Safe and Sound Schools:
https://safeandsoundschools.org/

Policy Reviewed: *09.23.2026* ~~*02.21.2025*~~
Policy Adopted: *07.23.2025*
Policy Revised: *07.10.2025*

505 DISTRIBUTION, POSTING, AND DISPLAY OF MATERIALS ON SCHOOL DISTRICT PROPERTY *(TENTATIVE)*

I. PURPOSE

The purpose of this policy is to protect the free speech rights of students and employees while preserving the educational mission of the school district. This policy establishes reasonable standards for the distribution, posting, and display of materials on school district property and at school-sponsored activities to ensure that materials are appropriate, support the district's educational objectives, and maintain a safe, orderly, and inclusive learning environment.

II. GENERAL STATEMENT OF POLICY

The school district recognizes that students and employees possess constitutional rights of expression. At the same time, the school district has the authority and responsibility to regulate the use of school property and ensure that materials distributed, posted, or displayed on school district property do not interfere with educational activities or the rights of others.

Materials distributed, posted, or displayed on school district property are subject to the requirements and limitations established in this policy.

III. DEFINITIONS

A. "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing material in student or staff mailboxes.

B. "Government speech" means speech or expression that is communicated by, on behalf of, or reasonably perceived as being endorsed by the school district. Materials displayed in common areas of school district property may constitute government speech and are subject to district oversight and control.

C. "Material" includes, but is not limited to, posters, signs, desk signs, banners, flags, stickers, mugs, flyers, leaflets, brochures, petitions, pictures, decorations, notices, displays, printed or handwritten materials, buttons, badges, and other objects or visual items displayed or placed in a manner reasonably visible to students or the public while on school district property.

D. "Material disruption" means conduct or activity that interferes with or impedes the implementation of educational programs, school activities, or the orderly operation of the school district.

E. "Minor" means any person under the age of eighteen (18).

F. “School activities” means any activity sponsored by the school district, including classroom instruction, assemblies, sports, clubs, performances, meetings, and other school-sponsored events.

G. “School district property” means any building, facility, grounds, vehicle, or other property owned, leased, or controlled by the school district.

IV. PROHIBITED MATERIALS

Distribution, posting, or display of materials is prohibited when the material:

A. Is obscene, vulgar, or age-inappropriate for the youngest students reasonably expected to view it;

B. Is libelous, slanderous, defamatory, or contains false statements about identifiable individuals;

C. Advocates violence, illegal conduct, or the use of illegal substances;

D. Advertises or promotes products or services prohibited to minors by law;

E. Contains threats, fighting words, harassment, or discriminatory statements directed at individuals or groups;

F. Promotes or opposes a political candidate, political party, ballot question, or other partisan political activity;

G. Promotes a personal, religious, or ideological viewpoint unrelated to the board-approved curriculum, official school programs or activities, or a legitimate instructional purpose;

H. Is reasonably forecasted to cause a material and substantial disruption to the educational environment, school operations, or school activities; or

I. Violates federal or state law or school district policy.

V. CLASSROOM MATERIALS AND DISPLAYS

A. Instructional Displays: Materials displayed in school district spaces should enhance the learning environment, the subject being taught, serve a legitimate instructional purpose, or be related to approved school programs, activities, clubs, and sports.

B. Non-Instructional Displays: Materials displayed in the classroom that do not enhance the learning environment, the subject being taught, or do not serve an instructional purpose must be approved by building /district administration.

Seasonal or cultural decorations that are secular in nature or displayed as part of board-approved curriculum, school-sponsored activities, or longstanding district traditions

are permitted, provided the display is not used to promote, endorse, or oppose a particular religious, political, or ideological viewpoint.

C. Viewpoint Neutrality : Consistent with the district's mission to provide a safe, welcoming, and student-centered learning environment, school district spaces shall remain focused on instruction, learning, and the educational mission of the district. Employees shall maintain viewpoint neutrality while acting within the scope of their employment and shall not use school district property to promote, endorse, or oppose personal, political, religious, or ideological viewpoints.

The district expects all school district spaces to provide a safe, respectful, and welcoming learning environment for all students.Employees shall not display materials that a reasonable person would see as making school district spaces seem primarily dedicated to or solely identified with one particular group of students, identity, viewpoint, or interest, unless those materials are part of an approved curriculum or an officially approved district program or activities.

D. Flags: Except for the United States flag, the Minnesota state flag, federally or state-recognized Tribal flags, military service flags, flags displayed as part of board-approved curriculum or school-sponsored activities, and flags expressly authorized by the superintendent or school board, flags displayed in classrooms or elsewhere on school district property shall be limited to official governmental, educational, or school-identifying purposes.

Employees shall not display flags for the purpose of promoting, endorsing, or opposing personal, political, religious, or ideological viewpoints while acting within the scope of their employment.

VI. BUILDING AND DISTRICT-WIDE DISPLAYS

A. Government Speech: Materials displayed in common areas of school buildings or elsewhere on school district property may reasonably be perceived as carrying the endorsement of the school district and constitute government speech subject to district control. The school district retains sole discretion over what constitutes government speech and may determine the content of displays representing the district, provided such determinations are consistent with applicable law and board policy.

B. Approval: All non-district-sponsored materials proposed for posting or display in a school building must receive prior approval from the building principal or designee. All non-district sponsored materials proposed for posting or displaying in all other district properties must receive prior approval from the Director of Community Education or designee

C. Inclusivity: General messages promoting respect, kindness, dignity, belonging, safety, and

equal treatment for all students are permissible, provided they are not presented in a manner that is reasonably understood as promoting or endorsing a particular political, religious, or ideological viewpoint, organization, movement, or special-interest group.

VII. DISTRIBUTION OF MATERIALS

A. Time, Place, and Manner: Students and employees may distribute, post, and display non-school-sponsored materials after receiving the appropriate approval and subject to reasonable time, place, and manner restrictions established in this policy.

B. Restrictions: Distribution may not:

1. Occur during instructional time if it disrupts educational activities;
2. Block or impede pedestrian or vehicle traffic;
3. Interfere with entrances, exits, hallways, or other school operations;
4. Require unreasonable use of district personnel, equipment, or resources; or
5. Coerce any student or employee to accept materials.

C. Administrative Considerations: In reviewing requests for distribution of materials, the administration shall evaluate requests based on the educational interests of the district and may consider, among other relevant factors:

1. Educational relevance and connection to the district's educational mission;
2. Consistency with the District's Vision, Mission, Core Values, and Strategic Plan;
3. Whether the display contributes to a safe, welcoming, supportive, and student-centered learning environment;
4. Age appropriateness for the intended audience;
5. Potential for material disruption to the educational environment or school operations;
6. Proposed location, duration, and timing of the display;
7. Quantity, size, and manner of materials;
8. Resource requirements, including staff time, installation, maintenance, and removal; and
9. Whether the distribution constitutes unsolicited commercial advertising, political campaigning, or fundraising activity prohibited by district policy.

VIII. APPROVAL PROCEDURES

A. Submission: Any student or employee seeking to distribute, post, or display nonschool-sponsored materials shall submit the material to the building principal or designee.

The request shall include:

1. Name and phone number of the individual making the request (students will include the room number of their first period class in place of phone number) ;
2. Date and time of the proposed distribution, posting, or display;
3. Proposed location;
4. Intended audience, if applicable; and
5. Duration of the posting or display, if applicable.

B. Administrative Review: The principal shall review the request and provide a decision within a reasonable period of time.

C. Appeal: A person dissatisfied with the principal's decision may appeal in writing to the superintendent. The superintendent's decision may be appealed in writing to the school board.

D. Disclaimer: Approval or denial of a request does not constitute endorsement or disapproval of the content by the school district, administration, superintendent, or school board.

IX. COMPLAINTS

Complaints regarding materials distributed, posted, or displayed on school district property should first be directed to the building principal.

If the matter is not resolved, the complaint may be appealed to the superintendent and subsequently to the school board.

X. VIOLATIONS

A. Students: Students who violate this policy may be subject to disciplinary action in accordance with ISD 200 Policy 506 Student Discipline

B. Employees: Employees who violate this policy may be subject to corrective or disciplinary action consistent with applicable district policies, administrative procedures, and law.

C. Other Persons: Non-students and non-employees who violate this policy may be directed to leave school district property and may be subject to trespass enforcement when appropriate.

XI. IMPLEMENTATION

The superintendent, or designee may develop an administrative procedure to implement this policy, once developed the procedure shall be submitted to the school board for approval. Upon approval, the administrative procedure shall be titled "505.1PR Distribution, Posting, and Display Procedure" and will be published on the district website.

XII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

A copy of this policy will be published in student handbooks and posted on the district's website.

Legal References: *U. S. Const., Amend. I*
Tinker V. Des Moines Indep. Sch. Dist., 393 U.S. 503 (1969)
Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675 (1986)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)
Garcetti v. Ceballos, 547 U.S. 410 (2006)
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987)

Cross References: *ISD 200 Policy 506 (Student Discipline)*
ISD 200 Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

Policy Reviewed: *08.20.2026*
Policy Adopted:
Policy Revised:

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, September 23, 2026 at the Hastings Middle School Media Center.

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

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

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

Student School Board Representatives Leighton Morgan and Samantha Seaman were sworn to the board, and took their places at the board table.

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

Superintendent Dr. Kristine Wehrkamp Herman presented the Raider Spotlight, which recognized Austin Eliason - MN Class AAA Assistant Track Coach of the Year.

Public comment held with no one speaking.

Superintendent Wehrkamp Herman provided the Board with the Superintendent Report.

The Block Schedule Consideration presentation was provided by Scott Doran, HHS Principal; Chris Moore, HHS Assistant Principal; and Mindy Tavernier, HHS Assistant Principal.

The Ice Arena presentation was provided by Jennifer Seubert, Director of Facilities & Operations.

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

The Legal: Data Request update was provided by Jennifer Seubert, Director of Finance & Operations.

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; no meeting held since the last update.

The Facilities & Finance Committee update was provided by Mark Zuzek.

The Joint Powers Committee update was provided by Melissa Millner.

The NAPAC Committee Liaison update was provided by Matt Bruns.

The Student School Board Representative Committee update was provided by Matt Bruns; no meeting held since the last update.

The School Perceptions Survey Ad Hoc Committee update was provided by Mark Zuzek.

The Policy Committee update was provided by Jessica Dressely which included First Reading of Policies 506 and 806; Second Readings of Policies 505, 721.

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

- Meeting Minutes from 08/24/2026 Regular Board Meeting
- August Bills Payable
- Approval of Fundraisers
- Personnel Report
- Approval of Updated Non-Contracted Rates of Pay - Middle School Officials
- Procedure for Approval: 806.1PR Cardiac Emergency Response Plan

A motion was made by Elaine Mikel-Mulder to approve the 2026 Payable 2027 Max Levy Limitation and Certification Report and was seconded by Jessica Dressely. With a vote of 7 ayes and 0 nays, the motion carried.

A motion was made by Elaine Mikel-Mulder to approve the School Perceptions Survey Vote to Administer the Survey and was seconded by Mark Zuzek. With a vote of 7 ayes and 0 nays, the motion carried.

A presentation of the Referendum Survey Consultants was provided by Dr. Kristine Wehrkamp Herman, Superintendent.

A motion was made by Elaine Mikel-Mulder to approve School Perceptions as the referendum survey consultant and was seconded by Jessica Dressely. With a vote of 7 ayes and 0 nays, the motion carried.

A presentation of an Investment Recommendation was provided by Jennifer Seubert, Director of Finance & Operations.

A motion was made by Mark Zuzek to approve the Investment recommendation as presented and was seconded by Elaine Mikel-Mulder. With a vote of 7 ayes and 0 nays, the motion carried.

A motion was made by Melissa Millner to approve the 8th Grade Eagle Bluff field trip and was seconded by Elaine Mikel-Mulder. With a vote of 7 ayes and 0 nays, the motion carried.

A motion was made by Elaine Mikel-Mulder to approve the HHS Band Jazz Festival field trip in Appleton, WI and was seconded by Melissa Millner. With a vote of 7 ayes and 0 nays, the motion carried.

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

Future meetings were presented and discussed by Chair Tate.

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

The meeting was adjourned at 8:03 PM.

Board of Education
Independent School District 200
Hastings, Minnesota

This is a summary of the Hastings Public Schools Board Meeting on Wednesday, September 23, 2026, with full text available for public inspection on the district's website at www.hastings.k12.mn.us or the district office at 1000 W 11th Street, Hastings, MN 55033.

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

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

Student School Board Representatives Leighton Morgan and Samantha Seaman were sworn to the board, and took their places at the board table.

Consent agenda items approved: Meeting Minutes from 08/24/2026 Regular Board Meeting; August Bills Payable, Approval of Fundraisers; Personnel Report; Approval of Updated Non-Contracted Rates of Pay - Middle School Officials; Procedure for Approval: 806.1PR

Individual action items approved: Amended agenda; 2026 Payable 2027 Max Levy Limitation and Certification Report; School Perceptions Survey Vote to Administer the Survey; School Perceptions as the referendum survey consultant; Investment recommendation; 8th Grade Eagle Bluff field trip; HHS Band Jazz Festival field trip in Appleton, WI; August 2026 Donations Acceptance Resolution

All motions were carried.

The meeting was adjourned at 8:03 PM.

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

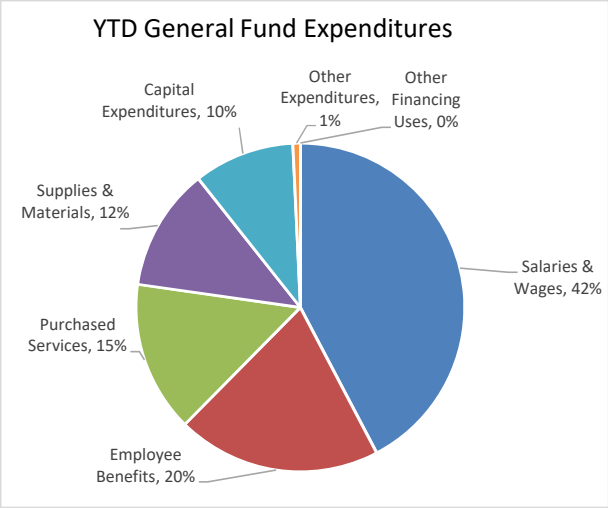
EXPENDITURE TOTALS

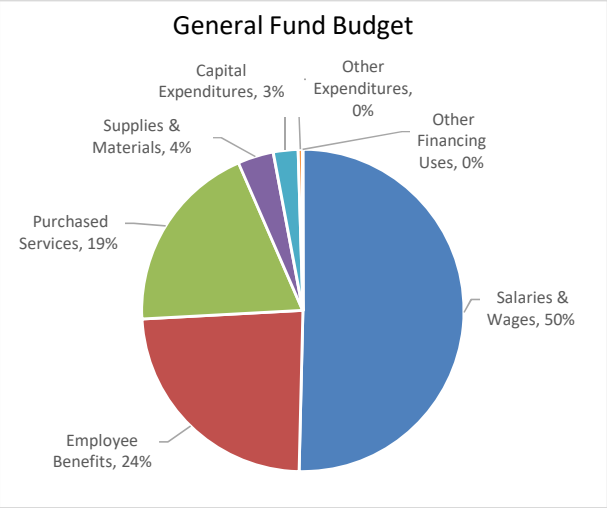
	FY 2027 Budget (ADP)	**Monthly Expenditures	Year-to-Date Expenditures	Remaining Balance	% Spent
General Fund (01)					
100 Salaries & Wages	36,461,671	2,758,015	3,663,955	32,797,716	10%
200 Employee Benefits	17,212,472	1,202,109	1,739,818	15,472,654	10%
300 Purchased Services	13,969,638	383,930	1,285,482	12,684,155	9%
400 Supplies & Materials	2,605,459	230,566	1,046,837	1,558,622	40%
500 Capital Expenditures	1,796,664	202,661	859,913	936,751	48%
800 Other Expenditures	317,331	11,678	62,969	254,362	20%
900 Other Financing Uses	24,011	0	0	24,011	0%
	72,387,245	4,788,959	8,658,974	63,728,271	**12%**
Food Service Fund (02)	3,340,204	235,726	405,440	2,934,764	**12%**
Community Service Fund (04)	2,902,542	256,459	617,536	2,285,006	**21%**
Building Construction Fund (06)	200,000	772	18,454	181,546	**9%**
Debt Service Fund (07)	4,683,100	0	6,150	4,676,950	**0%**
Student Activities Fund (10)	350,000	12,390	25,421	324,579	**7%**
Deferred Accounts-Donations/Misc Fund (11)	775,000	70,195	110,915	664,085	**14%**
Scholarships Fund (12)	160,000	3,500	3,500	156,500	**2%**
Totals	**$84,798,092**	**$5,368,001**	**$9,846,390**	**$74,951,702**	

** 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/September 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	9/1/2026	9/30/2026	1,940,943	Pay dates 9/4 and 9/18
Liability Checks & Wires	9/1/2026	9/30/2026	1,418,335	Bd. Share $451,235
Total			**$3,359,278**	

FINANCE DISBURSEMENTS

Checks & Wires	9/1/2026	9/30/2026	1,161,346
Total			**$1,161,346**

SELF-FUNDED INSURANCE

	Revenue YTD	Expenses YTD	YTD Balance
Dental	175,580	170,061	$5,519
Health	2,391,435	1,876,470	$514,965

HASTINGS PUBLIC SCHOOLS
FY 2026-27 - Budget to Actual Comparison
Month Ended September 30, 2026

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

September 30, 2026

GENERAL FUND DETAILED

REVENUE

REVENUE CATEGORIES	June 30, 2025	June 30, 2026	Adopted Budget FY27	Received YTD	Budget Remaining	September 30, 2026 % of Budget Received	September 30, 2025 % of Actuals Received	September 30, 2024 % of Actuals Received
Property Tax	$ 16,231,220	$ 16,297,928	$ 15,917,955	$ 204,391	$ 15,713,565	1.28%	1.27%	0.99%
Local Revenue (Fees, Interest, Etc.)	$ 2,770,031	$ 2,732,154	$ 2,240,978	$ 486,158	1,754,820	21.69%	27.95%	20.37%
State Revenue	$ 50,104,638	$ 44,113,288	$ 50,282,901	$ 6,315,951	43,966,950	12.56%	12.29%	13.82%
Federal Revenue	$ 1,718,352	$ 1,465,638	$ 1,525,870	$ -	1,525,870	0.00%	0.00%	0.00%
Other Revenue	$ 419,931	$ 2,039	$ -	$ -	0	0.00%	26.98%	0.62%
TOTAL REVENUE	**$ 71,244,171**	**$ 64,611,047**	**$ 69,967,704**	**$ 7,006,500**	**$ 62,961,205**	**10.01%**	**9.89%**	**10.74%**

EXPENDITURES

OBJECT SERIES	June 30, 2025	June 30, 2026	Adopted Budget FY27	Expended YTD	Budget Remaining	September 30, 2026 % of Budget Expended	September 30, 2025 % of Actuals Expended	September 30, 2024 % of Actuals Expended
Salary & Wages	$ 33,704,456	$ 34,084,540	$ 36,461,671	$ 3,663,955	$ 32,797,716	10.05%	10.29%	10.63%
Employee Benefits	$ 14,622,127	$ 15,707,314	$ 17,212,472	$ 1,739,818	15,472,654	10.11%	10.33%	10.96%
Purchased Services	$ 12,271,534	$ 12,955,046	$ 13,969,638	$ 1,285,482	12,684,155	9.20%	10.80%	10.27%
Supplies & Materials	$ 2,967,268	$ 2,618,885	$ 2,605,459	$ 1,046,837	1,558,622	40.18%	45.34%	47.70%
Capital Expenditures	$ 3,060,759	$ 1,385,540	$ 1,796,664	$ 859,913	936,751	47.86%	33.35%	26.93%
Debt Service	$ -	$ -	$ -	$ -	0	0.00%	0.00%	0.00%
Other Expenditures	$ 369,365	$ 148,751	$ 317,331	$ 62,969	254,362	19.84%	46.53%	31.06%
Other Financing Uses	$ 415,282	$ -	$ 24,011	$ -	24,011	0.00%	0.00%	0.00%
TOTAL OBJECT SERIES	**$ 67,410,790**	**$ 66,900,074**	**$ 72,387,245**	**$ 8,658,974**	**$ 63,728,271**	**11.96%**	**12.33%**	**13.06%**

PROGRAM SERIES	June 30, 2025	June 30, 2026	Adopted Budget FY27	Expended YTD	Budget Remaining	September 30, 2026 % of Budget Expended	September 30, 2025 % of Actuals Expended	September 30, 2024 % of Actuals Expended
Administration	$ 2,200,195	$ 2,304,052	$ 2,430,229	$ 548,791	$ 1,881,438	22.58%	23.31%	22.32%
District Support Services	3,159,398	3,219,380	3,726,556	971,858	2,754,698	26.08%	35.45%	30.88%
Elem & Sec Regular Instruction	28,298,454	28,770,285	30,618,777	2,664,300	27,954,477	8.70%	9.22%	11.25%
Career & Tech Instruction	914,579	948,731	1,036,180	75,167	961,013	7.25%	7.79%	8.08%
Special Education Instruction	12,412,034	13,144,783	14,704,842	1,023,196	13,681,646	6.96%	6.99%	7.39%
Instructional Support Services	3,422,621	2,796,554	3,209,367	601,550	2,607,817	18.74%	16.41%	16.72%
Pupil Support Services]	8,677,202	8,770,327	9,223,534	562,920	8,660,614	6.10%	6.59%	4.79%
Site, Building & Equipment	7,887,057	6,493,036	7,012,985	1,833,307	5,179,678	26.14%	22.07%	22.07%
Fiscal & Other Fixed Costs	439,249	452,926	424,775	377,886	46,889	88.96%	99.98%	97.70%
TOTAL PROGRAM SERIES	**$ 67,410,790**	**$ 66,900,074**	**$ 72,387,245**	**$ 8,658,974**	**$ 63,728,271**	**11.96%**	**12.33%**	**13.06%**

HASTINGS PUBLIC SCHOOLS

FY 2026-27 - Budget to Actual Comparison

Month Ended September 30, 2026

HASTINGS PUBLIC SCHOOLS September 30, 2026

FOOD SERVICE DETAILED

REVENUE	June 30, 2025	June 30, 2026	Adopted Budget FY27	Received YTD	Budget Remaining	September 30, 2026 % of Budget Received	September 30, 2025 % Of Actual Received	September 30, 2024 % Of Actual Received
Local Revenue	$ 27,806	$ 9,565	$ 12,000	$ 622	$ 11,378	5.18%	40.10%	0.00%
State Revenue	1,649,423	1,735,495	1,809,807	0	1,809,807	0.00%	0.00%	0.00%
Federal Revenue	1,216,963	1,221,119	1,174,159	0	1,174,159	0.00%	0.00%	0.00%
Sales	322,140	303,342	274,500	82,340	192,160	30.00%	29.07%	31.48%
Other Revenue	0	0	0	0	0	0.00%	0.00%	0.00%
TOTAL REVENUE	**$ 3,216,331**	**$ 3,269,522**	**$ 3,270,466**	**$ 82,961**	**$ 3,187,505**	2.54%	2.81%	3.15%

EXPENDITURES BY OBJECT	June 30, 2025	June 30, 2026	Adopted Budget FY27	Expended YTD	Budget Remaining	September 30, 2026 % of Budget Expended	September 30, 2025 % Of Actual Expended	September 30, 2024 % Of Actual Expended
Salary & Wages	$ 1,129,135	$ 1,214,227	$ 1,250,728	$ 73,659	$ 1,177,069	5.89%	6.18%	5.92%
Employee Benefits	283,604	316,619	322,260	$ 43,634	278,626	13.54%	13.65%	14.81%
Purchased Services	236,103	187,272	142,550	$ 10,780	131,770	7.56%	15.84%	4.82%
Supplies & Materials	1,629,175	1,654,743	1,563,066	$ 244,653	1,318,413	15.65%	15.67%	15.35%
Capital Expenditures	195,862	125,667	60,000	$ 8,573	51,427	14.29%	46.95%	7.93%
Debt Service	0	0	0	$ -	0	0.00%	0.00%	0.00%
Other Expenditures	14,063	1,510	1,600	$ 24,141	(22,541)	1508.79%	49.67%	21.04%
Other Financing Uses	0	0	0	0	0	0.00%	0.00%	0.00%
TOTAL EXPENDITURES	**$ 3,487,942**	**$ 3,500,037**	**$ 3,340,204**	**$ 405,440**	**$ 2,934,764**	**12.14%**	**13.34%**	**11.15%**

HASTINGS PUBLIC SCHOOLS

FY 2026-27 - Budget to Actual Comparison
Month Ended September 30, 2026

HASTINGS PUBLIC SCHOOLS September 30, 2026

COMMUNITY EDUCATION DETAILED

REVENUE	June 30, 2025	June 30, 2026	Adopted Budget FY27	Received YTD	Budget Remaining	September 30, 2026 % of Budget Received	September 30, 2025 % Of Actual Received	September 30, 2024 % Of Actual Received
Property Tax	$ 444,853	$ 439,836	$ 409,398	$ 65,060	$ 344,338	15.89%	16.03%	15.36%
Local Revenue	1,889,634	1,826,576	1,889,929	528,246	1,361,683	27.95%	30.56%	30.56%
General State Revenue	2,881	2,477	3,132	133	2,999	4.26%	7.50%	4.43%
State Support Program	481,515	448,216	535,952	128,504	407,448	23.98%	27.98%	23.78%
Federal Revenue	0	0	0	0	0	0.00%	0.00%	0.00%
Other Revenue	13,608	4,823	26,211	0	26,211	0.00%	0.00%	0.00%
TOTAL REVENUE	**$ 2,832,491**	**$ 2,721,929**	**$ 2,864,622**	**$ 721,943**	**$ 2,142,679**	**25.20%**	**27.71%**	**26.85%**

EXPENDITURES BY OBJECT	June 30, 2025	June 30, 2026	Adopted Budget FY27	Expended YTD	Budget Remaining	September 30, 2026 % of Budget Expended	September 30, 2025 % Of Actual Expended	September 30, 2024 % Of Actual Expended
Salary & Wages	$ 1,773,618	$ 1,715,728	$ 1,789,315	$ 399,507	$ 1,389,807	22.33%	20.40%	21.68%
Employee Benefits	632,360	584,598	623,263	$ 112,591	510,672	18.06%	15.42%	21.79%
Purchased Services	370,076	350,386	359,510	$ 84,077	275,433	23.39%	31.86%	27.79%
Supplies & Materials	97,351	103,126	107,206	$ 20,113	87,093	18.76%	11.19%	21.02%
Capital Expenditures	4,103	1,733	2,101	$ 449	1,652	21.38%	12.85%	36.68%
Debt Service	0	0	0	$ -	0	0.00%	0.00%	0.00%
Other Expenditures	67,063	14,025	21,148	$ 799	20,349	3.78%	1.37%	15.52%
Other Financing Uses	0	0	0	0	0	0.00%	0.00%	0.00%
TOTAL EXPENDITURES	**$ 2,944,570**	**$ 2,769,595**	**$ 2,902,542**	**$ 617,536**	**$ 2,285,006**	**21.28%**	**20.02%**	**22.33%**

ELECTRONIC FUND TRANSFERS

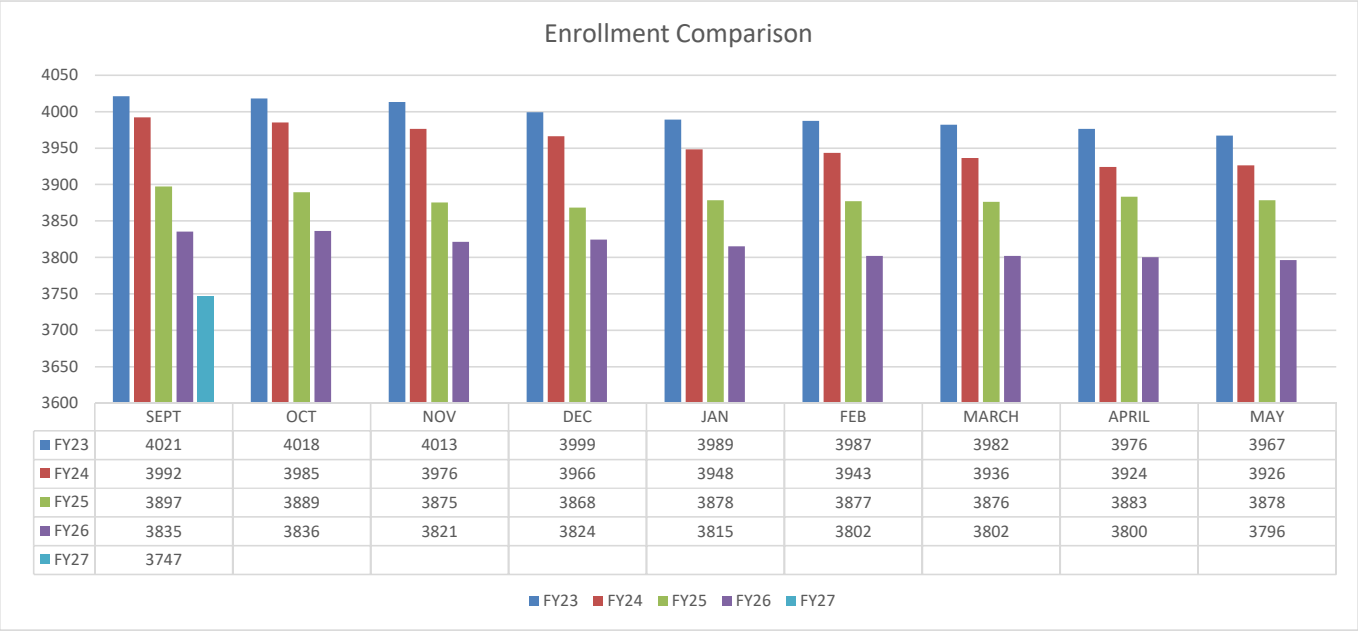
Date	From	To	Amount	Description
9/2/2026	MSDLAF General	MSDLAF Dental Self Funded	24,145.53	Dental Insurance
9/4/2026	Merchants Bank	MSDLAF General	50,000.00	Local Receipts
9/4/2026	MSDLAF General	MSDLAF Health Self Funded	27,251.16	Health Insurance
9/4/2026	MSDLAF General	MSDLAF Payroll	1,660,528.47	Payroll
9/4/2026	MSDLAF General	MSDLAF Flex	20,883.98	Payroll
9/4/2026	MSDLAF General	MSDLAF AP	34,288.94	Accounts Payable
9/4/2026	MSDLAF General	MSDLAF Payroll	511.99	Payroll
9/8/2026	MSDLAF General	MSDLAF AP	2,104.25	Accounts Payable
9/10/2026	MSDLAF General	MSDLAF Health Self Funded	209,094.06	Health Insurance
9/11/2026	MSDLAF General	MSDLAF AP	34,833.77	Accounts Payable
9/11/2026	MSDLAF General	MSDLAF AP	39,016.03	Accounts Payable
9/14/2026	Merchants Bank	MSDLAF General	50,000.00	Local Receipts
9/14/2026	MSDLAF General	Vermillion Bank	5,742.82	Local Receipts
9/16/2026	MSDLAF General	MSDLAF AP	556,513.30	Accounts Payable
9/18/2026	MSDLAF General	MSDLAF AP	9,452.58	Accounts Payable
9/18/2026	MSDLAF General	MSDLAF Payroll	1,717,799.80	Payroll
9/18/2026	MSDLAF General	MSDLAF Flex	21,081.04	Payroll
9/18/2026	MSDLAF General	MSDLAF Health Self Funded	27,384.49	Health Insurance
9/21/2026	Merchants Bank	MSDLAF General	50,000.00	Local Receipts
9/25/2026	MSDLAF General	MSDLAF AP	47,734.74	Accounts Payable
9/28/2026	Merchants Bank	MSDLAF General	50,000.00	Local Receipts
9/30/2026	MSDLAF Dental Self Funded	MSDLAF DentalMAX Self Funded	300,000.00	Exchange
9/30/2026	MSDLAF General	MSDLAF Payroll	6,212.87	Payroll
9/30/2026	MSDLAF General	MSDLAF AP	14,149.63	Accounts Payable
9/30/2026	MSDLAF General	MSDLAF Scholarship	7,579.00	Local Receipts
9/30/2026	MSDLAF General	MSDLAF AP	414,476.89	Accounts Payable
			$5,380,785.34	

ENROLLMENT

GRADE	COUNT
K	236
1	259
2	260
3	253
4	276
5	293
6	297
7	282
8	298
9	332
10	327
11	300
12	334
	3747

SCHOOL	COUNT
ALP	50
High School	1243
Middle School	1170
Kennedy Elementary	419
Pinecrest Elementary	403
McAuliffe Elementary	462
	3747

Elementary	1284
Middle School	1170
High School/ALP	1293
Total District	**3747**



	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY
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
FY27	3747								

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, 2027
Current Statement as of 9/30/2026

Crs Code	Activity Account	Balance 7/1/2026	Receipts	Disbursements	Subtotal (Less Interest)	Interest Earned	Balance 9/30/2026
601	Art Club	**365.32**	0.00	0.00	365.32	3.0129	**368.33**
608	AVID	**51.50**	0.00	0.00	51.50	0.4247	**51.92**
602	Band	**2,480.88**	1,326.76	0.00	3,807.64	28.9089	**3,836.55**
605	Basketball - Boys	**4,353.22**	0.00	0.00	4,353.22	35.9026	**4,389.12**
609	Choir Tour	**308.15**	0.00	0.00	308.15	2.5414	**310.69**
610	Cross Country Running	**270.67**	0.00	0.00	270.67	2.2323	**272.90**
613	Fellowship Christian Athletes (FCA)	**3,594.02**	0.00	258.71	3,335.31	27.9999	**3,363.31**
615	Gymnastics	**5,198.81**	0.00	0.00	5,198.81	42.8765	**5,241.69**
616	French Honor Society (FHS)	**1,859.24**	0.00	0.00	1,859.24	15.3338	**1,874.57**
622	Marching Band	**21,605.16**	19,520.43	15,855.66	25,269.93	203.0910	**25,473.02**
675	**INTEREST EARNED**	**0.00**	940.05	0.00	**940.05**	-	**0.00**
623	National Honor Society (NHS)	**3,027.60**	0.00	0.00	3,027.60	24.9697	**3,052.57**
625	Nordic Skiing	**1,869.17**	0.00	0.00	1,869.17	15.4157	**1,884.59**
626	Orchestra	**188.00**	0.00	0.00	188.00	1.5505	**189.55**
618	Peer Helpers	**153.48**	0.00	0.00	153.48	1.2658	**154.75**
632	Show Choir	**4,435.85**	0.00	84.88	4,350.97	35.9379	**4,386.91**
647	Spanish Club	**5,467.80**	0.00	0.00	5,467.80	45.0949	**5,512.89**
650	Student Council	**35,168.61**	0.00	6,800.00	28,368.61	246.9083	**28,615.52**
652	Tennis - Boys	**3,456.91**	0.00	862.22	2,594.69	21.9464	**2,616.64**
653	Tennis - Girls	**20.18**	3,586.64	1,559.31	2,047.51	14.3603	**2,061.87**
655	Thespians	**314.34**	0.00	0.00	314.34	2.5925	**316.93**
656	Track	**12,723.33**	0.00	0.00	12,723.33	104.9339	**12,828.26**
654	Ultimate Frisbee	**949.82**	0.00	0.00	949.82	7.8335	**957.65**
665	Middle School Yearbook	**689.44**	0.00	0.00	689.44	5.6861	**695.13**
666	Middle School Student Council	**5,969.22**	0.00	0.00	5,969.22	49.2303	**6,018.45**
		114,520.72	**25,373.88**	**25,420.78**	**114,473.82**	**940.0500**	**114,473.82**

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

September 2026 Investment Reconciliation - %-104-%

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	BALANCE END OF MONTH
GENERAL FUND - 01	34,000,000.00	912,000.00	0.00	34,912,000.00
SCHOLARSHIP FUND - 12	10,000.00	0.00	0.00	10,000.00
DENTAL SELF FUNDED - 20	488,000.00	0.00	0.00	488,000.00
HEALTH SELF FUNDED - 21	2,000,000.00	476,000.00	0.00	2,476,000.00
TOTALS	36,498,000.00	1,388,000.00	0.00	**37,886,000.00**

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	912,000.00	0.00	912,000.00
Term - MSDLAF - General	34,000,000.00	0.00	34,000,000.00
Scholarship CD	10,000.00	0.00	10,000.00
Certificates of Deposit - MSDLAF - Dental	488,000.00	0.00	488,000.00
Certificates of Deposit - MSDLAF - Health	476,000.00	0.00	476,000.00
Term - MSDLAF - Health	2,000,000.00	0.00	2,000,000.00
TREASURER'S BALANCE	37,886,000.00	0.00	**37,886,000.00**

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

September 2026 Bank Reconciliation

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	JOURNAL ENTRIES	BALANCE END OF MONTH
GENERAL FUND- 01	8,516,103.27	4,734,470.53	(2,348,417.37)	(3,429,498.27)	7,472,658.16
FOOD SERVICE FUND - 02	267,538.02	36,226.40	(161,637.48)	(74,237.77)	67,889.17
COMMUNITY ED - 04	656,482.29	281,665.07	(43,047.07)	(214,533.04)	680,567.25
BUILDING CONSTRUCTION - 06	311,478.99	941.91	(771.99)	0.00	311,648.91
DEBT REDEMPTION - 07	4,624,437.22	42,445.59	0.00	3,312.52	4,670,195.33
STUDENT ACTIVITY FUND -10	119,325.64	7,538.31	(12,390.13)	0.00	114,473.82
DEFERRED ACCOUNTS - 11	548,977.76	78,865.05	(70,042.07)	400.82	558,201.56
SCHOLARSHIP - 12	331,574.37	8,580.55	(3,500.00)	0.00	336,654.92
DENTAL SELF FUNDED - 20	1,076,758.27	3,136.86	(44,301.40)	50,879.32	1,086,473.05
HEALTH SELF FUNDED -21	3,006,177.94	7,364.37	(750,511.64)	334,396.41	2,597,427.08
OPEB PERA/CE TRUST - 45	6,336,119.18	0.00	0.00	21,718.04	6,357,837.22
TOTALS	25,794,972.95	5,201,234.64	(3,434,619.15)	(3,307,561.97)	**24,254,026.47**

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	68,985.19	0.00	0.00	46.50	69,031.69
MSDLAF AP	532,885.37	(431,688.24)	0.00	799.00	101,996.13
MSDLAF Payroll	183,874.03	(15,627.45)	0.00	0.00	168,246.58
MSDLAF Scholarship	337,654.92	(1,000.00)	0.00	0.00	336,654.92
MSDLAF General	12,770,651.67	0.00	10,238.00	0.00	12,780,889.67
MSDLAF Flex	15,838.72	(2,781.96)	0.00	0.00	13,056.76
MSDLAF Dental Self Funded	1,030,318.17	0.00	0.00	0.00	1,030,318.17
MSDLAF Health Self Funded	1,806,178.40	0.00	0.00	0.00	1,806,178.40
MSDLAF Bond Proceeds	311,648.91	0.00	0.00	0.00	311,648.91
Vermillion Bank	113,404.48	(725.75)	0.00	0.00	112,678.73
OPEB PERA/CE Trust Account	7,523,326.51	0.00	0.00	0.00	7,523,326.51
TREASURER'S BALANCE	24,694,766.37	(451,823.40)	10,238.00	845.50	**24,254,026.47**

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	P702MB	115893		Wire	1	10229		MERCHANTS BANK FEES		No	Yes	No	09/10/2026	28.58
												Bank Total:		$28.58
USAP	P702A	115917		Wire	1	11387		AMAZON CAPITAL SERVICES, INC		No	Yes	No	09/11/2026	38,821.66
USAP	P70315	116015		Wire	1	10920		AFFINETY - MERCH BANK FEES (WIRE)		No	Yes	No	09/15/2026	7,042.43
USAP	P70315	116016		Wire	1	11575		ARBITERSPORTS LLC - WIRE		No	Yes	No	09/15/2026	20,000.00
USAP	P70315	116017		Wire	1	2976		SALES TAX (MN DEPT REVENUE)		No	Yes	No	09/15/2026	5,093.00
USAP	P702U	116054		Wire	1	12367		US BANK ONE CARD		No	Yes	No	09/25/2026	13,890.92
USAP	P70330	116145		Wire	1	3167		MSDLAF BANK FEES		No	Yes	No	09/30/2026	269.87
USAP	P61115	114779	840852	Check	1	12348		HAMMER, JACOB		Yes	Yes	Yes	09/18/2026	(149.99)
USAP	P70301	115863	841700	Check	1	11213		ANDERSON, ERIN		Yes	Yes	No	09/04/2026	79.65
USAP	P70301	115864	841701	Check	1	11558		BATAGLIA, KATHERINE		Yes	Yes	No	09/04/2026	132.54
USAP	P70301	115868	841702	Check	1	12393		CINDRA KAMPHOFF		Yes	Yes	No	09/04/2026	1,799.00
USAP	P70301	115866	841703	Check	1	1235		CITY OF HASTINGS		Yes	Yes	No	09/04/2026	17,517.37
USAP	P70301	115877	841704	Check	1	9329		HOMETOWN ACE HARDWARE		Yes	Yes	No	09/04/2026	305.25
USAP	P70301	115870	841705	Check	1	1660		INSTITUTE FOR ENVIRONMENTAL ASS		Yes	Yes	No	09/04/2026	3,533.97
USAP	P70301	115865	841706	Check	1	11726		JOHNSON, STEFANIE		Yes	Yes	No	09/04/2026	3.95
USAP	P70301	115876	841707	Check	1	3071		KENNEDY PETTY CASH ACCOUNT		Yes	Yes	No	09/04/2026	500.00
USAP	P70301	115871	841708	Check	1	1977		MINNESOTA COACHES LLC		Yes	Yes	No	09/04/2026	1,272.46
USAP	P70301	115872	841709	Check	1	2146		ORKIN PEST CONTROL INC.		Yes	Yes	No	09/04/2026	387.25
USAP	P70301	115873	841710	Check	1	2275		RENT & SAVE		Yes	Yes	No	09/04/2026	785.55
USAP	P70301	115875	841711	Check	1	2819		REPUBLIC SERVICES #923		Yes	Yes	No	09/04/2026	7,757.06
USAP	P70301	115874	841712	Check	1	2352	R2	SCHOOL HEALTH CORPORATION		Yes	Yes	No	09/04/2026	1,962.70
USAP	P70301	115878	841713	Check	1	9423		SMILEY, MICHAEL		Yes	Yes	No	09/04/2026	33.68
USAP	P70301	115867	841714	Check	1	12376	R29	STEFANIE STORBY		Yes	Yes	No	09/04/2026	172.76
USAP	P70301	115869	841715	Check	1	12394		UWEC BANDS		Yes	Yes	No	09/04/2026	150.00
USAP	P70302	115906	841716	Check	1	7120	R2	BSN SPORTS LLC		Yes	Yes	No	09/11/2026	2,704.44
USAP	P70302	115898	841717	Check	1	12240		CHARMTECH LABS LLC		Yes	Yes	No	09/11/2026	10,975.00
USAP	P70302	115903	841718	Check	1	3055		CONTINENTAL CLAY COMPANY		Yes	Yes	No	09/11/2026	86.22
USAP	P70302	115895	841719	Check	1	11483		DORAN, SCOTT		Yes	Yes	No	09/11/2026	168.40
USAP	P70302	115899	841720	Check	1	12384		FRATTALLONES HARDWARE & GARDE		Yes	Yes	No	09/11/2026	624.85
USAP	P70302	115902	841721	Check	1	3030		GROTH MUSIC		Yes	Yes	No	09/11/2026	1,800.00
USAP	P70302	115904	841722	Check	1	4980		HANSON, TRENT		Yes	Yes	No	09/11/2026	265.30
USAP	P70302	115896	841723	Check	1	11895		KRUSEMARK, GRINNELL & ASSOCIATE		Yes	Yes	No	09/11/2026	150.00
USAP	P70302	115907	841724	Check	1	8342		M JUDGE ELECTRIC LLC		Yes	Yes	No	09/11/2026	991.00
USAP	P70302	115910	841725	Check	1	9785		MAJCHRZAK, SANDY		Yes	No	No	09/11/2026	106.28
USAP	P70302	115905	841726	Check	1	6643		MATZEK, KATIE		Yes	Yes	No	09/11/2026	191.62
USAP	P70302	115900	841727	Check	1	1919	R01	MCGRAW HILL		Yes	Yes	No	09/11/2026	4,392.93

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	P70302	115901	841728	Check	1	1977		MINNESOTA COACHES LLC		Yes	Yes	No	09/11/2026	11,380.80
USAP	P70302	115897	841729	Check	1	12175	R1	PEARSON EDUCATION INC		Yes	Yes	No	09/11/2026	1,237.50
USAP	P70302	115911	841730	Check	1	9923		RUNSEWE, TRACY		Yes	Yes	No	09/11/2026	140.46
USAP	P70302	115909	841731	Check	1	9479	R1	SAF-GARD SAFETY SHOE CO		Yes	Yes	No	09/11/2026	84.99
USAP	P70302	115894	841732	Check	1	10513		VOGE, BRENDA		Yes	Yes	No	09/11/2026	113.00
USAP	P70302	115908	841733	Check	1	9347		WAAGE, CHRISTIAN		Yes	Yes	No	09/11/2026	219.98
USAP	P70315	116002	841734	Check	1	8685		APPLE VALLEY HS VOLLEYBALL BOOS		Yes	Yes	No	09/15/2026	325.00
USAP	P70315	115925	841735	Check	1	10919	R1	ARVIG		Yes	Yes	No	09/15/2026	1,255.95
USAP	P70315	115988	841736	Check	1	6190	R3	AVIBEN LLC		Yes	Yes	No	09/15/2026	583.87
USAP	P70315	115923	841737	Check	1	10641		BAYCOM INC		Yes	Yes	No	09/15/2026	437.00
USAP	P70315	115999	841738	Check	1	8057		BFG SUPPLY CO		Yes	Yes	No	09/15/2026	471.16
USAP	P70315	115934	841739	Check	1	1156		BIX PRODUCE COMPANY LLC		Yes	Yes	No	09/15/2026	2,261.34
USAP	P70315	115932	841740	Check	1	11486	R1	BOELTER		Yes	Yes	No	09/15/2026	2,644.56
USAP	P70315	115946	841741	Check	1	12222	R1	BROOKAIRE COMPANY LLC		Yes	Yes	No	09/15/2026	1,823.78
USAP	P70315	115992	841742	Check	1	7120	R2	BSN SPORTS LLC		Yes	Yes	No	09/15/2026	624.98
USAP	P70315	116001	841743	Check	1	8681		CANVAS HEALTH		Yes	Yes	No	09/15/2026	5,421.67
USAP	P70315	115952	841744	Check	1	12378		CAPITAL MASONRY RESTORATION LLC		Yes	Yes	No	09/15/2026	83,285.00
USAP	P70315	115945	841745	Check	1	1214		CDW GOVERNMENT		Yes	Yes	No	09/15/2026	47,850.80
USAP	P70315	115955	841746	Check	1	12401		CEDAR CREEK AUTOMATION LLC		Yes	Yes	No	09/15/2026	450.00
USAP	P70315	115987	841747	Check	1	5986	R2	CENGAGE LEARNING		Yes	Yes	No	09/15/2026	15,120.00
USAP	P70315	115997	841748	Check	1	7911		CENTURYLINK		Yes	Yes	No	09/15/2026	80.52
USAP	P70315	115929	841749	Check	1	11236		CHORDS AND BOARDS LLC		Yes	Yes	No	09/15/2026	625.00
USAP	P70315	115951	841750	Check	1	1235		CITY OF HASTINGS		Yes	Yes	No	09/15/2026	5,276.82
USAP	P70315	115941	841751	Check	1	12002		COLUMN SOFTWARE PBC		Yes	Yes	No	09/15/2026	146.91
USAP	P70315	115956	841752	Check	1	1251		COMMERCIAL KITCHEN SERVICES		Yes	Yes	No	09/15/2026	655.00
USAP	P70315	115924	841753	Check	1	10730		COMMUNITIES IN SCHOOLS OF THE T\		Yes	Yes	No	09/15/2026	16,250.00
USAP	P70315	115949	841754	Check	1	12310		COMPASS GROUP/CANTEEN		Yes	Yes	No	09/15/2026	165.72
USAP	P70315	115957	841755	Check	1	1257		COMPUTER INTEGRATION TECHNOLO		Yes	Yes	No	09/15/2026	2,531.86
USAP	P70315	115990	841756	Check	1	6745		CULLIGAN OF STILLWATER		Yes	Yes	No	09/15/2026	378.00
USAP	P70315	115933	841757	Check	1	11555		CUSTOM COMMUNICATIONS INC		Yes	Yes	No	09/15/2026	5,157.39
USAP	P70315	116005	841758	Check	1	8840		DEFINITIVE TECHNOLOGY SOLUTIONS		Yes	Yes	No	09/15/2026	1,522.37
USAP	P70315	116006	841759	Check	1	8840	R2	DEFINITIVE TECHNOLOGY SOLUTIONS		Yes	Yes	No	09/15/2026	220.13
USAP	P70315	115958	841760	Check	1	1319		DEMCO		Yes	Yes	No	09/15/2026	256.08
USAP	P70315	115921	841761	Check	1	10467		EAGAN PARKS & RECREATION		Yes	Yes	No	09/15/2026	1,254.00
USAP	P70315	115994	841762	Check	1	7637		EAST RIDGE HIGH SCHOOL		Yes	No	No	09/15/2026	335.00
USAP	P70315	116003	841763	Check	1	8731		EDEN PRAIRIE HIGH SCHOOL		Yes	No	No	09/15/2026	500.00
USAP	P70315	115940	841764	Check	1	11984	R2	ENGINEERED FLOORS LLC		Yes	Yes	No	09/15/2026	52,350.13
USAP	P70315	115986	841765	Check	1	5479		ESTR PUBLICATIONS		Yes	No	No	09/15/2026	91.40

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	P70315	115922	841766	Check	1	10572		GENESIS TECHNOLOGIES, INC		Yes	Yes	No	09/15/2026	2,500.00
USAP	P70315	116013	841767	Check	1	9863	R2	GENUINE PARTS COMPANY		Yes	Yes	No	09/15/2026	32.00
USAP	P70315	115959	841768	Check	1	1482		GRAINGER, W.W..		Yes	Yes	No	09/15/2026	13,149.02
USAP	P70315	115960	841769	Check	1	1483		GRAPHIC DESIGN INC		Yes	Yes	No	09/15/2026	8,276.00
USAP	P70315	115979	841770	Check	1	3030		GROTH MUSIC		Yes	Yes	No	09/15/2026	2,000.00
USAP	P70315	115953	841771	Check	1	12385		HAMERNICKS FLOORING SOLUTIONS		Yes	Yes	No	09/15/2026	1,169.00
USAP	P70315	115962	841772	Check	1	1582	R2	HILLYARD INC-MINNEAPOLIS		Yes	Yes	No	09/15/2026	528.25
USAP	P70315	115930	841773	Check	1	11239	R1	HLS OUTDOOR		Yes	Yes	No	09/15/2026	3,835.83
USAP	P70315	116009	841774	Check	1	9329		HOMETOWN ACE HARDWARE		Yes	No	No	09/15/2026	120.90
USAP	P70315	115993	841775	Check	1	7323	R1	HOUGHTON MIFFLIN HARCOURT		Yes	Yes	No	09/15/2026	1,443.70
USAP	P70315	115939	841776	Check	1	11943	R1	IMPERIAL BRADY		Yes	Yes	No	09/15/2026	5,929.97
USAP	P70315	115919	841777	Check	1	1629		IND. SCHOOL DIST 15		Yes	Yes	No	09/15/2026	30,127.95
USAP	P70315	115963	841778	Check	1	1654		INDUSTRIAL APPRAISAL COMPANY		Yes	Yes	No	09/15/2026	645.00
USAP	P70315	115995	841779	Check	1	7721	R3	INNOVATIVE OFFICE SOLUTIONS		Yes	Yes	No	09/15/2026	10,529.10
USAP	P70315	115964	841780	Check	1	1679	R1	J.W. PEPPER & SON INC		Yes	Yes	No	09/15/2026	367.49
USAP	P70315	115944	841781	Check	1	12120		KELLY SERVICES		Yes	Yes	No	09/15/2026	2,532.32
USAP	P70315	115989	841782	Check	1	6681		KENNEDY & GRAVEN, CHARTERED		Yes	Yes	No	09/15/2026	4,744.50
USAP	P70315	115991	841783	Check	1	6786		KOEHLER & DRAMM		Yes	Yes	No	09/15/2026	177.45
USAP	P70315	116011	841784	Check	1	9459	R1	KONICA MINOLTA/LOFFLER		Yes	Yes	No	09/15/2026	2,054.00
USAP	P70315	115931	841785	Check	1	11261	R2	LAFORCE LLC		Yes	Yes	No	09/15/2026	5,500.00
USAP	P70315	115982	841786	Check	1	4233		LAKEVILLE NORTH HIGH SCHOOL		Yes	No	No	09/15/2026	225.00
USAP	P70315	115942	841787	Check	1	12070		LB CARLSON LLP		Yes	Yes	No	09/15/2026	2,520.00
USAP	P70315	116012	841788	Check	1	9776	R1	LOFFLER COMPANIES		Yes	Yes	No	09/15/2026	2,483.68
USAP	P70315	116000	841789	Check	1	8342		M JUDGE ELECTRIC LLC		Yes	Yes	No	09/15/2026	3,253.00
USAP	P70315	115965	841790	Check	1	1890	R2	MASA (MN ASSN OF SCHOOL ADMIN)		Yes	No	No	09/15/2026	1,200.00
USAP	P70315	115966	841791	Check	1	1891		MASBO		Yes	Yes	No	09/15/2026	119.00
USAP	P70315	115980	841792	Check	1	3120		MASE		Yes	Yes	No	09/15/2026	1,197.00
USAP	P70315	115967	841793	Check	1	1942		MENARDS		Yes	Yes	No	09/15/2026	528.73
USAP	P70315	116007	841794	Check	1	9051		MERIDIAN CONSULTING GROUP		Yes	Yes	No	09/15/2026	1,195.00
USAP	P70315	115937	841795	Check	1	11748		MINNDEPENDENT		Yes	Yes	No	09/15/2026	135.00
USAP	P70315	115968	841796	Check	1	1977		MINNESOTA COACHES LLC		Yes	Yes	No	09/15/2026	771.00
USAP	P70315	115969	841797	Check	1	1988		MINNESOTA HISTORICAL SOCIETY		Yes	Yes	No	09/15/2026	5,600.00
USAP	P70315	115970	841798	Check	1	1999		MN STATE HIGH SCHOOL LEAGUE		Yes	Yes	No	09/15/2026	5,957.00
USAP	P70315	115996	841799	Check	1	7883	R1	NAC MECHANICAL & ELECTRICAL SER		Yes	Yes	No	09/15/2026	990.00
USAP	P70315	115950	841800	Check	1	12313	R1	PACIFIC ONESOURCE INC		Yes	Yes	No	09/15/2026	19,015.00
USAP	P70315	115971	841801	Check	1	2163	R1	PAN-O-GOLD BAKING CO		Yes	Yes	No	09/15/2026	1,163.71
USAP	P70315	115926	841802	Check	1	11186	R2	PERFORMANCE FOOD SERVICE		Yes	Yes	No	09/15/2026	4,197.01
USAP	P70315	115920	841803	Check	1	10357		PETTY CASH - SPECIAL SERVICES		Yes	Yes	No	09/15/2026	25.00

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
USAP	P70315	115973	841804	Check	1	2477		PHOENIX SCHOOL COUNSELING		Yes	Yes	No	09/15/2026	3,892.46
USAP	P70315	115936	841805	Check	1	11740		PRAIRIE FARMS - WOODBURY, MN		Yes	No	No	09/15/2026	7,693.37
USAP	P70315	115935	841806	Check	1	11602		PRO-TEC DESIGN, INC.		Yes	Yes	No	09/15/2026	975.75
USAP	P70315	116010	841807	Check	1	9371		PTACEK'S IGA		Yes	Yes	No	09/15/2026	291.64
USAP	P70315	116004	841808	Check	1	8834	R1	RAPTOR		Yes	Yes	No	09/15/2026	13,581.26
USAP	P70315	115947	841809	Check	1	12224		RAWAY, JASON		Yes	Yes	No	09/15/2026	247.49
USAP	P70315	115998	841810	Check	1	7918		RIESTER REFRIGERATION		Yes	Yes	No	09/15/2026	1,335.00
USAP	P70315	115938	841811	Check	1	11850		RIGHT-WAY CAULKING, INC		Yes	Yes	No	09/15/2026	32,504.00
USAP	P70315	115978	841812	Check	1	2850	R1	SCHOOL SPECIALTY		Yes	Yes	No	09/15/2026	916.44
USAP	P70315	115928	841813	Check	1	11196	R1	SHRED IT USA - C/O STERICYCLE INC.		Yes	Yes	No	09/15/2026	115.45
USAP	P70315	115972	841814	Check	1	2465		STATE SUPPLY CO INC		Yes	Yes	No	09/15/2026	957.33
USAP	P70315	115983	841815	Check	1	4405	R1	STEP SAVER INC		Yes	Yes	No	09/15/2026	229.62
USAP	P70315	116014	841816	Check	1	9886	R2	STERICYCLE INC		Yes	Yes	No	09/15/2026	210.80
USAP	P70315	115985	841817	Check	1	5445	r2	SUMMIT FIRE PROTECTION		Yes	Yes	No	09/15/2026	327.00
USAP	P70315	115984	841818	Check	1	4836	R2	TEACHING STRATEGIES LLC		Yes	Yes	No	09/15/2026	4,185.00
USAP	P70315	115961	841819	Check	1	1575		TESSIER-MORSE, HAILEN		Yes	Yes	No	09/15/2026	127.89
USAP	P70315	115974	841820	Check	1	2546		TK ELEVATOR CORPORATION		Yes	Yes	No	09/15/2026	648.09
USAP	P70315	115975	841821	Check	1	2548	R1	T-MOBILE		Yes	Yes	No	09/15/2026	260.00
USAP	P70315	115976	841822	Check	1	2559		TRIO SUPPLY		Yes	Yes	No	09/15/2026	1,720.18
USAP	P70315	115954	841823	Check	1	12391		TRUE NORTH WATER TREATMENT		Yes	Yes	No	09/15/2026	15,746.00
USAP	P70315	115943	841824	Check	1	12111	R1	UNITED REFRIGERATION INC		Yes	Yes	No	09/15/2026	747.00
USAP	P70315	116008	841825	Check	1	9141		UNIVERSITY OF OREGON		Yes	Yes	No	09/15/2026	500.00
USAP	P70315	115981	841826	Check	1	3277		UPPER LAKES FOODS, INC		Yes	Yes	No	09/15/2026	44,934.13
USAP	P70315	115927	841827	Check	1	11187	R1	VISTAR		Yes	Yes	No	09/15/2026	2,285.36
USAP	P70315	115948	841828	Check	1	12308		WHISPERS OF LIFE DOULA LLC		Yes	Yes	No	09/15/2026	46.89
USAP	P70315	115977	841829	Check	1	2645		WHISTLING WELL FARM		Yes	No	No	09/15/2026	1,612.00
USAP	P70303	116027	841830	Check	1	12404		AMERICAN ACCOUNTS & ADVISERS		Yes	Yes	No	09/18/2026	210.00
USAP	P70303	116025	841831	Check	1	12228		BPAM		Yes	No	No	09/18/2026	350.00
USAP	P70303	116026	841832	Check	1	12348		HAMMER, JACOB		Yes	No	No	09/18/2026	149.99
USAP	P70303	116023	841833	Check	1	11750		HERMANSON, SAMANTHA		Yes	No	No	09/18/2026	6.68
USAP	P70303	116024	841834	Check	1	12120		KELLY SERVICES		Yes	Yes	No	09/18/2026	8,885.90
USAP	P70304	116055	841835	Check	1	10164		ADDYMAN, SCOTT D		Yes	No	No	09/25/2026	27.59
USAP	P70304	116063	841836	Check	1	12405		BEYOND THE NOTES MUSIC FESTIVAL		Yes	No	No	09/25/2026	650.00
USAP	P70304	116057	841837	Check	1	11180	R1	HUDL		Yes	Yes	No	09/25/2026	44,500.00
USAP	P70304	116060	841838	Check	1	12284		IDEAL ENERGIES SOLAR LEASING 202		Yes	No	No	09/25/2026	2,228.80
USAP	P70304	116059	841839	Check	1	12020		KUMMER, JUSTIN		Yes	No	No	09/25/2026	42.56
USAP	P70304	116056	841840	Check	1	10832		LIKES, CASEY		Yes	No	No	09/25/2026	17.32
USAP	P70304	116065	841841	Check	1	1975		MINNESOTA CHILDREN'S MUSEUM		Yes	No	No	09/25/2026	130.00

HASTINGS PUBLIC SCHOOLS

Payment Reg by Bank and Check

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USAP	P70304	116058	841842	Check	1	11590		NELSON, TARA		Yes	Yes	No	09/25/2026	64.90
USAP	P70304	116061	841843	Check	1	12376	R30	NICOLE DENOYER		Yes	No	No	09/25/2026	40.00
USAP	P70304	116064	841844	Check	1	12407		SPARKS, MARK		Yes	No	No	09/25/2026	10.87
USAP	P70304	116062	841845	Check	1	12376	R31	STEPHEN KING		Yes	Yes	No	09/25/2026	22.70
USAP	P70330	116127	841846	Check	1	5098		ADVANCED SPORTSWEAR		Yes	No	No	09/30/2026	1,241.00
USAP	P70330	116071	841847	Check	1	10630		ALL STRINGS ATTACHED		Yes	No	No	09/30/2026	1,482.49
USAP	P70330	116090	841848	Check	1	11772		AMY BROWN COUNSELING SERVICES		Yes	No	No	09/30/2026	5,000.00
USAP	P70330	116072	841849	Check	1	10641		BAYCOM INC		Yes	No	No	09/30/2026	456.00
USAP	P70330	116085	841850	Check	1	11580		BEN BROUWER PIANO CARE		Yes	No	No	09/30/2026	180.00
USAP	P70330	116084	841851	Check	1	1156		BIX PRODUCE COMPANY LLC		Yes	No	No	09/30/2026	1,732.70
USAP	P70330	116125	841852	Check	1	4426		BLICK ART MATERIALS		Yes	No	No	09/30/2026	154.56
USAP	P70330	116082	841853	Check	1	11486	R1	BOELTER		Yes	No	No	09/30/2026	1,350.87
USAP	P70330	116132	841854	Check	1	7120	R2	BSN SPORTS LLC		Yes	No	No	09/30/2026	4,998.49
USAP	P70330	116124	841855	Check	1	3748		CENTERPOINT ENERGY		Yes	No	No	09/30/2026	1,268.10
USAP	P70330	116133	841856	Check	1	7295		CENTURYLINK		Yes	No	No	09/30/2026	172.33
USAP	P70330	116135	841857	Check	1	7332		CENTURYLINK		Yes	No	No	09/30/2026	3,848.42
USAP	P70330	116104	841858	Check	1	1251		COMMERCIAL KITCHEN SERVICES		Yes	No	No	09/30/2026	2,265.81
USAP	P70330	116089	841859	Check	1	11763	R1	COSTELLO SAFETY LLC		Yes	No	No	09/30/2026	500.00
USAP	P70330	116083	841860	Check	1	11555		CUSTOM COMMUNICATIONS INC		Yes	No	No	09/30/2026	585.00
USAP	P70330	116142	841861	Check	1	8840		DEFINITIVE TECHNOLOGY SOLUTIONS		Yes	No	No	09/30/2026	205.97
USAP	P70330	116105	841862	Check	1	1319		DEMCO		Yes	No	No	09/30/2026	344.26
USAP	P70330	116077	841863	Check	1	10860		DEPARTMENT OF TRANSPORTATION		Yes	No	No	09/30/2026	743.25
USAP	P70330	116140	841864	Check	1	8663		DEPT OF THE TREASURY		Yes	No	No	09/30/2026	391.23
USAP	P70330	116102	841865	Check	1	12399		FORK FARMS LLC		Yes	No	No	09/30/2026	5,000.00
USAP	P70330	116069	841866	Check	1	10197		FRONTIER ERA TRADE GOODS		Yes	No	No	09/30/2026	518.08
USAP	P70330	116143	841867	Check	1	9863	R2	GENUINE PARTS COMPANY		Yes	No	No	09/30/2026	39.56
USAP	P70330	116107	841868	Check	1	1482		GRAINGER, W.W..		Yes	No	No	09/30/2026	590.86
USAP	P70330	116108	841869	Check	1	1483		GRAPHIC DESIGN INC		Yes	No	No	09/30/2026	1,464.00
USAP	P70330	116092	841870	Check	1	11938	R2	GREAT MINDS PBC		Yes	No	No	09/30/2026	3,900.00
USAP	P70330	116138	841871	Check	1	7862		GREEN COMPANIES LLC		Yes	No	No	09/30/2026	7,169.40
USAP	P70330	116122	841872	Check	1	3030		GROTH MUSIC		Yes	No	No	09/30/2026	414.99
USAP	P70330	116096	841873	Check	1	12212		HAMMER SPORTS LLC		Yes	No	No	09/30/2026	1,138.00
USAP	P70330	116106	841874	Check	1	1389	R1	HAND2MIND		Yes	No	No	09/30/2026	623.76
USAP	P70330	116091	841875	Check	1	11900		HENRY SCHEIN, INC		Yes	No	No	09/30/2026	190.00
USAP	P70330	116109	841876	Check	1	1582	R2	HILLYARD INC-MINNEAPOLIS		Yes	No	No	09/30/2026	843.73
USAP	P70330	116070	841877	Check	1	10420		HOPE ENGLISH-SPANISH INTERPRETE		Yes	No	No	09/30/2026	2,714.75
USAP	P70330	116093	841878	Check	1	11943	R1	IMPERIAL BRADY		Yes	No	No	09/30/2026	3,355.39
USAP	P70330	116137	841879	Check	1	7721	R3	INNOVATIVE OFFICE SOLUTIONS		Yes	No	No	09/30/2026	2,510.51

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	P70330	116110	841880	Check	1	1660		INSTITUTE FOR ENVIRONMENTAL ASS		Yes	No	No	09/30/2026	1,231.31
USAP	P70330	116130	841881	Check	1	6741		IVY GARTH SEEDS & PLANTS INC		Yes	No	No	09/30/2026	495.25
USAP	P70330	116095	841882	Check	1	12120		KELLY SERVICES		Yes	No	No	09/30/2026	27,366.92
USAP	P70330	116129	841883	Check	1	6681		KENNEDY & GRAVEN, CHARTERED		Yes	No	No	09/30/2026	9,798.50
USAP	P70330	116131	841884	Check	1	6786		KOEHLER & DRAMM		Yes	No	No	09/30/2026	1,489.15
USAP	P70330	116097	841885	Check	1	12376	R14	MARK OR MELISSA MISKA		Yes	No	No	09/30/2026	75.00
USAP	P70330	116112	841886	Check	1	1977		MINNESOTA COACHES LLC		Yes	No	No	09/30/2026	119,284.61
USAP	P70330	116113	841887	Check	1	1993		MINNESOTA SCHOOL BOARDS ASS'N.		Yes	No	No	09/30/2026	14,045.00
USAP	P70330	116103	841888	Check	1	12400		MINNESOTA SCIENCE TEACHERS ASS		Yes	No	No	09/30/2026	675.00
USAP	P70330	116144	841889	Check	1	9921		MOEN, LENA		Yes	No	No	09/30/2026	195.94
USAP	P70330	116126	841890	Check	1	4608		MTEEA		Yes	No	No	09/30/2026	555.00
USAP	P70330	116139	841891	Check	1	7883	R1	NAC MECHANICAL & ELECTRICAL SER		Yes	No	No	09/30/2026	570.00
USAP	P70330	116100	841892	Check	1	12395	R1	NEXTERA ENERGY SERVICES GAS LLC		Yes	No	No	09/30/2026	4,587.14
USAP	P70330	116074	841893	Check	1	10721	R4	NORTHFIELD SOLAR LLC		Yes	No	No	09/30/2026	42,129.63
USAP	P70330	116111	841894	Check	1	1882		OFFICE OF MN IT SERVICES		Yes	No	No	09/30/2026	59.85
USAP	P70330	116114	841895	Check	1	2163	R1	PAN-O-GOLD BAKING CO		Yes	No	No	09/30/2026	1,295.99
USAP	P70330	116080	841896	Check	1	11219	R1	PAUL H BROOKS PUBLISHING CO		Yes	No	No	09/30/2026	499.90
USAP	P70330	116078	841897	Check	1	11186	R2	PERFORMANCE FOOD SERVICE		Yes	No	No	09/30/2026	5,536.92
USAP	P70330	116141	841898	Check	1	8796		PIONEER ATHLETICS		Yes	No	No	09/30/2026	2,099.15
USAP	P70330	116115	841899	Check	1	2219		POSTMASTER		Yes	No	No	09/30/2026	390.00
USAP	P70330	116088	841900	Check	1	11740		PRAIRIE FARMS - WOODBURY, MN		Yes	No	No	09/30/2026	10,496.90
USAP	P70330	116136	841901	Check	1	7466		QUALITY ONE WOODWORK		Yes	No	No	09/30/2026	438.96
USAP	P70330	116094	841902	Check	1	12037		RED WING MUSIC LLC		Yes	No	No	09/30/2026	2,982.00
USAP	P70330	116134	841903	Check	1	7314		REGENTS OF UNIVERSITY OF MN		Yes	No	No	09/30/2026	1,177.00
USAP	P70330	116121	841904	Check	1	3029		SCHMITT MUSIC		Yes	No	No	09/30/2026	6.00
USAP	P70330	116120	841905	Check	1	2850	R1	SCHOOL SPECIALTY		Yes	No	No	09/30/2026	479.70
USAP	P70330	116101	841906	Check	1	12398		SLP TOOLKIT LLC		Yes	No	No	09/30/2026	900.00
USAP	P70330	116099	841907	Check	1	12376	R5	STACY TENNIS-HALLIS		Yes	No	No	09/30/2026	25.00
USAP	P70330	116086	841908	Check	1	11643		STOR-A-WAY INC.		Yes	No	No	09/30/2026	525.00
USAP	P70330	116116	841909	Check	1	2519		TEAM SPORTING GOODS		Yes	No	No	09/30/2026	51.51
USAP	P70330	116117	841910	Check	1	2548	R1	T-MOBILE		Yes	No	No	09/30/2026	183.36
USAP	P70330	116098	841911	Check	1	12376	R19	TREVOR QUIGLEY		Yes	No	No	09/30/2026	30.00
USAP	P70330	116118	841912	Check	1	2559		TRIO SUPPLY		Yes	No	No	09/30/2026	3,006.90
USAP	P70330	116073	841913	Check	1	10648		TWIN CITIES DOTS AND POP LLC		Yes	No	No	09/30/2026	1,080.00
USAP	P70330	116123	841914	Check	1	3277		UPPER LAKES FOODS, INC		Yes	No	No	09/30/2026	54,174.69
USAP	P70330	116087	841915	Check	1	11713	R1	VAN METER INC.		Yes	No	No	09/30/2026	267.42
USAP	P70330	116079	841916	Check	1	11187	R1	VISTAR		Yes	No	No	09/30/2026	3,208.73
USAP	P70330	116075	841917	Check	1	10722	R4	WALCOTT SOLAR LLC		Yes	No	No	09/30/2026	21,459.68

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	P70330	116081	841918	Check	1	11257		WAREHAM, PETE		Yes	No	No	09/30/2026	575.00
USAP	P70330	116076	841919	Check	1	10723	R4	WARSAW SOLAR LLC		Yes	No	No	09/30/2026	20,768.51
USAP	P70330	116119	841920	Check	1	2645		WHISTLING WELL FARM		Yes	No	No	09/30/2026	2,622.00
USAP	P70330	116128	841921	Check	1	6295		WHITE BEAR LAKE COMM SRVCS DPT		Yes	No	No	09/30/2026	75.00

Bank Total: $1,161,317.49

Report Total: $1,161,346.07

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	p273p1	115879		Wire	1	10929		AVIBEN LLC		No	Yes	No	09/08/2026	67,348.18
USPR	p273p1	115880		Wire	1	1984		MINNESOTA DEPT. OF REVENUE		No	Yes	No	09/08/2026	56,576.24
USPR	p273p1	115881		Wire	1	2016		MN TRA		No	Yes	No	09/08/2026	209,743.62
USPR	p273p1	115882		Wire	1	2705		EFTPS - TAX PAYMENT		No	Yes	No	09/08/2026	324,044.91
USPR	p273p1	115883		Wire	1	3283		MINNESOTA DEPT. OF REVENUE		No	Yes	No	09/08/2026	427.42
USPR	p273p1	115884		Wire	1	3880		MII LIFE		No	Yes	No	09/08/2026	0.00
USPR	p273p1	115885		Wire	1	7771		MINNESOTA PERA (WIRE TRANSFER)		No	Yes	No	09/08/2026	33,631.64
USPR	p273p2	116028		Wire	1	10929		AVIBEN LLC		No	Yes	No	09/22/2026	69,863.16
USPR	p273p2	116029		Wire	1	1984		MINNESOTA DEPT. OF REVENUE		No	Yes	No	09/22/2026	56,577.21
USPR	p273p2	116030		Wire	1	2016		MN TRA		No	Yes	No	09/22/2026	205,220.37
USPR	p273p2	116031		Wire	1	2705		EFTPS - TAX PAYMENT		No	Yes	No	09/22/2026	328,149.94
USPR	p273p2	116032		Wire	1	3283		MINNESOTA DEPT. OF REVENUE		No	Yes	No	09/22/2026	1,000.29
USPR	p273p2	116033		Wire	1	3880		MII LIFE		No	Yes	No	09/22/2026	0.00
USPR	p273p2	116034		Wire	1	7771		MINNESOTA PERA (WIRE TRANSFER)		No	Yes	No	09/22/2026	47,801.89
USPR	p273p3	116068		Wire	1	12267		OLD NATIONAL BANK FEES		No	Yes	No	09/29/2026	208.10
USPR	p273p1	115886	106139	Check	1	12077		GURSTEL LAW FIRM PC		Yes	Yes	No	09/08/2026	527.99
USPR	p273p1	115887	106140	Check	1	1974		MINNESOTA CHILD SUPPORT PYMT C		Yes	Yes	No	09/08/2026	11.00
USPR	p273p2	116041	106141	Check	1	5234		EDUCATION MINNESOTA		Yes	No	No	09/22/2026	8.00
USPR	p273p2	116036	106142	Check	1	12077		GURSTEL LAW FIRM PC		Yes	No	No	09/22/2026	401.48
USPR	p273p2	116043	106143	Check	1	7384		HIGH SCHOOL FACULTY SCHOLARSHI		Yes	Yes	No	09/22/2026	74.00
USPR	p273p2	116038	106144	Check	1	1974		MINNESOTA CHILD SUPPORT PYMT C		Yes	Yes	No	09/22/2026	177.50
USPR	p273p2	116039	106145	Check	1	2002		MINNESOTA TEAMSTERS LOCAL 320		Yes	Yes	No	09/22/2026	2,117.00
USPR	p273p2	116037	106146	Check	1	12079		NATIONAL D.R.I.V.E.		Yes	No	No	09/22/2026	8.00
USPR	p273p2	116040	106147	Check	1	2010		NCPERS GROUP LIFE INS -157410		Yes	No	No	09/22/2026	32.00
USPR	p273p2	116042	106148	Check	1	6780		SEIU LOCAL 284		Yes	Yes	No	09/22/2026	929.03
USPR	p273p2	116035	106149	Check	1	11741		ST. CROIX VALLEY FOUNDATION		Yes	Yes	No	09/22/2026	80.00
USPR	p273p2	116050	106150	Check	1	12408		TISCHLER, LYNN		Yes	No	No	09/23/2026	59.79
USPR	p273p3	116066	106151	Check	1	11734		THE HARTFORD		Yes	No	No	09/29/2026	12,265.86
USPR	p273p3	116067	106152	Check	1	12152		VISION SERVICE PLAN		Yes	No	No	09/29/2026	1,050.79

Bank Total: $1,418,335.41

Report Total: $1,418,335.41

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	P703B1	116019	1383	Check	1	8342		M JUDGE ELECTRIC LLC		Yes	Yes	No	09/16/2026	355.00
USBP	P703B1	116018	1384	Check	1	11295		MAJESKI PLUMBING INC		Yes	Yes	No	09/16/2026	416.99

Bank Total: $771.99

Report Total: $771.99

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	P02ASA	115861		Wire	1	11387		AMAZON CAPITAL SERVICES, INC		No	Yes	No	09/04/2026	194.37
ACTV	P02ASB	115912		Wire	1	12367		US BANK ONE CARD		No	Yes	No	09/11/2026	258.71
ACTV	P03AS1	115862	38491	Check	1	12337		ZACK ANDERSON		Yes	Yes	No	09/04/2026	338.21
ACTV	P03AS2	115913	38492	Check	1	12201		GROOVE INC		Yes	Yes	No	09/11/2026	500.00
ACTV	P03AS2	115916	38493	Check	1	7311		STEVE WEISS MUSIC INC.		Yes	Yes	No	09/11/2026	1,858.80
ACTV	P03AS2	115915	38494	Check	1	4182		WAHLSTROM, JOSH		Yes	No	No	09/11/2026	38.85
ACTV	P03AS2	115914	38495	Check	1	12337		ZACK ANDERSON		Yes	Yes	No	09/11/2026	154.98
ACTV	P03AS3	116021	38496	Check	1	7120	R2	BSN SPORTS LLC		Yes	Yes	No	09/17/2026	1,559.31
ACTV	P03AS3	116022	38497	Check	1	7689		MOA ENTERTAINMENT		Yes	Yes	No	09/17/2026	5,300.00
ACTV	P03AS3	116020	38498	Check	1	11777		VIVA LA FIESTA INC.		Yes	Yes	No	09/17/2026	1,500.00
ACTV	P03AS4	116052	38499	Check	1	3030		GROTH MUSIC		Yes	No	No	09/25/2026	16.90
ACTV	P03AS4	116051	38500	Check	1	2306	R2	ROSEMOUNT HIGH SCHOOL BAND		Yes	No	No	09/25/2026	250.00
ACTV	P03AS4	116053	38501	Check	1	8775		WENTZLER, BRANDY LYNN & TOM		Yes	No	No	09/25/2026	420.00

Bank Total: $12,390.13

Report Total: $12,390.13

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	P7031P	115918	304665	Check	1	11324		WINONA STATE UNIVERSITY		Yes	Yes	No	09/15/2026	2,500.00
SCH	P7032P	116049	304666	Check	1	11306		DAKOTA COUNTY TECHNICAL COLLEG		Yes	No	No	09/22/2026	1,000.00

Bank Total: $3,500.00

Report Total: $3,500.00

HASTINGS PUBLIC SCHOOLS
Dental Self-Funded Summary
Period Ending September 30, 2026

Sequence: Crs, Org, Fd

									Description	27ADP Annual Budget	Period 202703	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)	(3,136.86)	(10,192.54)	23%	0.00	23%	(34,807.46)
R	20	000	000	000	095	000	422	000	Employer Share/Premiums	(481,563.00)	(49,181.24)	(114,683.09)	24%	0.00	24%	(366,879.91)
R	20	000	000	000	097	000	422	000	Employee Share/Premiums	(98,634.00)	(8,318.06)	(17,800.25)	18%	0.00	18%	(80,833.75)
R	20	000	000	000	098	000	422	000	Retiree-Cobra Share/Premium	(120,443.00)	(7,857.86)	(32,903.72)	27%	0.00	27%	(87,539.28)
E	20	005	105	000	236	000	422	000	Dental Insurance Claims	651,351.00	9,030.92	159,846.86	25%	0.00	25%	491,504.14
E	20	005	105	000	301	000	422	000	Fees-Carrier & Consultant	40,695.00	3,475.88	10,213.80	25%	0.00	25%	30,481.20
				000	**Districtwide**					**(53,594.00)**	**(55,987.22)**	**(5,518.94)**	**10%**	**0.00**	**10%**	**(48,075.06)**
									Report Totals:	**(53,594.00)**	**(55,987.22)**	**(5,518.94)**	**10%**	**0.00**	**10%**	**(48,075.06)**

HASTINGS PUBLIC SCHOOLS
Health Self-Funded Summary
Period Ending September 30, 2026

Sequence: Crs, Org, Fd

									Description	27ADP Annual Budget	Period 202703	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)	(7,364.37)	(28,521.88)	17%	0.00	17%	(136,478.12)
R	21	000	000	000	095	000	422	000	Employer Share/Premiums	(7,777,386.00)	(808,898.98)	(1,865,144.66)	24%	0.00	24%	(5,912,241.34)
R	21	000	000	000	097	000	422	000	Employee Share/Premiums	(1,592,958.00)	(131,787.96)	(295,200.96)	19%	0.00	19%	(1,297,757.04)
R	21	000	000	000	098	000	422	000	Retiree-Cobra Share/Premiur	(441,164.00)	(38,163.77)	(121,034.47)	27%	0.00	27%	(320,129.53)
R	21	000	000	000	099	000	422	000	ER/Trust Share for Retirees	(38,362.00)	(2,398.65)	(7,195.95)	19%	0.00	19%	(31,166.05)
E	21	005	105	000	223	000	422	000	Medical Insurance Claims	6,955,772.00	78,355.50	1,190,679.43	17%	0.00	17%	5,765,092.57
E	21	005	105	000	224	000	422	000	Pharmacy Claims	2,981,045.00	195,139.12	606,320.72	20%	0.00	20%	2,374,724.28
E	21	005	105	000	300	000	422	000	Pharmacy Rebates/Admin Fe	(766,552.00)	(51,876.30)	(162,217.86)	21%	0.00	21%	(604,334.14)
E	21	005	105	000	301	000	422	000	Veba/Flex/Health	259,333.00	21,592.05	44,594.00	17%	0.00	17%	214,739.00
E	21	005	105	000	308	000	422	000	StopLoss	601,583.00	50,816.15	100,965.67	17%	0.00	17%	500,617.33
E	21	005	105	000	312	000	422	000	Consultant-OneDigital $40,00	39,980.00	0.00	20,600.00	52%	0.00	52%	19,380.00
E	21	005	105	000	314	000	422	000	Springbuk Fee $1/pm/pm	4,788.00	0.00	1,191.00	25%	0.00	25%	3,597.00
E	21	005	105	000	317	000	422	000	Network Fees	13,454.00	0.00	0.00	0%	0.00	0%	13,454.00
				000	**Districtwide**					**74,533.00**	**(694,587.21)**	**(514,964.96)**	**(691%)**	**0.00**	**(691%)**	**589,497.96**
R	21	000	000	000	089	326	422	000	Employer-PCORI-ACA	(3,912.00)	0.00	(3,601.86)	92%	0.00	92%	(310.14)
R	21	000	000	000	094	326	422	000	Employer-VEBA Trust Rev	(558,000.00)	(54,635.65)	(70,735.65)	13%	0.00	13%	(487,264.35)
E	21	005	105	000	301	326	422	000	Employer-VEBA Trust Pmt.	558,000.00	54,635.65	70,735.65	13%	0.00	13%	487,264.35
E	21	005	105	000	313	326	422	000	Employer-PCORI- ACA	3,912.00	0.00	3,601.86	92%	0.00	92%	310.14
				326	**District Additional R/E**					**0.00**	**0.00**	**(0.00)**	**0%**	**0.00**	**0%**	**(0.00)**
									Report Totals:	**74,533.00**	**(694,587.21)**	**(514,964.96)**	**(691%)**	**0.00**	**(691%)**	**589,497.96**

AIA® Document G701® – 2017

Change Order

PROJECT: *(Name and address)*	CONTRACT INFORMATION:	CHANGE ORDER INFORMATION:
District-Wide Door Hardware Replacements (222036) Multiple Locations Hastings, Minnesota 55033	Contract For: General Construction Date: November 28, 2022	Change Order Number: Five (5) Date: October 1, 2026
OWNER: *(Name and address)*	**ARCHITECT:** *(Name and address)*	**CONTRACTOR:** *(Name and address)*
Independent School District #200 1000 West Eleventh Street Hastings, Minnesota 55033	Wold Architects and Engineers 50 South Sixth Street, Suite 2250 Minneapolis, Minnesota 55402	Derau Construction 1407 East Cliff Road Burnsville, Minnesota 55337

THE CONTRACT IS CHANGED AS FOLLOWS:
(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)
Correction of 18 remaining cylinders at the Middle School. *Add $4,396.00*

TOTAL CHANGE ORDER NO. 5 ADD $4,396.00

The original Contract Sum was	$	237,800.00
The net change by previously authorized Change Orders	$	174,589.00
The Contract Sum prior to this Change Order was	$	412,389.00
The Contract Sum will be increased by this Change Order in the amount of	$	4,396.00
The new Contract Sum including this Change Order will be	$	416,785.00

The Contract Time will be unchanged by Zero (0) days.
The new date of Substantial Completion will be June 30, 2023

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

ARCHITECT *(Signature)*	CONTRACTOR *(Signature)*	OWNER *(Signature)*
Tyler Etrl | AIA | Education Practice Leader *(Printed name, title, and license number if required)*	Kari M. Cahill-O'Brien *(Printed name and title)* Management	*(Printed name and title)*
October 1, 2026 *Date*	10/02/2026 *Date*	*Date*

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User Notes: (6a3bec2e7e67cc9078b907d[illegible]

Change proposal pricing worksheet

Date: 09.15.2026
Contractor: Derau Construction, LLC.
Project: Hastings District Hardware
Location: Hastings, MN

GCPR #: 19a

Description	Quantity		Labor Rate	Labor Sub-total	FICA Taxes 23%	Support & Burden 28%	OH & P 10%	Total
Labor								
Working Foreman	0	hrs	$95.00	$0.00	$0.00	$0.00	$0.00	$0
	0	hrs	$95.00	$0.00	$0.00	$0.00	$0.00	$0

	Quantity		Unit Price	M/ E/ S Sub-total	8.250% Sales Tax	Equipment Sub	OH & P 10%	Total
Materials/ Equipment/ Sub								
Bredemus 18 cylinders	18	ea	$222	$3,996	$0.00	$0.00	$399.60	$4,396
keying niot included	0			$0	$0.00	$0.00	$0.00	$0

Sub Total	$4,396
Grand Total	$4,396

Add days of construction due to added item.
0 days

Bredemus Hardware Co Inc
1285 Sylvan Street, St. Paul, MN 55117
Tel: 651-489-6250

Architects PR/ASI#	
BH EXTRA #	33 REV

Date: September 15, 2026
Expiration Date: October 15, 2026

To: DeRau Construction
Kari Cahill-O'Brien
651-302-2811

Bredemus Job #: 23-29
Project Name: Hastings District Wide Hardware
Address: 1000 11th St. W.
Hastings, MN 55033

Filled by	Date	No. of pieces	Shipping Instructions
			WILL CALL
			DELIVERED BY

Salesperson:	Project:	Payment Terms:	Due Date:
JEFF	HASTINGS SCHOOL DISTRICT HARDWARE REPLACEMENT	2/10 Net 30	Upon Invoice

Qty	B.O.	Ship	Unit	Vendor	DESCRIPTION		
					HASTINGS MS		
2			EA	SCH	TAG B183E: 20-057 626 S234 LFIC RIM (KEY TO AG2)	$ 222.00	$ 444.00
1			EA	SCH	TAG A183B: 20-057 626 S234 LFIC RIM (KEY TO AG2)	$ 222.00	$ 222.00
1			EA	SCH	TAG A183C: 20-057 626 S234 LFIC RIM (KEY TO AG2)	$ 222.00	$ 222.00
1			EA	SCH	TAG A183D: 20-057 626 S234 LFIC RIM (KEY TO AG2)	$ 222.00	$ 222.00
1			EA	SCH	TAG F118A: 20-057 626 S234 LFIC RIM (KEY TO AG)	$ 222.00	$ 222.00
1			EA	SCH	TAG H118B: 20-057 626 S234 LFIC RIM (KEY TO AG)	$ 222.00	$ 222.00
1			EA	SCH	TAG J206BC: 20-057 626 S234 LFIC RIM (KEY TO AG8)	$ 222.00	$ 222.00
1			EA	SCH	TAG J206: 20-057 626 S234 LFIC RIM (KEY TO AG9)	$ 222.00	$ 222.00
1			EA	SCH	TAG D206GB: 20-057 626 S234 LFIC RIM (KEY TO AG8)	$ 222.00	$ 222.00
1			EA	SCH	TAG G128A: 20-057 626 S234 LFIC RIM (KEY TO AH)	$ 222.00	$ 222.00
2			EA	SCH	TAG H161KA: 20-057 626 S234 LFIC RIM (KEY TO AG)	$ 222.00	$ 444.00
2			EA	SCH	TAG B095A: 20-057 626 S234 LFIC RIM (KEY TO AG2)	$ 222.00	$ 444.00
2			EA	SCH	TAG B095B: 20-057 626 S234 LFIC RIM (KEY TO AG2)	$ 222.00	$ 444.00
1			EA	SCH	TAG B087: 20-057 626 S234 LFIC RIM (KEY TO AG2)	$ 222.00	$ 222.00
~~18~~			EA	BRED	~~MASTER KEYING~~	$ ~~42.00~~	$ ~~756.00~~

3,996.00

BH EXTRA TOTAL: ~~$ 4,752.00~~

Sales Tax Included - Material Only

2026-2027 Fundraisers for Approval
October 2026

Fundraisers are approved on a monthly basis by the School Board

Fund	Student Group	School	Fundraiser Description	Timeframe	Responsible Teacher/ Advisor	Funds Used for	Date Board Approved	Final Report Received (x)	Final-Board Date

Completed Fundraisers

Fundraisers are approved on a monthly basis by the School Board

Fund	Student Group	School	Fundraiser Description	Timeframe	Responsible Teacher/ Advisor	Funds Used for	Date Board Approved	Amount Raised
10 - Student Activities	Cross Country	High School	Car Wash	9/12/26	Joe Rabaey	Cross Country Team Travel & Banquet	7/15/26	$1,002.00
10 - Student Activities	Student Council	High School	Powderpuff Flag Football Event	9/21/26	Kallie Jonas/Ellie Kirchoff	Profits to Hastings Family Service	7/15/26	$180 and 91 pounds of food

GRANT APPROVAL
OCTOBER 21, 2026

School/Department	Purpose	Period	Amount
Hastings High School Horticulture/Ag Program/FFA	Hydroponic Learning	October 2026	$6300

Compeer Financial awarded Hastings High School $6300 for the purchase of a second Flex Farm Hydroponic System. The Flex Farm will help prepare students for the future of agriculture by providing hands-on experience with controlled-environment agriculture, hydroponics, sustainable food production, and agricultural technology. Students will learn to operate hydroponic systems, analyze crop production data, manage food safety protocols, and develop entrepreneurial skills that prepare them for careers in agriculture, horticulture, food science, engineering, and environmental sustainability. The second station will also allow our FFA students to work with businesses in the community.

Grant Application

School/Department	Purpose	Period	Amount
Hastings Middle School School Counseling	Change to Chill	October 2026-June2027	$500

Change to Chill partners with schools in the areas Allina Health serves to help teens stress less and build resiliency. Through this grant, we will have access to stress management tools for students to access during times of need. We will specifically use the money from this grant to enhance chill spaces throughout the middle school.

Grant Application

RECOMMENDATION

Administration is recommending approving the acceptance of the grant(s).

Board Meeting Date: **10.21.26**

RETIREMENT/RESIGNATION/TERMINATION

NAME	STATUS	ASSIGNMENT	EMPLOYEE GROUP	EFFECTIVE DATE
Anderson, Barbara	Resignation	Substitute Nurse; Hours Vary District Wide	N/A	October 8, 2026
Behnke, Ron	Retirement	Network Administrator District Wide	Supervisor	December 30, 2026
Costello, Matt	Resignation	Custodian / Grounds Worker; 8 Hours / Day District Wide	Custodian	October 5, 2026
Fox, Mary Ellen	Retirement	Supervisor of Health Services District Wide	Supervisor	December 28, 2026
Wall, Stephen	Resignation	Student Acct Campus Monitor; 8 Hours/ Day Hastings High School	ED MN - ESP	September 22, 2026

NEW HIRES

NAME	ASSIGNMENT	SALARY PLACEMENT/HOURLY RATE	EMPLOYEE GROUP	EFFECTIVE DATE
Bronsing, Kathy	Food Service Substitute; Hours Vary District Wide	$19.00 / Hour	N/A	October 19, 2026
Ginther, Thomas	Lunch / Recess Aide; 2.5 Hours / Day Pinecrest Elementary	$21.47 / Hour	ED MN -ESP	October 12, 2026
Gonzalez, Antonio	Lead Night Custodian; 8 Hours / Day Hastings Middle School	$27.94 / Hour	Custodian	October 19, 2026
Krater-Moore, Sydney	Special Ed Paraprofessional; 6.25 Hours / Day Pinecrest Elementary	$22.51 / Hour	ED MN -ESP	October 12, 2026
Kropelnicki, Ava	SAC Student Assistant; 2 Hours / Day Pinecrest Elementary	$11.50 / Hour	N/A	September 23, 2026
Marchione, Randolph	Custodian / Grounds Worker; 8 Hours / Day District Wide	$24.10 / Hour	Custodian	October 26, 2026
Mazzali, Geno	Director of Facilities and Safety District Wide	$150,940 Annually	Administrator	September 28, 2026
McGree-Disch, Melissa	Lunch / Recess Aide; 2.5 Hours / Day McAuliffe Elementary	$21.47 / Hour	ED MN -ESP	September 24, 2026
O Kidron, Matanya	Boys Soccer Coach Hastings Middle School	$2378 Annually (Prorated)	N/A	September 17, 2026
Rangel, Christy	Lunch / Recess Aide; 2.5 Hours / Day Kennedy Elementary	$21.47 / Hour	ED MN -ESP	September 24, 2026
Scudera, Joe	Custodian; 8 Hours / Day Hastings High School	$23.11 / Hour	Custodian	October 26, 2026
Stewart, Tiffany	Lunch / Recess Aide; 2.5 Hours / Day Kennedy Elementary	$21.47 / Hour	ED MN -ESP	September 29, 2026
Weber, Martin	Special Ed Paraprofessional; 6.25 Hours / Day McAuliffe Elementary	$22.51 / Hour	ED MN -ESP	October 1, 2026
Willes, Jennifer	Special Ed Paraprofessional; 6.25 Hours / Day Pinecrest Elementary	$22.51 / Hour	ED MN -ESP	October 12, 2026

NOTICE OF BARGAINING UNIT CHANGE
PER BUREAU OF MEDIATION (BMS)
UNIT CLARIFICATION ORDER

October 21, 2026

This notice is to inform the Board of Education of a change in the bargaining unit representation of the positions listed below, pursuant to a Unit Clarification Order issued by the Minnesota Bureau of Mediation Services (BMS), Case No. 27PCL0171:

- Administrative Assistant to the Director of Facilities and Safety, and Food Services
- Administrative Assistant to the Superintendent, School Board, and Director of Teaching and Learning
- Accounts Payable/Receivable Clerk

The Unit Clarification proceeding was initiated through a joint petition submitted by Hastings Public Schools and the Hastings Educational Secretaries' Association (HESA). The parties jointly requested that BMS clarify the appropriate bargaining unit placement of these positions.

Following its review, BMS issued a Unit Clarification Order directing that the three positions, currently not part of an organized bargaining group and covered under the Unaffiliated Terms and Conditions, be moved to the Hastings Educational Secretaries' Association (HESA) bargaining unit.

Accordingly, effective as provided in the BMS Unit Clarification Order, dated September 28, 2026, these positions will be included in the HESA bargaining unit.

The terms and conditions of employment for these positions will be determined as a part of the ratification of the 2026-2028 HESA Master Contract.

This notice is provided to the Board for informational purposes and to formally document the change in bargaining unit representation resulting from BMS Case No. 27PCL0171.

Submitted by: Cathy Moen, Director of Human Resources

MEMORANDUM OF UNDERSTANDING
PROFESSIONAL LEARNING COMMUNITY (PLC) LEADS

This Memorandum of Understanding is entered into between Independent School District No. 200, Hastings, Minnesota (hereinafter referred to as the "District") and Education Minnesota Hastings (hereinafter referred to as the "Union").

WHEREAS, the District is implementing a district-wide instructional framework designed to strengthen instructional practices, promote consistent use of Core Commitments (CCs), improve the effectiveness of Professional Learning Communities (PLCs), and support instructional coaching, peer observations, and instructional rounds to enhance student engagement and student achievement; and

WHEREAS, the District has established PLC Lead responsibilities to support the effective operation of PLC teams through required training, coordination, and facilitation of PLC meetings throughout the school year; and

WHEREAS, secondary department leads are compensated in accordance with the Ed MN Teacher Master Contract; and

WHEREAS, at the secondary level, individuals assigned as department leads shall also be responsible for fulfilling the responsibilities of PLC Lead; and

WHEREAS, elementary schools do not have department lead positions; and

WHEREAS, the parties wish to establish compensation for PLC Lead responsibilities for the 2026-2027 school year;

NOW THEREFORE, it is mutually agreed by and between the parties as follows:

1. The annual stipends for PLC Leads shall be as follows:

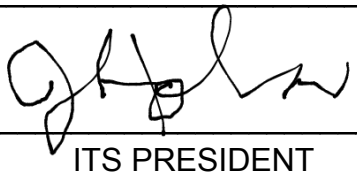
    a. Elementary: $800
    b. Middle School: $500
        i. This shall be in addition to compensation received as a department lead
    c. High School: $500; and
        i. This shall be in addition to compensation received as a department lead

2. The stipends established under this MOU are temporary and apply only to the 2026-2027 school year. The stipends are intended to compensate employees for the PLC Lead responsibilities assigned during that school year, including but not limited to, required training, coordination, and facilitation of PLC meetings; and

3. Any continuation of PLC Lead positions or compensation beyond the 2026-2027 school year shall be subject to further discussion between the District and the Union and, where applicable, a separate written agreement between the parties; and

4. This MOU is limited to the specific circumstances and time period described herein. It shall not establish a precedent, past practice, or ongoing obligation regarding PLC Lead assignments, stipends, or compensation for similar or other assignments in the future; and

5. This MOU shall sunset on June 30, 2027.

HASTINGS PUBLIC SCHOOLS - ISD 200	EDUCATION MINNESOTA - HASTINGS
DATE: _____	DATE: 10-12-26 _____
BY: _____	BY:  Jessie Holm Lead Negotiator _____
FOR THE SCHOOL DISTRICT	ITS PRESIDENT

RECOMMENDATION FOR APPROVAL
MOU with Education Minnesota Hastings - Teachers
PLC Lead Stipends

October 21, 2026

The District is implementing a district-wide instructional framework designed to strengthen instructional practices, promote consistent implementation of Core Commitments (CCs), enhance the effectiveness of Professional Learning Communities (PLCs), and support instructional coaching, peer observations, and instructional rounds to improve student engagement and achievement. To support this work, the District has established PLC Lead responsibilities that include required training, coordination, and facilitation of PLC team meetings throughout the school year.

Administration recommends approval of the Memorandum of Understanding (MOU) with Education Minnesota Hastings - Teachers to establish compensation for PLC Lead responsibilities for the 2026-2027 school year.

Submitted by: Cathy Moen, Director of Human Resources

721 UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district.

II. DEFINITIONS

A. "Compensation for personal services" includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 Code of Federal Regulations, section 200.431 (Compensation - Fringe Benefits).

B. "Contract" means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 Code of Federal Regulations Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.

C. "Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

D. "Equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or $10,000.

E. "Federal award" has the meaning, depending on the context, in either paragraph 1 or 2 of this definition:

1. The federal financial assistance that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass- through entity, as described in 2 Code of Federal Regulations section 200.101 (Applicability); or

2. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a

pass-through entity, as described in 2 Code of Federal Regulations section 200.101 (Applicability).

3. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 Code of Federal Regulations section 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under the federal Acquisition Regulations.

4. "Federal award" does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.

F. "Grants

1. "State-administered grants" are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).

2. "Direct grants" are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

G. "Non-federal entity" means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.

H. "Post-retirement health plans" refer to costs of health insurance or health services not included in a pension plan covered by 2 Code of Federal Regulations, section 200.431(g) for retirees and their spouses, dependents, and survivors.

III. Procurement Methods

Procurement by micro-purchase is the acquisition of supplies or services the aggregate dollar amount of which does not exceed the micro-purchase threshold (generally $10,000, except as otherwise discussed in 48 Code of Federal Regulations Subpart 2.1 or as periodically adjusted for inflation).

Procurement by small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than $175,000 (periodically adjusted for inflation).

Procurement by sealed bids (formal advertising) is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest

in price.

Procurement by competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed-price or cost- reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.

Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source.

"Relocation costs" are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.

"Severance pay" is a payment in addition to regular salaries and wages by the non- federal entities to workers whose employment is being terminated.

"Travel costs" are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

IV.

A.

V. ACCEPTABLE METHODS OF PROCUREMENT

A. General Procurement Standards.

The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.

The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

a)

b) Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all

possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and

c) Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

B. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and servicesare current and include enough qualified sources to ensure maximum open and free competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.

C. Non-federal entities are prohibited from contracting with or making sub awards under "covered transactions" to parties that are suspended or debarred or whose principals are suspended or debarred. "Covered transactions" include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed $25,000.

D. All non-procurement transactions entered into by a recipient (i.e., sub awards to sub recipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations section 180.215.

1. Property Standards.

The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to property owned by the non-federal entity. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 Code of Federal Regulations sections 200.311, 200.314, and 200.315.

2. Equipment

Management requirements. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

a) Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN); who holds title;

the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.

b) A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.

c) A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.

d) Adequate maintenance procedures must be developed to keep property in good condition.

e) If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

E. Cybersecurity

The school district must take reasonable cybersecurity and other measures to safeguard:

1. Personally identifiable information;

2. Information that the federal agency or pass-through entity designates as sensitive; and

3. Other information that the school district considers sensitive and is consistent with applicable Federal, State, local, and tribal laws regarding privacy and responsibility over confidentiality.

VI. FINANCIAL MANAGEMENT REQUIREMENTS

A. Financial Management

The school district's financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award.

B. Payment

The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial

management systems that meet the standards for fund control.

Advance payments to a school district must be limited to the minimum amounts needed and timed to be in accordancewith the actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the non-federal entity for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

C. Internal Controls

The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should be in compliance with guidance in "Standards for Internal Control in the Federal Government," issued by the Comptroller General of the United States, or the "Internal Control Integrated Framework," issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with the United States Constitution, federal statutes, regulations, and the terms and conditions of the federal award.

The school district must evaluate and monitor the school district's compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must also take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information and other information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

A. Allowable Use of Funds.

The school district administration and board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

B. Definitions

1. "Allowable cost" means a cost that complies with all legal requirements that apply to a

particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.

2. "Education Department General Administrative Regulations (EDGAR)" means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). EDGAR can be accessed at: http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html.

3. "Omni Circular"or "2 Code of Federal Regulations Part 200s" or "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards" means federal cost principles that provide standards for determining whether costs may be charged to federal grants.

C. Allowable Costs.

The following items are costs that may be allowable under the 2 Code of Federal Regulations Part 200s under specific conditions:

1. Advisory councils;
2. Audit costs and related services;
3. Bonding costs;

   Communication costs;
4. Compensation for personal services;
5. Depreciation and use allowances;
6. Employee morale, health and welfare costs;
7. Equipment and other capital expenditures;
8. Gains and losses on disposition of depreciable property and other capital assets and substantial relocation of federal programs;
9. Insurance and indemnification;
10. Maintenance, operations, and repairs;
11. Materials and supplies costs;

Meetings and conferences;

12. Memberships, subscriptions, and professional activity costs;

13. Security costs;

14. Professional service costs;

15. Proposal costs;

16. Publication and printing costs;

17. Rearrangement and alteration costs;

18. Rental costs of building and equipment;

19. Training costs; and

20. Travel costs.

D. Costs Forbidden by Federal Law.

2 Code of Federal Regulations Part 200s and EDGAR identify certain costs that may never be paid with federal funds. The following list provides examples of such costs. If a cost is on this list, it may not be supported with federal funds. The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 Code of Federal Regulations Part 200s; thus, the following list is not exhaustive:

Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs;

1. Alcoholic beverages;

2. Bad debts;

3. Contingency provisions (with limited exceptions);

4. Fundraising and investment management costs (with limited exceptions);

Donations;

Contributions;

5. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);

6. Construction (unless specifically permitted by programmatic statute or regulations,

which is very rare in federal education programs); and

7. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.

2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.

3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:

1. Necessary for the proper and efficient performance or administration of the program.

2. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.

3. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.

4. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.

5. Adequately documented. A recipient must maintain proper documentation so as to

provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules.

The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.

2. Many state-administered programs require local education agencies (LEAs) to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the "supplement, not supplant" provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials.In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).

3. Auditors generally presume supplanting has occurred in three situations:

   a. School district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.

   b. School district uses federal funds to provide services that the school district provided with state or local funds in the prior year.

   c. School district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to non participating students.

4. These presumptions apply differently in different federal programs and also in school wide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.

2. Costs must also be consistent with all terms and conditions of federal awards, including

any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.

2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

J. Employee Sanctions.

Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

K. Mandatory Disclosures

The school district must promptly disclose whenever, in connection with the Federal award (including any activities or subawards thereunder), it has credible evidence of the commission of a violation of Federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in 18 United States Code or a violation of the civil False Claims Act (31 United States Code, sections 3729–3733).

The disclosure must be made in writing to the Federal agency, the agency's Office of Inspector General, and pass-through entity(if applicable). School districts are also required to report matters related to recipient integrity and performance in accordance with Appendix XII of this part. Failure to make required disclosures can result in any of the remedies described in 2 Code of Federal Regulations, section 200.339.

VIII. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written policy of the school district consistently applied to both federal and non-federal activities; and

2. Follows an appointment made in accordance with a school district's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, a school district must follow its written non-federal, entity-wide policies and practices concerning the permissible extent of professional services that can be provided outside the school

district for non-organizational compensation.

B. Compensation – Fringe Benefits

1. During leave

   The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

   a. They are provided under established written leave policies;

   b. The costs are equitably allocated to all related activities, including federal awards; and

   c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.

2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 Code of Federal Regulations section 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.

3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.

4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.

5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the school district.

6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the

particular employment.

C. Insurance and Indemnification.

Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.

D. Recruiting Costs.

Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:

1. Critical and necessary for the conduct of the project;
2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
3. Consistent with the school district's cost accounting practices and school district policy; and
4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.

E. Relocation Costs of Employees

Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.

F. Travel Costs

Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations according to the school district's written reimbursement and/or travel policies.

In addition, when costs are charged directly to the federal award, documentation must justify the following:

1. Participation of the individual is necessary to the federal award; and

2. The costs are reasonable and consistent with the school district's established travel policy.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences is allowable provided the costs are:

1. A direct result of the individual's travel for the federal award;

2. Consistent with the school district's documented travel policy for all school district travel; and

Only temporary during the travel period.***Legal References:*** *2 C.F.R. § 200.1 (Definitions)*
2 C.F.R. § 200.112 (Conflict of Interest)
2 C.F.R. § 200.113 (Mandatory Disclosures)
2 C.F.R. § 200.205 (Federal Awarding Agency Review of Merit of Proposals)
2 C.F.R. § 200.214 (Suspension and Debarment)
2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
2 C.F.R. § 200.302 (Financial Management)
2 C.F.R. § 200.303 (Internal Controls)
2 C.F.R. § 200.305(b)(1) (Federal Payment)
2 C.F.R. § 200.310 (Insurance Coverage)
2 C.F.R. § 200.311 (Federally-owned and Exempt Property)
2 C.F.R. § 200.313(d) (Equipment)
2 C.F.R. § 200.314 (Supplies)
2 C.F.R. § 200.315 (Intangible Property)
2 C.F.R. § 200.318 (General Procurement Standards)
2 C.F.R. § 200.319(c) (Competition)
2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms)
2 C.F.R. § 200.328 (Financial Reporting)
2 C.F.R. § 200.339 (Remedies for Noncompliance)
2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
2 C.F.R. § 200.430 (Compensation – Personal Services)
2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
2 C.F.R. § 200.447 (Insurance and Indemnification)
2 C.F.R. § 200.463 (Recruiting Costs)
2 C.F.R. § 200.464 (Relocation Costs of Employees)
2 C.F.R. § 200.473 (Transportation Costs)
2 C.F.R. § 200.474 (Travel Costs)

Cross References: *ISD 200 Policy 208 (Development, Adoption, and Implementation of Policies)*
ISD 200 Policy 210 (Conflict of Interest – School Board Members)

Policy Reviewed: *12.18.2024*
Policy Adopted: *02.26.2025*
Policy Revised: *12.09.2024*

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	AMSD School Liaison
2. Pledge of Allegiance	Community Collaboration Committee
3. Approval of Agenda/Table File	Facilities Committee
4. Recognition of Visitors	Finance Committee
5. Raider Spotlight	NAPAC Liaison
6. Public Comments	Student School Board Committee
7. Reports, Updates and Discussions	Policy Committee
Student Representatives	Policies
Superintendent Report	8. Action Items
Board Member Event Report	Consent Agenda
Administrative Reports	Item for Individual Action
Liaison & Committee Updates	9. Future Meetings
ISD 917 School Liaison	10. Adjournment

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: *10.01.2026* ~~*05.28.2026*~~
Adoption: *10.21.2026* ~~*06.17.2026*~~

214.1PR BOARD MEMBER EXPENSE REIMBURSEMENT PROCEDURES

I. PURPOSE

This document provides procedures for qualified expense reimbursements that the ISD 200 board members have incurred while performing their required duties on behalf of the district. It is understood that budgetary constraints may call for more restrictive guidelines.

II. DEFINITIONS

Travel and related expenses include the cost of transportation (by public carrier, private automobile, district-owned vehicles), meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district business-related expenses.

III. MILEAGE REIMBURSEMENT

School Board members traveling in their personal vehicle on District 200 business may request reimbursement based on the Internal Revenue Service (IRS) standard mileage rate.

A. Travel is reimbursable to and from the board member's home to destinations outside of district boundaries.

B. Mileage reimbursements will be processed through Accounts Payable on designated check run days throughout the year. Mileage reimbursements incurred during the current fiscal year (July 1 – June 30) must be submitted for payment prior to the last check run in July. No reimbursements will be issued after that date.

IV. AIRLINE TRAVEL

Airline tickets should be through the district office. The district provides travel on coach class or tourist class only.

V. PERSONAL VEHICLE

A. In some circumstances, use of a personal vehicle is preferable to travel by commercial air or some other commercial means (i.e., when the meeting is nearby or where travel arrangements are extremely difficult). Such travel will be reimbursed at the prevailing IRS rate.

B. Transportation to and from conferences, seminars or workshops shall be selected on the basis of that which is as reasonable in cost as consistent with comfort, safety and convenience. If the cost of travel by personal vehicle exceeds the cost of coach air fare, the

district will reimburse to the extent of the lesser amount.

C. If more than one person is attending an activity and transportation will be by personal vehicle, the individuals are encouraged to travel together.

VI. ACCOMMODATIONS

A. Individuals are expected to select accommodations, when they have an option, at the most reasonable rate. Lodging shall be selected on the basis of reasonable cost in conjunction with comfort, safety and convenience.

B. When an individual is traveling with a non-school board member, the district will reimburse expenses for the school board member only.

C. Itemized receipts are required for all accommodation claims.

VII. MEALS

The maximum reimbursement will be in accordance with local per diem.

A. The district will not reimburse the cost of alcoholic beverages.

B. Reimbursement will be based upon actual expenditures; individuals must provide itemized receipts for meal expenditures.

C. The district will reimburse the cost of banquets or special functions related to an individual's responsibility or participated in by the general audience attending a particular conference, workshop or seminar. It is necessary to document these additional expenses.

VIII. OTHER COSTS

A. The district will reimburse registration fees relating to conference, workshop or seminar attendance.

B. The district will not reimburse for entertainment or recreation costs that are either part of or separate from the conference, workshop or seminar.

C. Printed and audio publications which contain the proceedings or supplementary to attendance at a given conference, workshop or seminar, and which are relevant to the board member’s attendance at the conference, may be purchased with approval of the school board.

D. The district will reimburse a reasonable cost of baggage handling when necessary.

E. Individuals are expected to select transportation at the conference, workshop or seminar, when they have an option, at the most reasonable rate. Transportation shall be selected on

the basis of that which is as reasonable in cost as consistent with comfort, safety and convenience. Individuals are expected to use conference transportation (i.e., shuttle buses) whenever it is available.

F. Reimbursement for the use of rental cars by board members is allowed only with prior approval by the board.

G. Exceptions to allowed travel expenses must be approved by the board.

H. Gifts of travel, given to the school district, or specific school district personnel must be accepted by the school board via board action prior to the event.

Policy Reviewed: 10.01.2026
Policy Adopted:

Hastings Public Schools
Independent School District 200

412.1PR EXPENSE REIMBURSEMENT PROCEDURES

I. PURPOSE

This document provides procedures for qualified expense reimbursements that the ISD 200 employees have incurred while performing their required duties on behalf of the district. It is understood that budgetary constraints may call for more restrictive guidelines.

II. DEFINITIONS

Travel and related expenses include the cost of transportation (by public carrier, private automobile, district-owned vehicles), meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district business-related expenses.

III. MILEAGE REIMBURSEMENT

District employees ~~and School Board members~~ traveling in their personal vehicle on District 200 business may request reimbursement based on the Internal Revenue Service (IRS) standard mileage rate.

A. Travel is reimbursable from the employee's regular job location to the employee's temporary work location.

B. Travel is *not* reimbursable from the employee's home to the employee's regular place of work, *even if* travel occurs multiple times daily or outside of regular work hours.

C. Employees shall keep a record of travel from one district building to another and a record of mileage for other travel, and complete the "Expense Reimbursement Form" to collect reimbursement. Documentation of miles should be attached to the form and the form must be signed and approved by the appropriate supervisor prior to sending to Accounts Payable.

D. The district mileage matrix should be used to calculate travel from one district building to another.

E. Mileage reimbursements will be processed through Accounts Payable on designated check run days throughout the year. Mileage reimbursements incurred during the current fiscal year (July 1 – June 30) must be submitted for payment prior to the last check run in July. No reimbursements will be issued after that date.

IV. EXPENSE REIMBURSEMENT

District employees ~~and School Board members~~ may request reimbursement for expenses incurred while in attendance at or traveling to and from conferences, seminars and workshops,

or while engaged in other travel in accordance with district policy.

A. Out of State Travel – All out of state travel must be approved by the Superintendent in advance of the event.

B. Other Travel – Other travel may be permitted, with supervisor approval, for district employees ~~and School Board Members~~ under the following conditions:

1. The purpose of the travel fits with district and/or school goals and/or curriculum;

2. There is a sufficient balance in the appropriate budget to cover the expenses to be incurred;

3. Consideration is given to the number of employees from that particular school and/or department and/or the district planning to attend the same event;

C. The administrator approving attendance and travel is responsible for determining the reasonableness and necessity of the expense claimed within district policy and has the authority to disallow unreasonable or unnecessary expenses.

V. AIRLINE TRAVEL

A. Airline tickets should be booked online or by the least expensive method, preferably using a district procurement card (P-Card). The district provides travel on coach class or tourist class only.

B. In accordance with state law, frequent flyer miles and other airline travel credit resulting from district-paid airfare will accrue to the district and may not be used for personal travel. If the airline will not honor a transfer or assignment of any credit or benefit, the employee must report receipt of the credit or benefit to the district within 90 days of receiving it.

VI. PERSONAL VEHICLE

A. In some circumstances, use of a personal vehicle is preferable to travel by commercial air or some other commercial means (i.e., when the meeting is nearby or where travel arrangements are extremely difficult). Such travel will be reimbursed at the prevailing IRS rate.

B. Transportation to and from conferences, seminars or workshops shall be selected on the basis of that which is as reasonable in cost as consistent with comfort, safety and convenience. If the cost of travel by personal vehicle exceeds the cost of coach air fare, the district will reimburse to the extent of the lesser amount.

C. If more than one person is attending an activity and transportation will be by personal

vehicle, the individuals are encouraged to travel together.

D. It is permissible for employees ~~or board members~~ to take their own vehicle on a trip to enable them to use some vacation time; however, the same standard regarding reimbursement at the lesser amount, whether airline or private vehicle, will apply.

VII. ACCOMMODATIONS

A. Individuals are expected to select accommodations, when they have an option, at the most reasonable rate. Lodging shall be selected on the basis of reasonable cost in conjunction with comfort, safety and convenience.

B. When an individual is traveling with a non-employee, the district will reimburse expenses for the employee only.

C. Itemized receipts are required for all accommodation claims.

VIII. MEALS

The maximum reimbursement will be in accordance with local per diem.

A. The district will not reimburse the cost of alcoholic beverages.

B. The meals expenditures should not be placed on the district P card.

C. Reimbursement will be based upon actual expenditures; individuals must provide itemized receipts for meal expenditures.

D. The district will reimburse the cost of banquets or special functions related to an individual's responsibility or participated in by the general audience attending a particular conference, workshop or seminar. It is necessary to document these additional expenses.

IX. OTHER COSTS

A. The district will reimburse registration fees relating to conference, workshop or seminar attendance.

B. The district will not reimburse for entertainment or recreation costs that are either part of or separate from the conference, workshop or seminar.

C. Printed and audio publications which contain the proceedings or supplementary to attendance at a given conference, workshop or seminar, and which are relevant to the employee's ~~or board member's~~ attendance at the conference, may be purchased with the approval of the appropriate supervisor.

D. The district will reimburse a reasonable cost of baggage handling when necessary.

E. Individuals are expected to select transportation at the conference, workshop or seminar, when they have an option, at the most reasonable rate. Transportation shall be selected on the basis of that which is as reasonable in cost as consistent with comfort, safety and convenience. Individuals are expected to use conference transportation (i.e., shuttle buses) whenever it is available.

F. Reimbursement for the use of rental cars by employees ~~and board members~~ is allowed only with prior approval by the superintendent or designee~~. or, in the case of board members, by the board chairperson.~~

G. Exceptions to allowed travel expenses must be approved by the superintendent or designee for employees~~. and by the board chairperson for board members.~~

H. Gifts of travel, given to the school district, or specific school district personnel must be accepted by the school board via board action prior to the event.

X. MISCELLANEOUS PURCHASES

A. The School District is exempt from the cost of sales tax for all materials and supplies that are purchased.

B. Therefore, all employees should purchase supplies and materials through the purchase order system within the District's finance software system, when possible.

C. While the District may reimburse employees for purchases made on behalf of the School District, no employee will be reimbursed for any sales tax associated with said purchases.

Cross References: ***412 Expense Reimbursement***

Policy Reviewed: *10.01.2026* ~~*11.08.2022*~~
Policy Adopted: *10.21.2026* ~~*11.21.2023*~~
Policy Revised: *12.02.2021*

412 EXPENSE REIMBURSEMENT

I. PURPOSE

The purpose of this policy is to identify school district business expenses that involve initial payment by an employee and qualify for reimbursement from the school district, and to specify the manner by which the employee seeks reimbursement.

II. AUTHORIZATION

All school district business expenses to be reimbursed must be approved by the supervising administrator or manager of the corresponding budget for the expense. Such expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district business-related expenses.

III. REIMBURSEMENT

A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator or budget manager. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

B. Automobile travel shall be reimbursed at the mileage rate set by the IRS. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.

C. Expense reimbursement forms must clearly state the type of expenditures incurred and the reason for the expenditure. This information should include: place visited, business or school purpose, function attended, and the actual costs.

IV. AIRLINE TRAVEL CREDIT

A. Employees utilizing school district funds to pay for airline travel are required to ensure that any credits or other benefits issued by any airline accrue to the benefit of the school district rather than the employee.

1. To the extent an airline will not honor a transfer or assignment of credit or benefit from the employee to the school district, the employee shall report receipt of the credit or benefit to the designated administrator within 90 days of receipt of the credit or benefit.

2. Reports of the receipt of an airline credit or benefit shall be made in writing and shall include verification from the airline as to the credit or benefit received. Reimbursement

for airline travel expenses will not be made until such documentation is provided.

B. Employees who have existing credits or benefits issued by an airline based upon previously reimbursed airline travel for school district purposes will be required to utilize those credits or benefits toward any subsequent airline travel related to school district purposes, prior to reimbursement for such travel, to the extent permitted and/or feasible.

C. The requirements of this section apply to all airline travel, regardless of where or how the tickets are purchased.

V. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES

The superintendent or designee shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent or designee shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

Legal References: *Minn. Stat. § 15.435 (Airline Travel Credit)*
Minn. Stat. § 471.665 (Mileage Allowances)
Minn. Op. Atty. Gen. 1035 (Aug. 23, 1999) (Retreat Expenses)
Minn. Op. Atty. Gen. 161b-12 (Aug. 4, 1997) (Transportation Expenses)
Minn. Op. Atty. Gen. 161B-12 (Jan. 24, 1989) (Operating Expenses of Car)

Cross References: ~~*ISD 200 Policy 214 (Out-of-State Travel by School Board Members)*~~
ISD 200 Policy 412.1PR (Expense Reimbursement Procedures)

Policy Reviewed: *11.08.2023*
Policy Adopted: *10.21.2026* ~~*11.21.2023*~~
Policy Revised: *10.01.2026* ~~*12.02.2021*~~

Hastings Public School District
Fall 2026 Student Life Survey

You are an expert on what life at school is like, so we really want to hear your thoughts.

Your answers won't be graded, but think carefully about the questions and answer them as best as you can. Thank you for helping us!

Classes and Teachers

Do you agree with each sentence below?					
My teachers make their classes fun and interesting.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply
My teachers explain things in a way that I get.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply
I can relate to what I'm learning at school.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply
My teachers call on me in class.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply
I can go online or use a school issued device when I need it. (Excluding cell phones)	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply
If I need help, I can talk to my teachers outside of class.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply
I try my best at school.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply
In my classes, I am challenged to think deeply and solve difficult problems instead of memorizing facts.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply

If you answer not really or no on any statement, please explain why below and include specific examples.

Life at School

Do you agree with each sentence below?					
I feel safe at school.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply
I feel safe answering questions in class even when I'm not sure I have the right answer.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply
Most kids at school follow the rules.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply
My classmates behave well enough so I can pay attention in class.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply
Teachers treat me with respect.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply
If I were bullied, I would feel comfortable talking to someone about it.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply
I know my teachers care about me.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply
I can be myself at school.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply
Teachers and adults make sure everyone follows the rules.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply
I get the information I need about the things that matter to me at school.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply

If you answer not really or no on any statement, please explain why below and include specific examples.

People Around Me

Do you agree with each sentence below?					
I have friends to sit with at lunch or hang out with at school.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply
If I have a big problem, there is an adult at school I can talk to about it.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply
My parents/guardians help me with school as much as they can if I ask.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply
I like helping other people when I can.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply
I like working in groups with my classmates.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply
I like telling my family and friends about the fun things I learn at school.	Definitely	Sort of	Not really	No	Don't know/ Doesn't apply

If you answer not really or no on any statement, please explain why below and include specific examples.

My Learning (Grades 4-8)

Please check any of the things in the list below that make learning hard for you.

- Can't hear the teacher in class
- Can't keep up with homework
- Can't see the board
- Distracting students or distracting behaviors in my classes
- Not keeping organized/not managing my time
- Not understanding English
- Teachers treat me worse than they treat other kids

The time I spend on my school issued device in class is:

- Too much
- Just right
- Not enough

My Learning (Grades 9-12)

The homework and projects I'm assigned help me learn and are more than just busywork.

- Definitely
- Sort of
- Not really
- No
- Don't know/Doesn't apply

Please check any of the things in the list below that make learning hard for you.

- Can't hear the teacher in class
- Can't keep up with homework
- Can't see the board
- Distracting students or distracting behaviors in my classes
- Don't know how/what to study
- Not keeping organized/not managing my time
- Not understanding English
- Teachers treat me worse than they treat other kids
- Too much competition for grades/test scores

The time I spend on my school issued device in class is:

- Too much
- Just right
- Not enough

I have opportunities to explore interests, careers, colleges, trades or other options for my future.

- Definitely
- Sort of
- Not really

Our School

Most days, I like my school.

- 0 - Not at all!
- 1
- 2
- 3
- 4
- 5 - Sort of
- 6
- 7
- 8
- 9
- 10 - Definitely!

Pretend a new student just moved here. They are starting at your school very soon. What would you tell them are the three best things about my school?

Pretend a new student just moved here. They are starting at your school very soon. What would you tell them are the top three ways my school could be better?

Hastings Public School District
Fall 2026 Parent/Guardian Satisfaction Survey

The survey is organized into several brief sections, and participants are able to easily move back and forth through the sections. If, for any reason, you need to leave the survey, you can re-enter the survey access code, and the survey will pick up where you left off.

*Do not mention or identify any individual by name, position, or role in your comments; any comments identifying individuals will be removed. Instead, focus your responses on shared experiences, team dynamics, workplace processes, and overall organizational practices. If you have feedback or concerns regarding a specific individual, please address them directly with that person or through standard administrative channels.

Thank you for providing us with your opinions and perspectives!

Respondent Information

Which schools do your children attend? (Select all that apply)

- Tilden Center
- Kennedy Elementary
- McAuliffe Elementary
- Pinecrest Elementary
- Hastings Middle School
- Hastings High School
- Hastings High School Online Academy
- Hastings Alternative Learning Program
- Choose not to answer

Grade level of your child(ren): (Select all that apply)

- Pre-Kindergarten
- Kindergarten
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

One or more of my children receive the following services: (Select all that apply)

- 504 Plans
- English Language Learner (ELL)
- Gifted and Talented/Enrichment/Advanced
- Special Education
- Educational Benefits Program
- I'm not sure
- None of the above

I identify as: (Select all that apply)

- American Indian or Native Alaskan
- Asian
- Black or African American

- Hispanic or Latino
- Middle Eastern or North African
- Native Hawaiian or Pacific Islander
- White
- More than one race/ethnicity
- I prefer not to respond

Planning Priorities

Please choose <u>up to four</u> areas that you believe we should focus our planning efforts, and rank them in order of priority (1 being the highest priority).				
Activities and clubs (such as DECA, musicals, plays, forensics)	1 (Most important)	2	3	4 (Least important)
Athletics	1 (Most important)	2	3	4 (Least important)
Career and technical education (trades, business/marketing, health sciences)	1 (Most important)	2	3	4 (Least important)
College credit opportunities for students	1 (Most important)	2	3	4 (Least important)
Communications with parents and the community	1 (Most important)	2	3	4 (Least important)
Community/business partnerships for students (youth apprenticeships, co-ops, mentoring)	1 (Most important)	2	3	4 (Least important)
Course variety/virtual course offerings	1 (Most important)	2	3	4 (Least important)
Foreign languages	1 (Most important)	2	3	4 (Least important)
Mental health services for students	1 (Most important)	2	3	4 (Least important)
Onsite childcare for the community	1 (Most important)	2	3	4 (Least important)
Recruit and retain high-quality staff	1 (Most important)	2	3	4 (Least important)
Responsible technology use for students (such as artificial intelligence and cybersecurity)	1 (Most important)	2	3	4 (Least important)
School safety and security	1 (Most important)	2	3	4 (Least important)
Student behavior/discipline	1 (Most important)	2	3	4 (Least important)
Student transportation services	1 (Most important)	2	3	4 (Least important)
Understanding of diversity (such as economic backgrounds, cultural backgrounds, values/opinions)	1 (Most important)	2	3	4 (Least important)

Are there other areas you believe we should focus our planning and resources? If so, what are they?

Leadership & Communication

Please respond to each of the following:					
The school board is doing what it takes to make our district successful. (The school board governs through strategic planning, policy, fiscal oversight, superintendent oversight, curriculum and resources, facilities and property, and community and state advocacy.)	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
District administration is doing what it takes to make our district successful. (Administration manages the operation of the district.)	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The District is heading in the right direction.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

How do you rate the <u>quality</u> of communications from the district?

- Great
- Good
- Fair
- Poor
- Don't know

How do you rate the <u>frequency/timeliness</u> of communications from the district?

- Too often
- Just right
- Not often enough
- Don't know

How do you rate the <u>quality</u> of communications from the school administration (principals, assistant principals, athletic director)?

- Great
- Good
- Fair
- Poor

- Don't know

How do you rate the <u>frequency/timeliness</u> of communications from the school administration (principals, assistant principals, athletic director)?

- Too often
- Just right
- Not often enough
- Don't know

How do you rate the <u>quality</u> of communications from teachers?

- Great
- Good
- Fair
- Poor
- Don't know

How do you rate the <u>frequency/timeliness</u> of communications from teachers?

- Too often
- Just right
- Not often enough
- Don't know

How would you like to receive school information? (Mark all that apply.)

- Automated phone/text notifications
- Emails
- Meetings with teachers and administrators
- Newspaper
- Parent organizations
- Parent portal (Infinite Campus)
- Seesaw
- Schoology
- Peachjar
- Radio
- School and district newsletters
- School board meetings
- School website
- Facebook
- Twitter/X
- Other social media

Comments/questions/suggestions:

School Experience- Tilden Center

Please respond to the following regarding your experience at Tilden Center.

Please respond to each of the following:					
School Climate					
I feel welcome in my child's school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
My child feels safe at school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
School facilities are clean and well-kept.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
School staff treat my child with dignity and respect.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
If my child breaks a rule at school, they are treated fairly.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I am satisfied with our school's efforts to address bullying.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
There is a healthy culture at our school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

Please respond to each of the following:					
Learning					
My child gets help when they need it.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The school teaches with materials that reflect my family's cultural and racial backgrounds.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I know how to support my child's learning.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

My child is regularly challenged with schoolwork that requires problem-solving and critical thinking rather than just memorizing facts.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

Please respond to each of the following:					
Connections					
I have at least one school staff member I feel comfortable contacting when I have an idea or concern.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I am updated on how my child is doing at school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I have opportunities to provide feedback to the school/teachers.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The school provides opportunities for parental involvement.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

The overall amount of homework my child is asked to complete is:

- Too little
- Just right
- Too much
- Don't know/doesn't apply

Comments/questions/suggestions:

School Experience- Kennedy Elementary School

Please respond to the following regarding your experience at Tilden Center.

Please respond to each of the following:					
School Climate					
I feel welcome in my child's school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
My child feels safe at school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
School facilities are clean and well-kept.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
School staff treat my child with dignity and respect.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
If my child breaks a rule at school, they are treated fairly.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I am satisfied with our school's efforts to address bullying.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
There is a healthy culture at our school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

Please respond to each of the following:					
Learning					
My child gets help when they need it.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The school teaches with materials that reflect my family's cultural and racial backgrounds.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I know how to support my child's learning.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

My child is regularly challenged with schoolwork that requires problem-solving and critical thinking rather than just memorizing facts.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

Please respond to each of the following:					
Connections					
I have at least one school staff member I feel comfortable contacting when I have an idea or concern.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I am updated on how my child is doing at school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I have opportunities to provide feedback to the school/teachers.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The school provides opportunities for parental involvement.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

The overall amount of homework my child is asked to complete is:

- Too little
- Just right
- Too much
- Don't know/doesn't apply

Comments/questions/suggestions:

School Experience- McAuliffe Elementary School

Please respond to the following regarding your experience at Tilden Center.

Please respond to each of the following:					
School Climate					
I feel welcome in my child's school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
My child feels safe at school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
School facilities are clean and well-kept.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
School staff treat my child with dignity and respect.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
If my child breaks a rule at school, they are treated fairly.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I am satisfied with our school's efforts to address bullying.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
There is a healthy culture at our school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

Please respond to each of the following:					
Learning					
My child gets help when they need it.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The school teaches with materials that reflect my family's cultural and racial backgrounds.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I know how to support my child's learning.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

My child is regularly challenged with schoolwork that requires problem-solving and critical thinking rather than just memorizing facts.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

Please respond to each of the following:					
Connections					
I have at least one school staff member I feel comfortable contacting when I have an idea or concern.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I am updated on how my child is doing at school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I have opportunities to provide feedback to the school/teachers.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The school provides opportunities for parental involvement.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

The overall amount of homework my child is asked to complete is:

- Too little
- Just right
- Too much
- Don't know/doesn't apply

Comments/questions/suggestions:

School Experience- Pinecrest Elementary School

Please respond to the following regarding your experience at Tilden Center.

Please respond to each of the following:					
School Climate					
I feel welcome in my child's school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
My child feels safe at school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
School facilities are clean and well-kept.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
School staff treat my child with dignity and respect.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
If my child breaks a rule at school, they are treated fairly.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I am satisfied with our school's efforts to address bullying.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
There is a healthy culture at our school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

Please respond to each of the following:					
Learning					
My child gets help when they need it.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The school teaches with materials that reflect my family's cultural and racial backgrounds.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I know how to support my child's learning.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

My child is regularly challenged with schoolwork that requires problem-solving and critical thinking rather than just memorizing facts.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

Please respond to each of the following:					
Connections					
I have at least one school staff member I feel comfortable contacting when I have an idea or concern.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I am updated on how my child is doing at school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I have opportunities to provide feedback to the school/teachers.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The school provides opportunities for parental involvement.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

The overall amount of homework my child is asked to complete is:

- Too little
- Just right
- Too much
- Don't know/doesn't apply

Comments/questions/suggestions:

School Experience- Hastings Middle School

Please respond to the following regarding your experience at Tilden Center.

Please respond to each of the following:					
School Climate					
I feel welcome in my child's school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
My child feels safe at school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
School facilities are clean and well-kept.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
School staff treat my child with dignity and respect.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
If my child breaks a rule at school, they are treated fairly.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I am satisfied with our school's efforts to address bullying.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
There is a healthy culture at our school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

Please respond to each of the following:					
Learning					
My child gets help when they need it.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The school teaches with materials that reflect my family's cultural and racial backgrounds.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I know how to support my child's learning.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

My child is regularly challenged with schoolwork that requires problem-solving and critical thinking rather than just memorizing facts.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

Please respond to each of the following:					
Connections					
I have at least one school staff member I feel comfortable contacting when I have an idea or concern.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I am updated on how my child is doing at school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I have opportunities to provide feedback to the school/teachers.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The school provides opportunities for parental involvement.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

The overall amount of homework my child is asked to complete is:

- Too little
- Just right
- Too much
- Don't know/doesn't apply

Comments/questions/suggestions:

School Experience- Hastings High School

Please respond to the following regarding your experience at Tilden Center.

Please respond to each of the following:					
School Climate					
I feel welcome in my child's school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
My child feels safe at school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
School facilities are clean and well-kept.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
School staff treat my child with dignity and respect.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
If my child breaks a rule at school, they are treated fairly.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I am satisfied with our school's efforts to address bullying.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
There is a healthy culture at our school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

Please respond to each of the following:					
Learning					
My child gets help when they need it.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The school teaches with materials that reflect my family's cultural and racial backgrounds.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I know how to support my child's learning.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

My child is regularly challenged with schoolwork that requires problem-solving and critical thinking rather than just memorizing facts.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

Please respond to each of the following:					
Connections					
I have at least one school staff member I feel comfortable contacting when I have an idea or concern.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I am updated on how my child is doing at school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I have opportunities to provide feedback to the school/teachers.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The school provides opportunities for parental involvement.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

The overall amount of homework my child is asked to complete is:

- Too little
- Just right
- Too much
- Don't know/doesn't apply

Comments/questions/suggestions:

School Experience - Hastings High School Online Academy

Please respond to the following regarding your experience at Tilden Center.

Please respond to each of the following:					
School Climate					
I feel welcome in my child's school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
My child feels safe at school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
School facilities are clean and well-kept.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
School staff treat my child with dignity and respect.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
If my child breaks a rule at school, they are treated fairly.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I am satisfied with our school's efforts to address bullying.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
There is a healthy culture at our school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

Please respond to each of the following:					
Learning					
My child gets help when they need it.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The school teaches with materials that reflect my family's cultural and racial backgrounds.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I know how to support my child's learning.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

My child is regularly challenged with schoolwork that requires problem-solving and critical thinking rather than just memorizing facts.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

Please respond to each of the following:					
Connections					
I have at least one school staff member I feel comfortable contacting when I have an idea or concern.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I am updated on how my child is doing at school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I have opportunities to provide feedback to the school/teachers.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The school provides opportunities for parental involvement.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

The overall amount of homework my child is asked to complete is:

- Too little
- Just right
- Too much
- Don't know/doesn't apply

Comments/questions/suggestions:

School Experience- Hastings Alternative Learning Program

Please respond to the following regarding your experience at Tilden Center.

Please respond to each of the following:					
School Climate					
I feel welcome in my child's school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
My child feels safe at school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
School facilities are clean and well-kept.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
School staff treat my child with dignity and respect.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
If my child breaks a rule at school, they are treated fairly.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I am satisfied with our school's efforts to address bullying.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
There is a healthy culture at our school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

Please respond to each of the following:					
Learning					
My child gets help when they need it.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The school teaches with materials that reflect my family's cultural and racial backgrounds.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I know how to support my child's learning.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

My child is regularly challenged with schoolwork that requires problem-solving and critical thinking rather than just memorizing facts.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

Please respond to each of the following:					
Connections					
I have at least one school staff member I feel comfortable contacting when I have an idea or concern.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I am updated on how my child is doing at school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I have opportunities to provide feedback to the school/teachers.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The school provides opportunities for parental involvement.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

The overall amount of homework my child is asked to complete is:

- Too little
- Just right
- Too much
- Don't know/doesn't apply

Comments/questions/suggestions:

Additional Parent Feedback

Hastings Public Schools is committed to meeting the needs of all our students and families. If you are currently exploring or have thought about open enrolling in another district, we'd love to understand your reasons. What factors have influenced your consideration, and which district(s) are you thinking about?

Recommendation

On a scale of 0 - 10, how likely would you be to recommend our school(s) to a friend or family member?

- 0 - Extremely Unlikely
- 1
- 2
- 3
- 4
- 5 - Neutral
- 6
- 7
- 8
- 9
- 10 - Extremely Likely

What are the District's top three strengths?

What are the top three ways the District could improve?

Hastings Public School District
Fall 2026 Staff Check-In Survey

The survey is organized into sections and typically takes less than 10 minutes to complete. Participants are able to easily move back and forth through the sections. If, for any reason, you need to leave the survey, you can reenter the survey access code, and the survey will pick up where you left off.

All responses will be received and tabulated by School Perceptions. Data will be reported for groups of respondents, and individual names will never be used. Data cannot be disaggregated in subgroups of fewer than three to ensure confidentiality.

*Do not mention or identify any individual by name, position, or role in your comments; any comments identifying individuals will be removed. Instead, focus your responses on shared experiences, team dynamics, workplace processes, and overall organizational practices. If you have feedback or concerns regarding a specific individual, please address them directly with that person or through standard administrative channels.

Thank you for participating!

Respondent Information

At which location do you spend the most time?

- Tilden Center
- Kennedy Elementary
- McAuliffe Elementary
- Pinecrest Elementary
- Hastings Middle School
- Hastings High School
- Hastings Alternative Learning Program
- District Office
- District-wide

What best describes your position?

- Teacher
- Educational Specialist (certified staff including counselor, school psychologist, social worker, reading specialist, library media specialist, etc.)
- Paraprofessional
- Community Ed Assistant (Kids Campus and EC Program Assistant)
- Administrative Assistant
- Custodial/Maintenance
- Food Service
- Transportation
- Other Support Staff (Supervisor, District Office Staff, Nurse, Tech Support, Coordinator)
- Administration
- Choose not to answer

Including the current year, how many years have you worked for this district?

- 1-2 years
- 3-5 years
- 6-10 years
- More than 10 years
- Choose not to answer

Workday

To what extent do you agree with each statement below?					
The amount of work I am asked to do is reasonable/manageable.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Information important to my work is shared with me in a timely and effective manner.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The District seeks input from a broad group of staff members.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I feel comfortable sharing input and concerns with my supervisor/administrator.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I feel supported by my supervisor/administrator when I make a decision.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Our staff does a good job of educating our students.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Our staff handles student discipline in a consistent manner.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Our school's student discipline policies are effective.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The adults in my building implement student discipline procedures consistently.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Most days, I look forward to going to work.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I have meaningful ways to collaborate with my peers and contribute my expertise.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

Environment

To what extent do you agree with each statement below?					
I feel safe at work.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I feel respected at work.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I am recognized when I do a good job.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
In the last year, I received useful feedback to help improve my work.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I have opportunities for training/professional development to improve my work.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I have training and support to work with students from different backgrounds.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
All students in our school are treated with respect.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The school board is doing what it takes to make our district successful.(The school board governs through strategic planning, policy, fiscal oversight, superintendent oversight, curriculum and resources, facilities and property, and community and state advocacy.)	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
District administration is doing what it takes to make our district successful.(Administration manages the operation of the district.)	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The District is heading in the right direction.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

District priorities are clear to me.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The District communicates the reasons for significant decisions clearly.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I know the appropriate channel to use when I have a workplace concern or need support.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
When I raise a concern through the appropriate administrative channel, I receive a timely response.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
My school provides learning opportunities that push students to analyze, evaluate, and solve complex problems.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

Support

To what extent do you agree with each statement below?					
I have the materials and supplies I need to do my job well.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I have the technology I need to do my job well.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I have access to the technology support I need.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
I have healthy working relationships with my coworkers.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Staff input is valued.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The District's pay practices are fair.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Our parents and community support the school district.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
All students in our school are given equal opportunities to learn and experience success.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Our school has a process to ensure every student has a connection with at least one adult in the school.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Our school supports students from diverse backgrounds.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Our school provides all students with the support they need to be successful.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
The social and emotional needs of all students are being met.	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

Our school supports equal opportunities for:					
All genders	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Different economic	Strongly	Agree	Disagree	Strongly	Don't know/ doesn't

backgrounds	agree			disagree	apply
Different racial backgrounds	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Different cultural backgrounds	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Students with special needs	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply
Students who are English Learners	Strongly agree	Agree	Disagree	Strongly disagree	Don't know/ doesn't apply

If you disagree or strongly disagree with any statement, please explain why below and include specific examples.

Recommendations

On a scale of 0 - 10, how likely are you to recommend the District as a place of employment?

- 0 - Extremely Unlikely
- 1
- 2
- 3
- 4
- 5 - Neutral
- 6
- 7
- 8
- 9
- 10 - Extremely Likely

What are the District's top three strengths?

What are the top three ways the District could improve?

Approval of District 200 Donations
September 2026

Date	Donor	Building	Description	Amount
9/8/26	Hastings Ford Hastings Automotive, Inc.	High School	"Cruise for a Cause" event proceeds to High School Athletics	$10,000.00
9/8/26	Hastings Wrestling Club	High School	Wrestling Singlets	$2,748.22
9/9/26	Pinecrest Parents	Pinecrest	Classroom Party Money	$710.00
9/10/26	The Blackbaud Giving Fund-Employee Giving Campaign	McAuliffe	McAuliffe Donation-Appropriate Expenditures	$50.00
9/11/26	Kennedy Parents	Kennedy	Classroom Party Money	$1,045.00
9/15/26	River City Music and Arts Edu.	Middle School	Hootenanny Donation to Middle School Orchestra Program	$4,000.00
9/15/26	River City Music and Arts Edu.	Middle School	Hootenanny Donation to Middle School Band Program	$3,300.00
9/15/26	River City Music and Arts Edu.	Middle School	Hootenanny Donation to Middle School Choir Program	$2,700.00
				$10,000.00
9/16/26	John & Anita Bahls	High School	Bahls Family Scholarship	$2,000.00
9/16/26	River City Music and Arts Edu.	Pinecrest	Hootenanny Donation to Pinecrest Music Program	$1,500.00
9/16/26	Pinecrest Parents	Pinecrest	Classroom Party Money	$1,085.00
9/16/26	Kennedy Parents	Kennedy	Classroom Party Money	$519.10
9/21/26	Hastings Band Boosters	High School	Marching Band Cub Bagging Fundraiser Proceeds	$1,404.48
9/21/26	Kennedy Parents	Kennedy	Classroom Party Money	$1,281.00
9/21/26	Hastings Lacrosse Club	High School	HUDL Service	$2,000.00
9/21/26	Hastings Volleyball Boosters	High School	HUDL Service	$1,325.00
9/21/26	Hastings Football Connections	High School	HUDL Service	$3,950.00
9/21/26	Hastings Girls Hockey Club	High School	HUDL Service	$1,325.00
9/21/26	Hastings Boys Soccer Boosters	High School	HUDL Service	$1,000.00
9/21/26	Hastings Girls Soccer Boosters	High School	HUDL Service	$1,000.00
9/21/26	Hastings Basketball Boosters	High School	HUDL Service	$2,650.00
9/22/26	High School Staff	High School	High School Faculty Scholarship	$74.00
9/23/26	Dana Pettit	High School	Wally Pettit Memorial Scholarship	$2,500.00

9/23/26	Dana Pettit	High School	Penny Pettit Memorial Scholarship	$2,000.00
9/23/26	Pinecrest Parents	Pinecrest	Classroom Party Money	$210.00
9/28/26	Thomas Duea	High School	Deb Duea Memorial Scholarship	$1,000.00
9/28/26	Pinecrest Parents	Pinecrest	Classroom Party Money	$335.00
9/30/26	Jill & Jeremy Miller	Middle School	Eagle Bluff Field Trip Donation	$150.00
9/30/26	River City Music & Arts Edu.	Kennedy	Hootenanny Donation to Kennedy Art Program	$500.00
9/30/26	Hastings Band Boosters	High School	Band Cub Bagging Fundraiser Proceeds	$133.76
9/30/26	Hastings Band Boosters	High School	Marching Band Papa Murphy's Fundraiser Proceeds	$1,960.00
			Total Monthly Donations	**$54,455.56**

In-Kind Donations - Values are approximate per information available

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 September 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