

**Hastings Area Public Schools - ISD 200**  
**School Board Meeting Agenda**

Wednesday, September 23, 2020  
Regular Meeting  
Video Conference through Zoom

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- I. Call Meeting to Order**
  - a. Attendance
- II. Motion to approve the agenda/table file**
  - a. Approval of the minutes from the August 26th, 2020 Regular School Board Meeting
- III. Recognition of visitors**
- IV. Announcements and Recognitions**
  - a. Student Recognition
- V. Items for Discussion**
  - a. Policies for First Read:
    - i. Policy 522 - Sex Nondiscrimination Policy, Title IX Grievance Procedure and Process
  - b. Budget Adjustments Process
- VI. Administrative Reports**
  - a. Superintendent
    - i. Building Construction Fund Project Update
    - ii. Science Programming Report  
**Speaker(s):** Jenn Reichel
    - iii. IEPP Report  
**Speaker(s):** Gabe Moreno
    - iv. Meeting the Needs of Students  
**Speaker(s):** Jenn Reichel and Megan Miller
  - b. School Board Committee Reports
    - i. Policy Committee Meeting
    - ii. Facility Committee
- VII. Action Items**
  - a. Consent Agenda
    - i. Bills Payable
    - ii. Personnel Report
    - iii. SAC Classification Changes
    - iv. Participation of Part Time teachers employed less than .80 FTE in the TRA-Part Time Mobility Program
  - b. Items for Individual Action
    - i. CE Fund Transfer
    - ii. Master Contracts
      - 1. Food Service
    - iii. Maximum Levy Limitations and Certification of the 2020 Payable 2021 Levy
- VIII. Future Meetings**
- IX. Adjournment**

**Board of Education  
Independent School District 200  
Hastings, Minnesota**

A regular Meeting of the School Board of Independent School District 200, Hastings, Minnesota, was held on Wednesday, August 26<sup>th</sup>, 2020 via Zoom video conference.

The meeting was called to order by Kelsey Waits at 6:00 PM. The following members of the School Board were present: Becky Beissel, Brian Davis, Scott Gergen, Lisa Hedin, Stephanie Malm, Dave Pemble, Kelsey Waits and Superintendent Robert McDowell. Members absent: none.

A motion to approve the agenda was made by Becky Beissel and seconded by Scott Gergen. The vote was: 7 ayes, and 0 nays, motion carried unanimously.

A motion to approve the minutes from the July 22<sup>nd</sup> Regular Board Meeting, the August 10<sup>th</sup> Special Board Meeting, and the August 18<sup>th</sup> Special Board Meeting was made by Dave Pemble and seconded by Becky Beissel. The vote was: 7 ayes, and 0 nays, motion carried unanimously.

Kelsey Waits took time to welcome and acknowledge those who were attending the Board Meeting via Zoom as well as those watching the meeting remotely.

The time was turned over to Superintendent McDowell who acknowledged Aleaha Zuzek, Brienna McNamara, Jane Fisher, Tom Brenny, Tracy Runsewe, Lena Moen, Jessica Neidermayer, Kelly Holt, and Emily Hiner who received the "Adopt a Classroom" grant from the George and Ruth Doffing Charitable Fund. He also informed the Board about how much money the District has received from the CARES grant money.

The Board then moved on to discuss the policies that were on the agenda for a second reading and available to move to action items for adoption later. After some discussion about the policies the Board determined to move forward with addressing each policy individually for a vote to move each policy to a action items.

A motion to move Policy 203.2 – Order of the Regular School Board Meeting to an action item was made by Scott Gergen and seconded by Becky Beissel. The vote was: 7 ayes, and 0 nays, motion carried unanimously.

A motion to move Policy 203.6 – Consent Agendas to an action item was made by Dave Pemble and seconded by Scott Gergen. The vote was: 7 ayes, and 0 nays, motion carried unanimously.

A motion to move Policy 208 – Development, Adoption, and Implementation of Policies to an action item was made by Stephanie Malm and seconded by Becky Beissel. The vote was: 7 ayes, and 0 nays, motion carried unanimously.

A motion to move Policy 414 – Mandated Reporting of Child Neglect or Physical or Sexual Abuse to an action was made by Lisa Hedin and seconded by Stephanie Malm. The vote was: 7 ayes, and 0 nays, motion carried unanimously.

A motion to move Policy 415 – Mandated Reporting of maltreatment of Vulnerable Adults to an action item was made by Scott Gergen and seconded by Dave Pemble. The vote was: 7 ayes, and 0 nays, motion carried unanimously.

There was further discussion about Policy 808 – COVID-19 Face Covering Policy and guidance from the state. After discussion it was determined that should any further changes come from the state or from legal sources about this policy that changes will be made at that time. A motion to move Policy 808 to an action item was made by Dave Pemble and seconded by Brian Davis. The vote was: 7 ayes, and 0 nays, motion carried unanimously.

Superintendent McDowell took time to share updates within the District. He also shared a safety video which details the PPE that has been purchased and other steps the District is taking to keep staff and students safe. He then turned the time over to Jennifer Seubert who gave an update on the Building Bond.

The Board then listened to updates from the following committees that met in August: Facilities Committee, the Admin Negotiations Committee, the Policy Committee, and the Finance Committee.

The first order of business for the Board to address was to approve the consent agenda. A motion to approve the consent agenda, which includes change order 13 for an addition of \$6,228.00 and change order 14 for an addition of \$30,554.00, was made by Brian Davis and seconded by Dave Pemble. The vote was: 7 ayes, and 0 nays, motion carried unanimously.

A motion to approve the CESO contract was made by Dave Pemble and seconded by Brian Davis. The vote was: 7 ayes, and 0 nays, motion carried unanimously.

A motion to approve the Principals contract was made by Scott Gergen and seconded by Becky Beissel. The vote was: 7 ayes, and 0 nays, motion carried unanimously.

A motion to adopt Policy 203.2 was made by Stephanie Malm and seconded by Scott Gergen. The vote was: 7 ayes, and 0 nays, motion carried unanimously.

A motion to adopt Policy 203.6 was made by Becky Beissel and seconded by Scott Gergen. The vote was: 7 ayes, and 0 nays, motion carried unanimously.

A motion to adopt Policy 208 was made by Brian Davis and seconded by Becky Beissel. The vote was: 7 ayes, and 0 nays, motion carried unanimously.

A motion to adopt Policy 414 was made by Dave Pemble and seconded by Brian Davis. The vote was: 7 ayes, and 0 nays, motion carried unanimously.

A motion to adopt Policy 415 was made by Scott Gergen and seconded by Becky Beissel. The vote was: 7 ayes, and 0 nays, motion carried unanimously.

A motion to adopt Policy 808 was made by Becky Beissel and seconded by Dave Pemble. The vote was: 7 ayes, and 0 nays, motion carried unanimously.

With no further business to discuss, a motion to adjourn the meeting was made by Dave Pemble and seconded by Becky Beissel. The vote was: 7 ayes, and 0 nays, motion carried unanimously. The meeting was adjourned at 7:15 PM.



522 ~~TITLE IX-SEX (GENDER)~~ NONDISCRIMINATION POLICY, TITLE IX  
GRIEVANCE PROCEDURE AND PROCESS

I. GENERAL STATEMENT OF POLICY

A. The school district prohibits discrimination on the basis of sex in all forms, including sexual harassment.

A.—The school district does not discriminate on the basis of sex ~~(gender)~~ in its education programs or activities, and it is required by Title IX of the Education Amendments Act of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex ~~(gender)~~, including sexual harassment.

B.

II. SEX DISCRIMINATION COMPLAINTS NOT INVOLVING SEXUAL HARASSMENT

Complaints of sex discrimination that do not constitute sexual harassment, as defined below, or retaliation from making a complaint of sexual harassment should be reported to the building principal or building supervisor. The building principal or supervisor is then responsible for notifying the school district's Title IX Coordinator of the complaint. If a complaint involves the building principal or supervisor, it should be reported directly to the Title IX Coordinator. The Title IX Coordinator will ensure an investigation is completed in accordance with the requirements of applicable school district policies. The District's Title IX Coordinator is the Athletic Director. The Title IX Coordinator's contact information is:

Trent Hanson  
200 General Sieben Dr.  
Hastings, MN 55033  
651-480-7597



[thanson@hastings.k12.mn.us](mailto:thanson@hastings.k12.mn.us)

### **III. GENERAL POLICY PROHIBITING SEXUAL HARASSMENT**

- A. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- B. This policy applies to sexual harassment that occurs within the school district's education programs and activities ~~and that is committed by a school district employee, student, or other members of the school community~~. This policy does not apply to sexual harassment that occurs ~~off school grounds, in a private setting, and~~ outside the scope of the school district's education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district's education programs or activities.
- C. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator(s) is/are:

**Trent Hanson**  
**200 General Sieben Dr.**  
**Hastings, MN 55033**  
**651-480-7597**  
**[thanson@hastings.k12.mn.us](mailto:thanson@hastings.k12.mn.us)**

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

- D. The effective date of this policy is August 14, 2020 and it applies to alleged violations of this policy occurring on or after August 14, 2020.

### **H. IV. DEFINITIONS**

- A. "Actual knowledge" means notice of sexual harassment or allegations of



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sexual harassment to the school district's Title IX Coordinator ~~or any official of the district who has authority to institute corrective measures on behalf of the district~~ to any employee of the school district. ~~Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge.~~ This standard is not met when the only official of the school district with actual knowledge is the respondent. ~~The mere ability or obligation to report sexual harassment or to inform a student about how to report sexual harassment, or having been trained to do so, does not qualify an individual as one who has authority to institute corrective measures on behalf of the district. "Notice" as used in this paragraph includes, but is not limited to, a report of sexual harassment to the Title IX Coordinator.~~

- B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A parent or guardian of a minor complainant, or a legal guardian of an adult complainant, may act on behalf of a complainant, including through the filing of a formal complaint.
- C. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. "Education program or activity" means locations, events, or circumstances over ~~for~~ which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.
- F. "Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment. ~~At the time of filing a~~ In the formal complaint, a complainant must state they are ~~be~~ participating in or attempting to participate in the education program or activity of the district with which the formal complaint is filed. A formal complaint may be filed with the Title IX Coordinator in



person, by mail, or by electronic mail. The phrase “document filed by a complainant” means a document or electronic submission (such as by electronic mail) that contains the complainant’s physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint. Where the Title IX Coordinator signs a formal complaint, the Title IX Coordinator is not a complainant.

F.G. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.

H. “Party” refers interchangeably to a complainant or respondent.

I. “Relevant questions” and “relevant evidence” are questions, documents, statements, physical items, or information that are related to the allegations raised in a formal complaint and have any tendency to make the allegations more or less likely to be true. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions or evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions or evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.

J. “Remedies” means actions designed to restore or preserve the complainant’s equal access to education after a respondent is found responsible for sexual harassment. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.

G. \_\_\_\_\_

H. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.

K. \_\_\_\_\_

L. “Sexual harassment” means any of three types of misconduct on the basis



of sex that occurs in a school district education program or activity and is committed against a person in the United States:

1. Quid pro quo harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
- ~~3. Any instance of sexual assault (as defined in the Clery Act, 20 U.S.C. §1092(f)(6)A(v)), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or stalking (as defined in the Violence Against Women Act, 34 U.S.C. §12291). "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)A(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30). These terms are generally defined below: "Sexual assault" means any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent. "Dating Violence" means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. Whether such a relationship exists depends on the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. "Domestic Violence" means felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction. "Stalking" means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or suffer substantial emotional distress.~~



M. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minn. Stat. § 121A.41, as amended, mutual restrictions on contact between the parties, changes in work or school locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.

N. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:

1. “Title IX Coordinator” means an employee of the school district that is designated and authorized to coordinate the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administrating the grievance process.
2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Title IX Coordinator, Decision-maker or the Appellate Decision-maker in that formal complaint. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker for a formal complaint cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker in that formal complaint. The Decision-maker may be an



administrator, supervisor, or other individual qualified to determine and impose appropriate remedies if a determination of responsibility is made.

4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker for a formal complaint cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker in that formal complaint. The Appellate Decision-maker may be a school district employee, or a third party designated by the school district.

A.5. “Informal resolution facilitator” means a person who facilitates the informal resolution process if desired by the parties. The Informal resolution facilitator may be the Title IX Coordinator, but may not be the Investigator, Decision-maker or Appellate Decision-maker in the formal complaint proposed for informal resolution.

1.6. The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, ~~and faeilitator of informal resolution processes~~informal resolution facilitator, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, ~~appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and faeilitator of informal resolution processes~~Informal resolution facilitator.

### III.V. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

#### A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take



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any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.

3. The school district will provide appropriate remedies to the complainant ~~any time a respondent is found responsible. when a determination of responsibility for sexual harassment has been made against a respondent.~~

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.

- C. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

D. Confidentiality

To the extent permitted by governing law and regulations, the school district will not release private educational or personnel data about complainants, respondents, witnesses, allegations of sexual harassment, investigations, decisions, dismissals, and/or findings of responsibility. However, the school district's obligations under the implementing regulations for Title IX may require disclosure of certain private educational or personnel data to other parties and/or witnesses.

~~The school district will keep confidential the identity of any individual who has made a report or complaint of sex (gender) discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual who has been reported to be the perpetrator of sex (gender) discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy~~



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~~Act (FERPA), 20 U.S.C. § 1232g, or FERPA's regulations, and State law under Minn. Stat. § 13.32 34 C.F.R. Part 99, or as required by law, or to carry out the purposes of 34 C.F.R. Part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).~~

E. Right to an Advisor; ~~Right to a Support Person~~

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly ~~in any other manner~~ during any phase of the grievance process. An advisor to a complainant or respondent may prepare written submissions on behalf of the party.

~~A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.~~

F. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

G. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by



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more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

H. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

I. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

J. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) calendar days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was



received by the ~~S~~school ~~D~~istrict.

4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the ~~S~~school ~~d~~istrict.
5. Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

#### K. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in transportation, changes in work or school locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will impose or recommend appropriate remedies, including disciplinary sanctions/consequences. ~~The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with MSBA Model Policy 506 – Student Discipline.~~ The discipline of a student-respondent must comply with the applicable provisions of MPolicy 506 – Student Discipline, the Minnesota Pupil Fair Dismissal Act, the Individuals



with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

## VI. REPORTING PROHIBITED CONDUCT

A. ~~\_\_\_\_\_~~—Any student who believes they have been the victim of unlawful sex ~~(gender)~~ discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex ~~(gender)~~ discrimination or sexual harassment ~~toward a student~~ should report the alleged acts as soon as possible to the Title IX Coordinator.

~~B. \_\_\_\_\_~~

~~A.B. \_\_\_\_\_~~—Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex ~~(gender)~~ discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex ~~(gender)~~ discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.

~~B.C. \_\_\_\_\_~~—A report of unlawful sex ~~(gender)~~ discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator's contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person's verbal or written report.

~~C.D. \_\_\_\_\_~~—Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the ~~S~~school ~~d~~istrict may report the alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

## ~~V~~. VII. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR



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- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint .
- ~~A.~~ The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- ~~B.~~
- ~~B.~~ If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation ~~over~~against the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- ~~C.~~
- ~~B.D.~~ Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
  2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
  3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
  4. A statement that the parties may inspect and review evidence gathered



pursuant to this policy;

5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
6. A copy of this policy.

#### vi.**VIII. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT**

##### A. Emergency Removal of a Student

1. The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:

~~a.~~ The school district undertakes an individualized safety and risk analysis;

~~a.~~

~~b.~~ The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and

~~b.~~

If

~~b.c.~~ If the school district determines the student-respondent poses such a threat, it will so notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including ~~MSBA Model~~ Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

##### B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint.



Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration ~~applicable~~ requirements of any applicable collective bargaining agreement or individual contract, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

#### ~~VIII.~~IX. **INFORMAL RESOLUTION OF A FORMAL COMPLAINT**

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of the right to a formal investigation and adjudication of formal complaints of sexual harassment.
- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent to participate in the informal resolution process. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

~~E.~~

#### ~~VIII.~~X. **DISMISSAL OF A FORMAL COMPLAINT**



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- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
- ~~1.~~ Would not meet the definition of sexual harassment, even if proven;  
~~1.~~
  - ~~2.~~ Did not occur in the school district's education program or activity; or  
~~2.~~
  - ~~1.3.~~ Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
  2. The respondent is no longer enrolled or employed by the school district; or
  3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal and grounds upon which an appeal may be made.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate, including an investigation pursuant to other school district policies.

~~IX.~~ XI. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the ~~s~~School ~~d~~District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the school district decides to



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investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.

- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The investigative report may include recommended findings of fact and conclusions. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

**x.XII. DETERMINATION REGARDING RESPONSIBILITY**

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to



submit written, relevant questions that a party wants asked of any party or witness. The time allowed for submitting questions and answers is at the discretion of the Decision-maker.

- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- ~~D.~~ When the exchange of questions and answers has concluded, and the parties have been provided at least ten days to review and submit a written response to the investigative report, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:

~~1.~~ Identification of the allegations potentially constituting sexual harassment;

~~1.~~

~~1.2.~~ A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

~~2.3.~~ Findings of fact supporting the determination;

~~3.4.~~ Conclusions regarding the application of the school district's code of conduct to the facts;

~~4.5.~~ A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and



5-6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.

E-D. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.

E-E. The written determination of responsibility must be provided to the parties simultaneously.

G-F. The Title IX Coordinator is responsible for the effective implementation of any remedies.

H-G. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

## XI-B. APPEALS

A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:

1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or



designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.

- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

#### XIV. RETALIATION PROHIBITED

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex ~~(gender)~~ discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex ~~(gender)~~ discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.
- B. Any person may submit a report or formal complaint alleging retaliation to the Title IX Coordinator in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment ~~or sex discrimination~~.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance



proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

#### ~~xiii.~~ XV. TRAINING

- A. The school district shall ensure that Title IX Personnel receive appropriate training. The training shall include instruction on:
1. The Title IX definition of sexual harassment;
  2. The scope of the school district's education program or activity;
  3. How to conduct an investigation and grievance process, appeals, and informal resolution processes, as applicable;
  4. How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias;
  5. For Decision-makers, training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's prior sexual behavior are not relevant; and
  6. For Investigators, training on issues of relevance, including the creation of an investigative report that fairly summarizes relevant evidence.
- B. The training materials will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints.
- ~~C.~~ Materials used to train Title IX Personnel must be posted on the school district's website. ~~If the school district does not have a website, it must make the training materials available for public inspection upon request.~~

#### xiv. ~~XVI.~~ DISSEMINATION OF POLICY

- A. This policy shall be made available to all students, parents/guardians of students, school district employees, and employee unions.



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- B. The school district shall conspicuously post the name of the Title IX Coordinator, including office address, telephone number, and work e-mail address on its website and in each handbook that it makes available to parents, employees, students, unions, or applicants.
- C. The school district must provide applicants for admission and employment, students, parents or legal guardians of secondary school students, employees, and all unions holding collective bargaining agreements with the school district, with the following:
- ~~1.~~ The name or title, office address, electronic mail address, and telephone number of the Title IX Coordinator;
  - ~~1.~~
    2. Notice that the school district does not discriminate on the basis of sex (~~gender~~) in the education program or activity that it operates, and that it is required by Title IX not to discriminate in such a manner;
    3. A statement that the requirement not to discriminate in the education program or activity extends to admission and employment, and that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Assistant Secretary for Civil Rights of the United States Department of Education, or both; and
    4. Notice of the school district's grievance procedures and grievance process contained in this policy, including how to report or file a complaint of sex (~~gender~~) discrimination, how to report or file a formal complaint of sexual harassment, and how the school district will respond.

**XVIIIXV. RECORDKEEPING**

- A. The school district must create, and maintain for a period of seven calendar years, records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment. In each instance, the school district must document:
1. The basis for the school district's conclusion that its response to the



- report or formal complaint was not deliberately indifferent;
2. The measures the school district has taken that are designed to restore or preserve equal access to the school district's education program or activity; and
  3. If the school district does not provide a complainant with supportive measures, then it must document the reasons why such a response was not clearly unreasonable in light of the known circumstances. Such a record must be maintained for a period of seven years.
  4. The documentation of certain bases or measures does not limit the recipient in the future from providing additional explanations or detailing additional measures taken.
- B. The school district must also maintain for a period of seven calendar years records of:
1. Each sexual harassment investigation including any determination regarding responsibility, any disciplinary sanctions imposed on the respondent, and any remedies provided to the complainant designed to restore or preserve equal access to the recipient's education program or activity;
  2. Any appeal and the result therefrom;
  3. Any informal resolution and the result therefrom; and
  4. All materials used to train Title IX Personnel.

## **XVII. APPLICATION OF LAWS OTHER THAN TITLE IX**

- A. If a formal complaint is dismissed because the allegations, if true, would not constitute sexual harassment as described above or if a Decision-maker or Appellate decision-maker makes a determination that a respondent is not responsible for sexual harassment under these procedures, the Title IX Coordinator will consider whether the alleged conduct may constitute a violation of one or both of the alternative definitions below. If an investigation has already been conducted, the Title IX Coordinator may review the investigation to determine whether prohibited sexual harassment has occurred. If the Title IX Coordinator concludes that it has, the Title IX**



Coordinator shall report those findings to the Decision-maker and the Decision-maker shall impose or recommend remedies. If no investigation has taken place, the complaint shall be investigated consistent with Policy 103.

B. Alternative Definitions of Sexual Harassment

i. Minnesota Human Rights Act (Applicable to Employees and Students)

“Sexual harassment” includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact or other verbal or physical conduct or communication of a sexual nature when:

a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or education;

b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education; or

a-c. that conduct or communication has the purpose or effect of substantially interfering with an individual’s employment or education, or creating an intimidating, hostile, or offensive employment, or educational environment.

ii. Title VII (Applicable to Employees)

“Sexual harassment” mean unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:

(1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment,

(2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or

(3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

**Legal References:** Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)  
Minn. Stat. § 121A.40 – 121A.575 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)



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20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)

34 C.F.R. Part 106 (Implementing Regulations of Title IX)

20 U.S.C. § 1400, *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

29 U.S.C. § 794 (Section 504 of the Rehabilitation Act of 1973)

42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act of 1990, as amended)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)

20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))

***Cross References:*** MSBA/MASA Model Policy 102 (Equal Educational Opportunity)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

*Policy Reviewed:* 09.15.2020

*Policy Adopted:*

*Policy Revised:* 09.08.2020



# Guiding Change: 2020-21 Budget Adjustments (Desirable, Feasible, Sustainable) **DRAFT**

## Hastings Public Schools Mission Statement:

The mission of the Hastings Public Schools, working in partnership with the family and the community, is to educate individuals to be responsible, lifelong learners who possess the skills, knowledge, creativity, sense of self-worth, and ethical values necessary to thrive in a rapidly changing, culturally diverse, global society.

Context and Current Reality	Desired Results	Unacceptable Means
<p><b>External and Internal:</b></p> <ul style="list-style-type: none"> <li>• We have a very strong music program.</li> <li>• We are committed to equity focused programming.</li> <li>• We have declining enrollment.</li> <li>• Deficit of \$1.6m.</li> <li>• We have a supportive and engaged community of our schools. There is a connection.</li> <li>• Our Health Care (self-funded) is unknown in pandemic.</li> <li>• Our schools are becoming more diverse.</li> <li>• We do not know what the status of state funding will be.</li> <li>• We support and prepare students for multiple options once graduated.</li> <li>• Additional staffing was approved for mental health/special services.</li> <li>• There is community support around many different sporting programs.</li> <li>• There is business and foundation support for scholarships, programming, etc.</li> <li>• Unknown tax collection for second half of year.</li> <li>• Prior year cuts have been disproportionately born at the elementary and middle school levels. (closing sites and modifying the structure of the school day).</li> </ul>	<p><b>What do we want?</b></p> <ul style="list-style-type: none"> <li>• A balanced and sustainable budget.</li> <li>• Outcomes developed through multiple voices</li> <li>• Multi-year conversation about making adjustments. May need to only partially adjust in year one.</li> <li>• Hoping that we do not have program eliminations.</li> <li>• Hoping that our class sizes can remain low.</li> <li>• Maintain focus and growth on equity programming.</li> <li>• Maintain focus on mental health.</li> <li>• We value and want to protect our fine arts program as much as possible.</li> <li>• We value and want to protect our athletic programming.</li> <li>• We value offering students multiple career pathways.</li> <li>• Class sizes at or slightly above the mean of regional Metro ESCU is acceptable</li> <li>• Program elimination is understandable for programs with enrollments that are very low, or declining faster than district-wide enrollment</li> <li>• HS gradation requirements could be aligned with MN State base requirements (currently as I understand</li> </ul>	<p><b>What won't we do? What will we not impact?</b></p> <ul style="list-style-type: none"> <li>• We won't violate federal/state law.</li> <li>• We won't do anything that would impact the health and safety of our staff and students.</li> </ul> <p style="text-align: center;"><b>9-9-20 Draft</b></p>

it we require an additional phy ed credit and an additional Social Studies 1/2 or 1 credit). Staff for required classes, and let elective classes compete. (In real-life I am not this much of a market driven thinker, but it seems I am with regard to education.)

- Allied Arts will be presented in elementary and MS for exposure and exploration. Mastery/deeper learning will occur at very upper MS grades or HS.
- District's mission statement calls out working "in partnership" with the community. Align budget with this - District dollars go to educating students to state standards and community partners or community ed support enrichment. I see this specifically being applicable at the MS level.
- Look specifically at Special Services given the current high rate of annual cross-subsidy.
- A balanced and sustainable budget.
- Choices/decisions are sustainable through 2024.
- All programming will meet all three criteria of desirable, feasible, and sustainable.
- Instructional sizes will be defined k-12 (both in maximum numbers before

**9-9-20  
Draft**



## Guiding Change: 2020-21 Budget Adjustments (Desirable, Feasible, Sustainable) **DRAFT**

	<p>adding a section and at what number will a section not be run)</p> <ul style="list-style-type: none"><li>● Decisions will be made with an equity lens and a lens of removing systemic racism.</li><li>● Mental Health programming and support will be overtly recognizable.</li><li>● Fine arts programming will continue to be a showcase program for the district.</li><li>● Athletic programming meets all three criteria of desirable, feasible, and sustainable.</li><li>● Career pathways will continue, albeit looking different from the current model.</li><li>● Daily schedules will meet all three criteria of desirable, feasible, and sustainable.</li></ul>	<p><b>9-9-20</b> <b>Draft</b></p>
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**Building Construction Fund Projects as of 8/31/2020**

	A	B	C	D	E	A-C-D-E	
Project	Project Budget	Vendor Bid Amount +/- Change Orders	Vendor Contract Expenses to Date	Wold 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 & Pincrest Chillers	1,182,000	753,551	753,551	74,842	(34,273)	387,879	Complete
Multi-Site Exterior Lighting	478,500	246,483	246,483	30,569	(26,321)	227,770	Complete
High School & McAuliffe Parking Lot	1,841,300	1,084,851	1,084,851	116,970	22,836	616,643	Complete
High School Track Resurfacing	360,000	286,864	286,864	23,219	3,323	46,593	Complete
Contingency	1,240,554	-	-	-	-	1,240,554	Contingency
Reallocations to projects	(1,347,449)	-	-	-	-	(1,347,449)	Reallocation
Interest Earnings	-	-	-	-	-	2,090,123	Interest Earnings
<b>Subtotal</b>	<b>8,400,705</b>	<b>5,316,067</b>	<b>5,316,067</b>	<b>540,130</b>	<b>(22,867)</b>	<b>4,657,498</b>	

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

	A	B	C	D	E	A-B-D-E	
District Wide Camera Project	382,000	192,975	192,198	24,421	12,636	152,746	In Process
High School BAS Replacement	1,951,100	606,642	596,642	123,429	28,570	1,202,459	In Process
Middle School Improvements	23,812,049	21,992,550	19,865,013	1,322,113	371,738	2,253,185	In Process
McNamara Stadium Improvements	3,370,000	2,688,639	2,684,639	216,215	280,568	188,579	In Process
Pincrest Deferred Maintenance	968,000	517,400	261,440	52,962	248	653,350	In Process
High School Athletic Field Parking Lot	506,000	416,124	201,714	26,361	19,768	258,157	In Process
Pincrest Partial Roof Replacement	373,000	289,800	186,485	18,865	248	167,401	In Process
HS Entrance/Bathroom (EC) Improvements	445,000	264,690	-	25,964	1,414	152,933	In Process
Tilden Deferred Maintenance & Roof	828,746	688,400	-	53,113	29,121	746,512	In Process
<b>Subtotal</b>	<b>32,635,895</b>	<b>27,657,220</b>	<b>23,988,131</b>	<b>1,863,442</b>	<b>744,311</b>	<b>5,775,321</b>	

*Remaining funds from in process projects are not available for excess costs on other identified projects or reallocation for new projects.*

	A	B	C	D	E	A-B-D-E	
McAuliffe Deferred Maintenance	107,100	-	-	-	42,595	64,505	In Design
High School Retaining Wall	50,000	-	-	-	-	50,000	In Design
Tilden Asbestos	18,400	-	-	-	-	18,400	In Design
Kennedy & McAuliffe Partial Roof Replacement	533,200	-	-	-	-	533,200	In Design
<b>Subtotal</b>	<b>708,700</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>42,595</b>	<b>666,105</b>	

*Remaining funds from in design projects are not available for excess costs on other identified projects or reallocation for new projects.*

	A	B	C	D	E	A	
High School Deferred Maintenance	604,400	-	-	-	-	604,400	Future
Middle School Partial Roof Replacement	717,200	-	-	-	-	717,200	Future
Kennedy Deferred Maintenance	416,100	-	-	-	-	416,100	Future
District Wide Fire Alarm/Alert System Replacement	365,000	-	-	-	-	365,000	Future
High School Fire Alarm/Alert System Replacement	435,000	-	-	-	-	435,000	Future
High School Bathrooms	200,000	-	-	-	-	200,000	Future
<b>Subtotal</b>	<b>2,737,700</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,737,700</b>	

*Remaining funds from future projects are not available for excess costs on other identified projects or reallocation for new projects.*

Other District Projects	A	B	C	D	E	A-B-E	
Technology Improvements	1,500,000	-	-	na	767,828	732,172	Not Completed
Flexible Learning Furniture	600,000	-	-	na	116,528	483,472	Not Completed
Interior Locks Allowance	300,000	-	-	na	-	300,000	Not Completed
Door & Glass Improvements	500,000	-	-	na	-	500,000	Not Completed
Replace Middle School Softball & Baseball Backstops	160,000	-	-	na	-	160,000	Not Completed
Replace High School Carpet	662,100	-	-	na	-	662,100	Not Completed
Miscellaneous Deferred Maintenance Projects <\$100,000	394,900	-	-	na	133,776	261,124	Not Completed
<b>Subtotal</b>	<b>4,117,000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1,018,131</b>	<b>3,098,869</b>	

*Remaining funds from not completed projects are not available for excess costs on other identified projects or reallocation for new projects.*

<b>Total</b>	<b>48,600,000</b>	<b>32,973,287</b>	<b>29,304,198</b>	<b>2,403,572</b>	<b>1,782,170</b>	<b>16,935,493</b>	
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Transfers from Contingency:	Complete and In Process (does not include contingency)	41,143,495
\$445,000 Early Childhood Improvements	Project Total	48,600,000
\$ 87,000 High School Athletic Field Parking Lot	%	85%
\$ 44,300 High School Retaining Wall		
\$113,024 Middle School Bathrooms near Auditorium		
\$200,000 High School Bathrooms		
\$158,125 Middle School Bathrooms		
\$300,000 Technology		
TBD High School Privacy Showers (PE Complex)		
TBD High School Privacy Showers (Athletic Locker Rooms)		
TBD Tilden Toilet Piping		

48,600,000.00

2,403,572.09

33,489,940.41

# Science Curriculum Review Update

09/23/20

# Overview:

- Minnesota Department of Education revises standards on a 10 year cycle
  - Arts (visual, music and performing) revised during the 17-18 school year
  - Science revised in 18-19
  - English/ Language Arts revised in 19-20
  - Social Studies will begin 20-21
  - Math is set to begin in the 21-22 school year
- Process involves sharing 3 drafts (in late fall, mid-winter and May) and throughout the process, MDE invites feedback
- A typical implementation timeline is 3-4 years after the final standards make it through rule making



# Science Review

Science Curriculum review requires significant shifts

- Instructional Pedagogy - Three Dimensions
  - Science and Engineering Practices
  - Crosscutting Concepts
  - Disciplinary Core Ideas
- Realignment of topics
- Reorganization of courses
  - Current secondary scope of courses:
    - 6th grade Physical Science, 7th grade Life Science, 8th grade Earth Science, 9th grade Physical Science, 10th grade Biology, 11th & 12th Chemistry and/ or Physics
  - New secondary scope of courses:
    - 6th grade Earth Science, 7th grade Life Science, 8th grade Physical Science, 9th grade Earth Science, 10th grade Biology, 11th & 12th Chemistry and/ or Physics



# Transition

- MDE has offered a suggested 5 year transition period that causes repetition of core disciplinary ideas

	2019-20	2020-21	2021-22	2022-23	2023-24 Full implement.	2024 - 25
6 <sup>th</sup>	2009 Physical	2009 Physical	2019 Earth	2019 Earth	2019 Earth	2019 Earth
7 <sup>th</sup>	2009 Life	2009 Life	2009 Life	2019 Life	2019 Life	2019 Life
8 <sup>th</sup>	2009 Earth (MCA III)	2009 Earth (MCA III)	2009 Earth (MCA III)	2009 Earth (MCA III)	2019 Physical (MCA IV)	2019 Physical (MCA IV)
9 <sup>th</sup>	2009 Physical + Earth	2009 Physical + Earth	2009 Physical + Earth	2009 Physical + Earth	2019 Earth (+ 2019 8th Physical)	2019 Earth
10 <sup>th</sup>	2009 Life (MCA III)	2009 Life (MCA III)	2009 Life (MCA III)	2009 Life (MCA III)	2019 Life (MCA IV)	2019 Life (MCA IV)
11-12 <sup>th</sup>	2009 Physics or Chemistry	2009 Physics or Chemistry	2009 Physics or Chemistry	2009 Physics or Chemistry	2019 Physics or Chemistry	2019 Physics or Chemistry



# Transition

- Our transition plan:

	19-20	20-21	21-22	22-23	23-24	24-25
6 <sup>th</sup>	Physical	Earth 2009	Earth 2019	Earth	Earth	Earth
7 <sup>th</sup>	Life	Life	Life	Life	Life	Life
8 <sup>th</sup>	Earth	Earth	Earth	Physical	Physical	Physical
9 <sup>th</sup>	Physical	Physical	Physical	Physical	Earth	Earth
10 <sup>th</sup>	Biology	Biology	Biology	Biology	Biology	Biology
11 <sup>th</sup>	Chemistry	Chemistry	Chemistry	Chemistry	Chemistry	Chemistry or Physics
12 <sup>th</sup>	Elective	Elective	Elective	Elective	Elective	



# Implications

- Current 6th and 8th graders may interact with similar texts
  - Content and tasks will be adjusted for age-appropriate interaction
- Ahead of the curve as it relates to MCAs
- Change process over several years



# Questions?

What questions do you have?



## American Indian Education Aid Application Overview

### Directions for Use

The American Indian Education Aid application is provided as a Word document. This allows users to type their information, program narratives, and budgets directly into the template. The template will expand as needed to accommodate typed information.

### Required Items

#### 1. The American Indian Education Aid Application

The application is comprised of the three sections:

- A. Applicant Information: This section contains district or school information as well as administrative and program leadership contact information.
- B. The American Indian Education Aid Program Plan: This section contains a table for each distinct goal area. Each goal area used should contain a complete narrative and budget.
- C. Certification Statement: This section requires the signatures of the superintendent or charter/tribal school director, program leadership, and the American Indian Parent Advisory Committee chair. Digital or typed signatures are accepted on this statement.

#### 2. The American Indian Parent Advisory Committee Roster

The American Indian Parent Advisory Committee roster is available as a separate download on the American Indian Education Aid subpage, and is a fillable PDF. Applications that are submitted without a roster are considered incomplete and will be returned to the sender.

**Due Date:** October 1. If you are unable to meet the October 1 deadline, please reach out to Guthrie Capossela: [Guthrie.Capossela@state.mn.us](mailto:Guthrie.Capossela@state.mn.us).

### Submission

Submit required items to the Office of American Indian Education: [mde.indian-education@state.mn.us](mailto:mde.indian-education@state.mn.us).



## American Indian Education Aid Application

### A. Applicant Information

#### District, Charter School, or Tribal School:

#### *Superintendent or Charter/Tribal School Director*

Name: Robert McDowell

Email: [rmcdowell@hastings.k12.mn.us](mailto:rmcdowell@hastings.k12.mn.us)

Phone: 651-480-7001

#### *Director of American Indian Education*

Name: Jenn Reichel

Email: [jreichel@hastings.k12.mn.us](mailto:jreichel@hastings.k12.mn.us)

Phone: 651-480-7011

#### *American Indian Parent Advisory Committee Chair*

Name: Michelle Corneliusen

Email: [michcorn@comcast.net](mailto:michcorn@comcast.net)

Phone: 651-403-0070

#### **Application Submitted By:**

Name: Gabriel Moreno, Native American Cultural Liaison and Equity Coordinator

Email: [gmoreno@hastings.k12.mn.us](mailto:gmoreno@hastings.k12.mn.us)

Phone: 651-480-7482

Date of Submission:

## B. American Indian Education Aid Program Plan

Goal Area 1	All American Indian Children Are Ready for School
<b>2020-21 District Goal</b>	Increase from 67% to 100% of students who can identify at least 13 upper and lower case letters and increase from 33% to at least 50% of students who can identify at least 8 letter sounds on the Kindergarten Assessment offered in Spring, 2021.
<b>In-person Learning</b>	
Strategy	As a District, we've formed a partnership with not only our school-based Pre-K program, but have also begun building a relationship with other local preschool providers. Throughout this year, we intend to continue to share not only our goal areas, but support them with professional development in helping all students meet those benchmarks. Our support of providers will include strategies to help all kids work on letter and sound recognition. These strategies, will not have resources allocated from the IEPP. We intend to provide a minimum of 3 scholarships to American Indian families to attend preschool programming at Tilden (the preschool housed within our community education).
Measure of Success	At least three American Indian families enrolled in district preschool programming. 100% of students can identify at least 12 upper and lower case letters. At least 50% of students can identify at least 8 letter sounds.
Itemized Budget	Pre K Scholarships: \$5500
Budget Total	\$5500
<b>Hybrid Learning</b>	

Goal Area 1	All American Indian Children Are Ready for School
Strategy	<p>Our strategy remains the same should be we in a hybrid model. As a District, we've formed a partnership with not only our school-based Pre-K program, but have also begun building a relationship with other local preschool providers. Throughout this year, we intend to continue to share not only our goal areas, but support them with professional development in helping all students meet those benchmarks. Our support of providers will include strategies to help all kids work on letter and sound recognition. These strategies, will not have resources allocated from the IEPP. We intend to provide a minimum of 3 scholarships to American Indian families to attend preschool programming at Tilden (the preschool housed within our community education).</p>
Measure of Success	<p>At least three American Indian families enrolled in district preschool programming.  100% of students can identify at least 12 upper and lower case letters.  At least 50% of students can identify at least 8 letter sounds.</p>
Itemized Budget	Pre K Scholarships: \$5500
Budget Total	\$5500
<b>Distance Learning</b>	
Strategy	<p>Our strategy remains the same should be we in a distance learning model. As a District, we've formed a partnership with not only our school-based Pre-K program, but have also begun building a relationship with other local preschool providers. Throughout this year, we intend to continue to share not only our goal areas, but support them with professional development in helping all students meet those benchmarks. Our support of providers will include strategies to help all kids work on letter and sound recognition. These strategies, will not have resources allocated from the IEPP. We intend to provide a minimum of 3 scholarships to American Indian families to attend preschool programming at Tilden (the preschool housed within our community education).</p>
Measure of Success	<p>At least three American Indian families enrolled in district preschool programming.  100% of students can identify at least 12 upper and lower case letters.  At least 50% of students can identify at least 8 letter sounds.</p>
Itemized Budget	Pre K Scholarships: \$5500

<b>Goal Area 1</b>	<b>All American Indian Children Are Ready for School</b>
Budget Total	\$5500

<b>Goal Area 2</b>	<b>All American Indian Third-Graders Achieve Grade Level Literacy</b>
<b>2020-21 District Goal</b>	Increase from 60% of students meeting or exceeding MCA proficiency from 60% to at least 75% on the Spring 2021 MCAs.
<b>In-person Learning</b>	
Strategy	<p>American Indian liaison will meet with students and families to increase attendance (increased attendance gives more access to standards and learning which likely correlates to better opportunity to show proficiency). Additionally, the liaison will share ideas with families about at-home literacy support. No funding will be allocated to this strategy within this goal as it's either a district funding responsibility or funding (for the liaison) will be allocated in a different goal area.</p> <p>As a District, we are contracting with a literacy consultant to improve our literacy instruction. No funding will be allocated to this professional development as it's a district-wide initiative.</p> <p>Elementary reading intervention teachers (funded through Title and ADSIS) will provide some intervention time for all AI students who meet criteria or slightly exceed criteria. No funding will be allocated to this strategy as it's built into other funding sources.</p> <p>Additionally, we'd like to add more books with AI main characters seen positively into classroom libraries. This will serve not only to allow our American Indian students to see characters like themselves in books, but will reinforce positive perceptions to all students in the classroom.</p> <p>In addition to added texts to classroom libraries, we'd like to add to our collections of non-fiction texts and artifacts that can be used as students are learning history related to American Indians. Through hands-on exploration accompanied by authentic texts told from the lens of the American Indian, students will have the opportunity to hear the histories from a more historically accurate lens.</p> <p>Finally, we'd like to supplement curriculum writing time (partly funding with district PD funds and partly funded with IEPP funds) to allow staff to develop lesson plans for consistent use of the Native American focused texts and artifacts within classrooms to support for use in elementary and middle school classrooms.</p>
Measure of Success	<p>At least 75% of students meeting or exceeding MCA proficiency on the Spring 2020 MCAs.</p> <p>All American Indian students connect with or share a culturally relevant experience with the liaison.</p>

Goal Area 2	All American Indian Third-Graders Achieve Grade Level Literacy
	At least 2 new lesson plans are written and implemented, which will connect artifacts, fiction, and/or non-fiction texts purchased to MN Academic Standards relating to MN American Indian.
Itemized Budget	Classroom Library - \$6,594 Trunk Artifacts - \$9,000 Sub Release – 2 days @ 10 people: \$3600
Budget Total	\$19,194
<b>Hybrid Learning</b>	
Strategy	<p>American Indian liaison will meet physically or over Zoom with students and families to increase attendance (increased attendance gives more access to standards and learning which likely correlates to better opportunity to show proficiency). The liaison will provide supplemental information to American Indian families regarding attendance for at home learning days. Additionally, the liaison will share ideas with families about at-home literacy support. No funding will be allocated to this strategy within this goal as it's either a district funding responsibility or funding (for the liaison) will be allocated in a different goal area.</p> <p>As a District, we are contracting with a literacy consultant to improve our literacy instruction. No funding will be allocated to this professional development as it's a district-wide initiative.</p> <p>Elementary reading intervention teachers (funded through Title and ADSIS) will provide some intervention time for all AI students who meet criteria or slightly exceed criteria. No funding will be allocated to this strategy as it's built into other funding sources.</p> <p>Additionally, we'd like to add more books with AI main characters seen positively into classroom libraries. This will serve not only to allow our American Indian students to see characters like themselves in books, but will reinforce positive perceptions to all students in the classroom.</p> <p>In addition to added texts to classroom libraries, we'd like to add to our collections of non-fiction texts and artifacts that can be used as students are learning history related to American Indians. Through hands-on exploration accompanied by authentic texts told from the lens of the American Indian, students will have the opportunity to hear the histories from a more historically accurate lens.</p> <p>Finally, we'd like to supplement curriculum writing time (partly funding with district PD funds and partly funded with IEPP funds) to allow staff to develop lesson plans for consistent use of the Native American focused texts and artifacts within</p>

Goal Area 2	All American Indian Third-Graders Achieve Grade Level Literacy
	classrooms to support for use in elementary and middle school classrooms. These lessons will be adapted into our learning management systems: SeeSaw for K-4 and/or Schoology for 5-12.
Measure of Success	<p>At least 75% of students meeting or exceeding MCA proficiency on the Spring 2020 MCAs.</p> <p>All American Indian students connect with or share a culturally relevant experience with the liaison.</p> <p>At least 2 new lesson plans are written and implemented, which will connect artifacts, fiction, and/or non-fiction texts purchased to MN Academic Standards relating to MN American Indian.</p>
Itemized Budget	<p>Classroom Library - \$6,594</p> <p>Trunk Artifacts - \$9000</p> <p>Sub Release – 2 days @ 10 people: \$3600</p>
Budget Total	\$19,194
<b>Distance Learning</b>	
Strategy	<p>American Indian liaison will offer virtual appointments to connect with students and families to increase attendance (increased attendance gives more access to standards and learning which likely correlates to better opportunity to show proficiency). The liaison will provide supplemental information to American Indian families regarding attendance for at home learning days. Additionally, the liaison will share ideas with families about at-home literacy support. No funding will be allocated to this strategy within this goal as it's either a district funding responsibility or funding (for the liaison) will be allocated in a different goal area.</p> <p>As a District, we are contracting with a literacy consultant to improve our literacy instruction. No funding will be allocated to this professional development as it's a district-wide initiative.</p> <p>Elementary reading intervention teachers (funded through Title and ADSIS) will provide some intervention time for all AI students who meet criteria or slightly exceed criteria. No funding will be allocated to this strategy as it's built into other funding sources.</p> <p>Additionally, we'd like to add more books with AI main characters seen positively into classroom libraries. This will serve not only to allow our American Indian students to see characters like themselves in books, but will reinforce positive perceptions to all students in the classroom.</p>

Goal Area 2	All American Indian Third-Graders Achieve Grade Level Literacy
	<p>In addition to added texts to classroom libraries, we'd like to add to our collections of non-fiction texts and artifacts that can be used as students are learning history related to American Indians. Through hands-on exploration accompanied by authentic texts told from the lens of the American Indian, students will have the opportunity to hear the histories from a more historically accurate lens.</p> <p>Finally, we'd like to supplement curriculum writing time (partly funding with district PD funds and partly funded with IEPP funds) to allow staff to develop lesson plans for consistent use of the Native American focused texts and artifacts within classrooms to support for use in elementary and middle school classrooms. These lessons will be adapted into our learning management systems: SeeSaw for K-4 and Schoology for 5-12. This curriculum time will be virtually held in this scenario.</p>
Measure of Success	<p>At least 75% of students meeting or exceeding MCA proficiency on the Spring 2020 MCAs.</p> <p>All American Indian students connect with or share a culturally relevant experience with the liaison.</p> <p>At least 2 new lesson plans are written and implemented, which will connect artifacts, fiction, and/or non-fiction texts purchased to MN Academic Standards relating to MN American Indian.</p>
Itemized Budget	<p>Classroom Library - \$6,594</p> <p>Trunk Artifacts - \$9000</p> <p>Sub Release – 2 days @ 10 people: \$3600</p>
Budget Total	\$19,194

Goal Area 3	All Achievement Gaps Closed for American Indian Students
<b>2020-21 District Goal</b>	<p>Because there has been a shift in how data is shared from MDE, and because we want to continue measuring growth (not only proficiency) we maintain the integrity of the goal but have shifted to match the new process from the State: Increase the percent of American Indian students who earn the designation of “Level Improved” or “Level Maintained” as indicated in MCA results from the State from 55% to at least 70%.</p>
<b>In-person Learning</b>	

Goal Area 3	All Achievement Gaps Closed for American Indian Students
Strategy	<p>In addition to an intentional focused improvement on core instruction in the areas of math and reading, we will use classroom data for targeted interventions within and beyond the school day. There is no funding allocated to this strategy as continuous improvement is the work of the district.</p> <p>We'll capitalize on our liaison to build relationships with American Indian students and families to increase attendance and engagement in learning. Liaison will communicate with families via phone, email and with targeted print materials.</p> <p>In order to support AI students feeling part of the school community, we would like to be intentional about sharing Native culture with the broader community. We'd like to host monthly cultural activity nights for our Native families to build their sense of belonging. Additionally, we'd like to host 2 – 3 events for not only our Native families, but all families and staff to participate in evening cultural events. (Ideas our group would like to consider are Native storytelling or a Native drum event or exploring district land through the lens of an Elder/consultant).</p>
Measure of Success	<p>Increase the percent of American Indian students who earn the designation of “Level Improved” or “Level Maintained” as indicated in MCA results from the State from 55% to at least 70%.</p> <p>Host at least 6 cultural activity nights for Native families.</p> <p>Host at least 2 cultural events including AIPAC, staff and other families.</p>
Itemized Budget	<p>Consultant Fees: \$2500</p> <p>(Inter-district collaboration, guest speaker, drum circle, forager)</p> <p>\$750 supplies</p>
Budget Total	\$3250
<b>Hybrid Learning</b>	
Strategy	<p>In addition to an intentional focused improvement on core instruction in the areas of math and reading, we will use classroom data for targeted interventions within and beyond the school day. There is no funding allocated to this strategy as continuous improvement is the work of the district.</p> <p>We'll capitalize on our liaison to build relationships with American Indian students and families to increase attendance and engagement in learning. Liaison will communicate with families via phone, email and with targeted print materials. In this model, we intend to meet the needs of families by mailing educational and craft materials used at cultural nights to any family that wants to minimize risk of COVID exposure.</p>

Goal Area 3	All Achievement Gaps Closed for American Indian Students
	<p>In order to support AI students feeling part of the school community, we would like to be intentional about sharing Native culture with the broader community. We'd like to host monthly cultural activity nights for our Native families to build their sense of belonging. Additionally, we'd like to host 2 – 3 events for not only our Native families, but all families and staff to participate in evening cultural events. (Ideas our group would like to consider are Native storytelling or a Native drum event or exploring district land through the lens of an Elder/consultant).</p>
Measure of Success	<p>Increase the percent of students who earn the designation of “Level Improved” or “Level Maintained” as indicated in MCA results from the State from 55% to at least 70%.</p> <p>Host at least 6 cultural activity nights for Native families with online and in person participation options.</p> <p>Host at least 2 outdoor or socially distanced cultural events including AIPAC, staff and other families.</p>
Itemized Budget	<p>Consultant Fees: \$2500</p> <p>(Inter-district collaboration, guest speaker, drum circle, forager)</p> <p>\$750 supplies</p> <p>\$800 for postage</p>
Budget Total	\$4,050
<b>Distance Learning</b>	
Strategy	<p>In addition to an intentional focused improvement on core instruction in the areas of math and reading, we will use classroom data for targeted interventions within and beyond the school day. There is no funding allocated to this strategy as continuous improvement is the work of the district.</p> <p>We'll capitalize on our liaison to build relationships with American Indian students and families to increase attendance and engagement in learning. Liaison will communicate with families via phone, email and with targeted print materials. In this model, we intend to meet the needs of families by mailing educational and craft materials used at cultural nights to families.</p> <p>In order to support AI students feeling part of the school community, we would like to be intentional about sharing Native culture with the broader community. We'd like to host monthly cultural activity nights for our Native families to build their sense of belonging. Additionally, we'd like to host 2 – 3 events for not only our Native families, but all families and staff to participate in evening cultural events. (Ideas our group would like to consider are Native storytelling or a Native drum event or exploring district land through the lens of an Elder/consultant).</p>

Goal Area 3	All Achievement Gaps Closed for American Indian Students
Measure of Success	<p>Increase the percent of students who earn the designation of “Level Improved” or “Level Maintained” as indicated in MCA results from the State from 55% to at least 70%.</p> <p>Host at least 6 cultural activity nights for Native families using online participation options.</p> <p>Host at least 2 virtual cultural events including AIPAC, staff and other families.</p>
Itemized Budget	<p>Consultant Fees: \$2,500</p> <p>(Inter-district collaboration, guest speaker, drum circle, forager)</p> <p>\$750 supplies</p> <p>\$800 postage</p>
Budget Total	\$4,050

Goal Area 4	All American Indian Students Achieve Career and College Readiness
2020-21 District Goal	<p>We will continue to offer the senior college and career readiness survey and will target our Native seniors to make sure that 100% of graduating Native American seniors complete the college and career readiness survey and intend for 100% of students to show a high level of confidence in their college and career readiness as seen on the survey. Furthermore, 100% of Native American students in grades 10- 12 will attend at least one college visit. Also, the percentage of American Indian students enrolled in at least one rigorous course will increase from 37.5% to the school benchmark of 53%.</p>
In-person Learning	
Strategy	<p>Our plan is to maintain our part-time school liaison who will partner with elementary, middle school and high school counselors to provide opportunities for our American Indian students to participate in age-appropriate college and career readiness experience.</p> <p>High priority tasks for the liaison have been determined as building a positive relationship between school and home, offering periodic check-ins to include (but not limited to) academic progress and social/ emotional awareness. As students move into high school, our liaison will invite AI students to participate in college tours and will access resources like</p>

Goal Area 4	All American Indian Students Achieve Career and College Readiness
	<p>scholarship, grant and other resources that share financial support for college. Transportation costs for college visits will be provided.</p> <p>100% of American Indian students grades 8-11 will have the opportunity to meet with the liaison before, and when necessary after, registration to promote and encourage enrollment in rigorous course such as AP, Honors, College in Schools, PSEO, and advance technical courses to American Indian student between 8<sup>th</sup>-11<sup>th</sup> grades.</p>
Measure of Success	<p>100% of graduating American Indian seniors show a high level of confidence in their college and career readiness per survey results.</p> <p>100% of American Indian students in 10<sup>th</sup>-12<sup>th</sup> grade will attend at least one college visit.</p> <p>The percentage of American Indian students enrolled in at least 1 rigorous class will meet or exceed 53%.</p>
Itemized Budget	<p>\$14,600 for liaison</p> <p>Professional Development: \$1000</p> <p>\$800 for transportation (2 events)</p>
Budget Total	\$16,400
<b>Hybrid Learning</b>	
Strategy	<p>Our plan is to maintain our part-time school liaison who will partner with elementary, middle school and high school counselors to provide opportunities for our American Indian students to participate in age-appropriate college and career readiness experience.</p> <p>High priority tasks for the liaison have been determined as building a positive relationship between school and home, offering periodic check-ins to include (but not limited to) academic progress and social/ emotional awareness. As students move into high school, our liaison will invite AI students to participate in college tours and will access resources like scholarship, grant and other resources that share financial support for college. Transportation costs for college visits will be provided.</p> <p>100% of American Indian students grades 8-11 will have the opportunity to meet with the liaison before, and when necessary after, registration to promote and encourage enrollment in rigorous course such as AP, Honors, College in Schools, PSEO, and advance technical courses to American Indian student between 8<sup>th</sup>-11<sup>th</sup> grades.</p>

Goal Area 4	All American Indian Students Achieve Career and College Readiness
Measure of Success	<p>100% of graduating American Indian seniors show a high level of confidence in their college and career readiness per survey results.</p> <p>100% of Native American students in 10<sup>th</sup>-12<sup>th</sup> grade will attend at least one virtual or physically distanced college visit.</p> <p>The percentage of American Indian students enrolled in at least 1 rigorous class will meet or exceed 53%.</p>
Itemized Budget	<p>\$14,600 for liaison (total budget for all in person and hybrid models)</p> <p>Professional Development: \$1000</p> <p>\$800 for transportation (2 events)</p>
Budget Total	\$16,400
<b>Distance Learning</b>	
Strategy	<p>Our plan is to maintain our part-time school liaison who will partner with elementary, middle school and high school counselors to provide opportunities for our American Indian students to participate in age-appropriate college and career readiness experience.</p> <p>High priority tasks for the liaison have been determined as building a positive relationship between school and home, offering periodic check-ins to include (but not limited to) academic progress and social/ emotional awareness. As students move into high school, our liaison will invite AI students to participate in college tours and will access resources like scholarship, grant and other resources that share financial support for college. Transportation costs for college visits will be provided.</p> <p>100% of American Indian students grades 8-11 will have the opportunity to meet with the liaison before, and when necessary after, registration to promote and encourage enrollment in rigorous course such as AP, Honors, College in Schools, PSEO, and advance technical courses to American Indian student between 8<sup>th</sup>-11<sup>th</sup> grades.</p> <p>If we are in distance learning, we will not need funding for transportation to college visits.</p>
Measure of Success	<p>100% of graduating American Indian seniors show a high level of confidence in their college and career readiness per survey results.</p> <p>100% of Native American students in 10<sup>th</sup>-12<sup>th</sup> grade will attend at least one virtual college visit.</p> <p>The percentage of American Indian students enrolled in at least 1 rigorous class will meet or exceed 53%.</p>

<b>Goal Area 4</b>	<b>All American Indian Students Achieve Career and College Readiness</b>
Itemized Budget	\$14,600 for liaison Professional Development: \$1000
Budget Total	\$15,600

<b>Goal Area 5</b>	<b>All American Indian Students Graduate from High School</b>
<b>2020-21 District Goal</b>	Sustain our 100% graduation rate for Native American students.
<b>In-person Learning</b>	
Strategy	While our data suggests this isn't a high priority area, we're planning to capitalize on our liaison to provide check ins with our American Indian students supporting them primarily with college and career readiness, but also working to ensure graduation.
Measure of Success	100% graduation rate for Native American Students
Itemized Budget	No additional funding needs in this area.
Budget Total	\$0
<b>Hybrid Learning</b>	
Strategy	While our data suggests this isn't a high priority area, we're planning to capitalize on our liaison to provide in person, email and Zoom check ins with our American Indian students supporting them primarily with college and career readiness, but also working to ensure graduation.
Measure of Success	100% graduation rate for Native American Students
Itemized Budget	No additional funding needs in this area.
Budget Total	\$0

Goal Area 5	All American Indian Students Graduate from High School
<b>Distance Learning</b>	
Strategy	While our data suggests this isn't a high priority area, we're planning to capitalize on our liaison to provide email and Zoom check ins with our American Indian students supporting them primarily with college and career readiness, but also working to ensure graduation.
Measure of Success	100% graduation rate for Native American Students
Itemized Budget	No additional funding needs in this area.
Budget Total	\$0

### **FY21 Estimated Budget Total:**

\$44,344

### **C. Certification Statement**

By typing your name below you, the undersigned, hereby certify that the American Indian Education Aid program plan was developed in full collaboration with the district or school's American Indian Parent Advisory Committee, pursuant to [Minnesota Statutes, section 124D.78](#), and you attest that all goals, strategies and budgets were discussed in detail and agreed upon by all parties.

Superintendent or Charter/Tribal Director:

Director of American Indian Education:

American Indian Parent Advisory Committee Chair: Michelle Corneliussen

## The American Indian Parent Advisory Committee

### About Membership

Minnesota Statutes, section 124D.78, subdivision 3 cites, *The American Indian education parent advisory committee must be composed of parents of children eligible to be enrolled in American Indian education programs; secondary students eligible to be served; American Indian language and culture education teachers and paraprofessionals; American Indian teachers; counselors; adult American Indian people enrolled in educational programs; and representatives from community groups. A majority of each committee must be parents of children enrolled or eligible to be enrolled in the programs. The number of parents of American Indian and non-American Indian children shall reflect approximately the proportion of children of those groups enrolled in the programs.*

### About the Roster and Sign-in Sheet

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

The sign-in sheet for district employees is also fillable. District employees often participate in committee meetings and serve as a bridge between the committee and the district, helping to navigate district processes while furthering the goals and initiatives of the committee members. Employee participation levels vary depending on the district. If an employee identifies as American Indian, they are eligible to serve as a voting committee member and may be included on the roster, rather than the district sign-in sheet.

### Submission

The American Indian Parent Advisory Committee roster is due twice each school year:

- October 1: For districts with 20 or more American Indian students as part of the American Indian Education Aid application.
- March 1: For districts with 10 or more American Indian students as part of the annual compliance process.
- Submit to: [mde.indian-education@state.mn.us](mailto:mde.indian-education@state.mn.us)

## American Indian Parent Advisory Committee Member Roster

Committee Member Name, Email, and Phone	American Indian	Committee Member Role	Primary Area of Representation
Tammy Warner	Yes	General Member	Parent/Guardian of an American Indian Student
Jayce Warner	Yes	General Member	American Indian Student
Michelle Corneliusen	Yes	Chair/Co-chair	Parent/Guardian of an American Indian Student
Kim Raco	No	General Member	Parent/Guardian of an American Indian Student
Cassandra Levercom	Yes	General Member	Parent/Guardian of an American Indian Student
Linda White	Yes	General Member	Parent/Guardian of an American Indian Student
Lance White	No	General Member	Parent/Guardian of an American Indian Student
	Select one...	Select one...	Select one...

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

# District Employee Sign-in Sheet

Employee Name, Email, and Phone	Employee Title
Gabriel Moreno, gmoreno@hastings.k12.mn.us, 651-480-7482	Native American Cultural Liaison and Equity Coordinator

# Meeting Needs of Students

09/23/20

# Our Topics:

- How we address needs of all students
- How we address needs of some students needing more
- How we address needs of few students who have even more needs



# All students at the Elementary Level

- Core curriculum
  - Math - Focus on development of number sense through Bridges curricular resource
  - Language Arts (Reading, Writing, & Phonics) - utilizing a balanced literacy approach
  - Second Step Social Emotional Learning
  - Social Studies
  - Science
  - Art, Music, & Physical Education
  - Differentiated instruction/small group instruction
- Enhancements to the curriculum
  - Hastings READS
  - Morning Meetings



# All students at the Middle School level

- Core curriculum
  - Differentiated Instruction
    - Small Groups
    - Engagement Strategies
- Enhancements to the curriculum
  - Hastings READS
  - Social Emotional Learning
    - Partnership with SPED
    - Raider Way (PBIS) Advisory Curriculum
    - Counselors: Bullying Presentation (5th), Signs of Suicide Survey (7th), Say Something (8th)
- Engagement/ Belonging
  - Advisory
  - Clubs, Organizations, Fine Arts, Athletics
- Supports
  - Reading & Math Lab



# All students at the High School level

- Core curriculum
  - College and Career Readiness
  - Differentiated Instruction
    - Small Groups
    - Course by Ability Level - HHS
    - Engagement Strategies



# All students at the High School level

- Enhancements to the curriculum
  - Hastings READS
  - Social Emotional Learning (Second Step)
    - Partnership with SPED
    - Health 9 & 10 - Depression Screener, Positive Decision-Making, Nutrition, Chemical Ed.
    - Peer Helpers
  - Engagement/ Belonging
    - Link Crew
    - Advisory
    - Clubs, Organizations, Fine Arts, Athletics
    - BLOOM Student Diversity Group
    - Gender and Sexuality Awareness (GSA) Group
    - Respect Retreat - Grade 9
  - Supports
    - Peer Tutors



# Some Students

- Some students show that they need additional supports to reach school success
  - Title, ADSIS - Reading Intervention
  - School Social Worker (Elementary) social and emotional needs
  - RCD (Responsibility Centered Discipline) supporting students to being responsible for action
  - Raider Study Center - Grade 9
  - AVID Elective
  - Support Groups - Grief/Loss, Depression/Anxiety, Chemical Concerns, Social Skills
  - Community in Schools



# Few students

- Often these supports come in the form of special education
- TAP Therapist (Canvas Health)
- Rene Sternau and Associates
- Mental Health Case Management - Melissa Schill at HHS



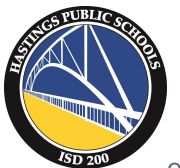
# Special Education Services

## Guiding Principles:

1. Ensuring the “Golden Thread”:



2. Least Restrictive Setting
3. Consistent Service
4. Risk Mitigation



# Adapting Service Delivery

- Contingency Learning Plans (CLP's) allowing for fluid movement between learning models.
- Virtual delivery of related services
- Services are need driven rather than schedule driven
- Increase in co-taught classes at the secondary
- Access to accommodations room both in school and virtually



# English Learners

- Additional .5 FTE to support students at the secondary level
- Intentional allocation of staff to meet the needs of in-person and HOA students
- Focus on virtual instruction
- Access to PSA support throughout the day
- Use of in-person and remote screeners for identification



# Technology Access

- 1:1 Student Devices
  - Chromebooks were distributed to all enrolled students in grades 5-12.
  - iPads were distributed to all Hastings Online Academy students in grades K-4.
  - iPads will be distributed to K-4 hybrid students beginning the week of September 21.
- Internet Access
  - Resources created to help families connect to low cost internet providers in the area.  
*Link: <https://tinyurl.com/ISD200Internet>*
  - 80 T-Mobile hotspots and 60 Kajeets available for checkout from media centers for families who are unable to obtain and/or afford home internet service and for families who live in rural areas where high-speed reliable service is not available.





BRIDGE TO SUCCESS

# Hastings Public Schools

INDEPENDENT SCHOOL DISTRICT 200  
1000 11<sup>TH</sup> STREET WEST  
HASTINGS, MN 55033-2597  
Phone (651) 480-7000  
Fax (651) 480-7004

## Policy Committee Mission

This ad-hoc board committee serves to review current policies and make recommendations for revision or adoption of new policies. The current goal of the committee is to add critical new policies, insure the mandatory annual review of specific policies per statute, and complete a cycle of policy review to insure that the district policy manual is complete and in a standardized format within a two-year period (January, 2022).

### Topic: Policy Committee Meeting

Time: September 1, 2020 4:30 PM Central Time (US and Canada)

Time: September 15, 2020 6:00 PM Central Time (US and Canada)

## Committee Agenda & Minutes for September 1, 2020

### Policy Cycle Review:

Would be committing to two policy meetings per month until the end of the calendar year

We discussed Policies 522, Title IX, and 616, School District System Accountability.

Policy 522 is a MSBA model policy regarding sex nondiscrimination and procedures and processes for grievances. Dr. McDowell is sending the policy for a legal review and to determine the legal definition in reference to gender and asking if the timeline for resolution is a guideline or set by statute.

Jenn Reichel joined us to give us an overview of policy 616. The policy is about overall goals, how we deliver curriculum, and we would like to define the goals in a meaningful way which includes evaluation of the multiple groups that have input and clearly defining goals to keep the spirit of the policy and of the district and community. Dr. McDowell and Jenn are looking at this policy and revamping it to get to where we need it to be.

### **Priorities:**

Policy 616

Policy 522

Social Media

Gender Inclusion

Discipline

## Committee Agenda & Minutes for September 15, 2020

Title IX policy is ready for the first reading.

Employee Social Media Policy: ISD 196 has a good policy that gives us a starting point for our policy. May be ready for a first read at our September board meeting.

Gender Inclusion Policy: looking at a baseline policy that outlines the district's stance on equity and inclusion. Policy should be ready for first read at our October board meeting.

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**Priorities:**

**Policies needing further review/discussion:**

- Policy 903A - examples available
- 806
- Suicide prevention - Stephanie Malm

**Policies being reviewed by personnel:**

- Policy 524 - Acceptable Use of Internet Hastings - Copy given to Missy for review.
- Policy 410 - FMLA - Copy given to Deanna for review.
- Policy 616 with Jenn R
  - Met with Jenn R. to discuss 616 at 9.1.2020 Policy

**Policy 506**

- A separate group/committee will go through this 506
-



## Facilities Committee Summary

*Committee Mission: The Standing Facilities Committee will provide guidance for proper administration of stated projects and provide information and ensure value to the board:*

- 1) Architectural Vision and Advice: The Committee, in conjunction with the Administration, will undertake specific assignments from the Board to develop a consensus for architectural vision to govern specific construction projects, establish building criteria, conduct design reviews, make recommendations and/or establish an approvals process*
- 2) Facilities Improvements and Tactical Planning: The Committee, in conjunction with the Administration, will make recommendation on needed and/or required improvements, maintenance and general upkeep of the facilities.*

### **September 21, 2020**

1. Our first item of discussion was costs related to COVID-19 and our HVAC systems
  - a. We have changed filters and upgraded them as high as our systems allow without restricting air flow. We have also adjusted the speed of our fan motors
  - b. The High School C-pod continues to have some issues and we are looking into what the problem is since mechanical and maintenance have so far been unable to identify it
2. Repairs and long-term safety continue to be discussed for Todd Field. The Department of Transportation has said that we cannot put anything on the sidewalks to improve safety so we are looking at potentially adding a crash-rated fence. In order to make sure that this is installed on school land (vs. DOT), the fences would need to be 10-15 feet tall. We are still waiting for recommendations.
  - a. Electrical conduit was also damaged and we have a contractor to address this.
3. We looked to get an update on the bond projects that have been identified by the task force.
  - a. We will be adjusting our data sheet into an excel format in order to put in expected dates of completion and what can be done using LTFM dollars vs. bond dollars. We will be looking at this again after the new data sheet is compiled.
  - b. We currently have \$3.9M in our LTFM fund
4. We discussed our technology dollars.
  - a. The board currently sets aside \$100,000 a year into a technology fund and we discussed recapturing this as the board makes budget adjustments. We have bond funds that can be used for technology and currently have about \$1M set aside through our general fund.
  - b. We discussed the possibility of using bond dollars to upgrade our elementary schools and high school to LED lights. This would save the district money each year.
    - i. For example, for Kennedy, we would be looking at an initial cost of ~\$23,000 with an average savings of ~\$5,000
    - ii. We cannot use LTFM for upgrades
  - c. We will be doing an all-inclusive energy assessment in the near future to determine if there are other opportunities to find savings.

**EXPENDITURE TOTALS**

	FY 2021 <u>Budget (ADP)</u>	**Monthly <u>Expenditures</u>	Year-to-Date <u>Expenditures</u>	Remaining <u>Balance</u>
General Fund (1)	56,618,740	1,287,581	2,781,216	53,837,524
Food Service Fund (2)	2,453,693	59,689	126,322	2,327,371
Community Service Fund (4)	2,757,156	126,676	179,275	2,577,881
Building Construction Fund (6)	8,006,710	1,542,081	2,930,549	5,076,161
Debt Service Fund (7)	3,872,963	0	339,325	3,533,638
Student Activities Fund (10)	350,000	2,312	2,472	347,528
Deferred Accounts- Donations/Misc Fund (11)	750,930	65,262	80,085	670,845
Scholarships Fund (12)	95,000	2,000	2,000	93,000
<b>Totals</b>	<b>\$74,905,192</b>	<b>\$3,085,601</b>	<b>\$6,441,243</b>	<b>\$68,463,948</b>

\*\* Monthly expenditures include payroll, finance and encumbrances.

\*\* Some payments are coded to revenue codes and are not included in above monthly expenditures.

**TRANSFERS**

<u>Date</u>	<u>From</u>	<u>To</u>	<u>Amount</u>	<u>Description</u>
8/3/2020	MSDLAF General	MSDLAF GeneralMAX	7,000,000.00	Exchange
8/3/2020	MSDLAF General	MSDLAF AP	198,365.65	Accounts Payable
8/3/2020	MSDLAF Bond Proceeds	MSDLAF Bond ProceedsMAX	3,000,000.00	Exchange
8/4/2020	MSDLAF Health Self Funded	MSDLAF General	65.00	Accounts Payable
8/5/2020	MSDLAF General	MSDLAF Payroll	990,581.38	Payroll
8/5/2020	MSDLAF General	MSDLAF Flex	1,495.82	Payroll
8/7/2020	MSDLAF General	MSDLAF AP	49,501.88	Accounts Payable
8/7/2020	MSDLAF General	MSDLAF Payroll	2,267.16	Payroll
8/7/2020	MSDLAF Health Self Funded	MSDLAF Health Self FundedMAX	1,000,000.00	Exchange
8/10/2020	Merchants Bank	MSDLAF General	50,000.00	Local Receipts
8/11/2020	MSDLAF Dental Self Funded	MSDLAF Dental Self FundedMAX	250,000.00	Exchange
8/14/2020	MSDLAF General	Vermillion Bank	3,586.64	Local Receipts
8/17/2020	MSDLAF General	MSDLAF AP	282,674.78	Accounts Payable
8/17/2020	Merchants Bank	MSDLAF General	25,000.00	Local Receipts
8/20/2020	MSDLAF General	MSDLAF Payroll	997,760.28	Payroll
8/20/2020	MSDLAF General	MSDLAF Flex	1,338.98	Payroll
8/21/2020	MSDLAF General	MSDLAF AP	17,895.17	Accounts Payable
8/21/2020	MSDLAF General	MSDLAF Payroll	6,160.51	Payroll
8/24/2020	Merchants Bank	MSDLAF General	25,000.00	Local Receipts
8/25/2020	MSDLAF General	MSDLAF GeneralMAX	2,000,000.00	Exchange
8/25/2020	MSDLAF General	MSDLAF Payroll	777.24	Payroll
8/28/2020	MSDLAF General	MSDLAF Dental Self Funded	16,882.00	Dental Insurance
8/28/2020	MSDLAF General	MSDLAF AP	53,484.82	Accounts Payable
8/28/2020	MSDLAF General	MSDLAF GeneralMAX	3,000,000.00	Exchange
8/28/2020	MSDLAF General	MSDLAF Health Self Funded	135,527.24	Health Insurance
8/31/2020	MSDLAF Bond Proceeds	MSDLAF Bond ProceedsMAX	3,000,000.00	Exchange
8/31/2020	MSDLAF General	MSDLAF AP	274,906.06	Accounts Payable
8/31/2020	MSDLAF General	MSDLAF Scholarship	100.00	Local Receipts
			<b>\$22,383,370.61</b>	

**PAYROLL DISBURSEMENTS**

Checks & Direct Deposits	8/1/2020	8/31/2020	1,149,596	Pay dates 8/5 and 8/20
Liability Checks & Wires	8/1/2020	8/31/2020	847,484	Bd. Share \$252,674
<b>Total</b>			<b>\$1,997,080</b>	

**FINANCE DISBURSEMENTS**

Checks & Wires	8/1/2020	8/31/2020	681,452
<b>Total</b>			<b>\$681,452</b>

**SELF-FUNDED INSURANCE**

	<u>Revenue YTD</u>	<u>Expenses YTD</u>	<u>YTD Balance</u>
Dental	106,244	154,856	(\$48,612)
Health	1,147,364	1,907,340	(\$759,977)

**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, 2021  
 Current Statement as of 8/31/2020

<b>Course Code</b>	<b>Activity Account</b>	<b>Balance 7/1/2020</b>	<b>Receipts</b>	<b>Disbursements</b>	<b>Subtotal (Less Interest)</b>	<b>Interest Earned</b>	<b>Balance 6/30/2021</b>
600	Alpine Ski Team	3.79	0.00	0.00	3.79	0.0065	<b>3.80</b>
601	Art Club	646.11	0.00	0.00	646.11	1.1137	<b>647.23</b>
602	Band	3,488.81	24.00	0.00	3,512.81	6.0489	<b>3,518.86</b>
604	Baseball	6,207.31	0.00	0.00	6,207.31	10.7000	<b>6,218.01</b>
605	Basketball - Boys	552.87	0.00	0.00	552.87	0.9530	<b>553.82</b>
609	Choir Tour	536.35	0.00	0.00	536.35	0.9245	<b>537.28</b>
610	Cross Country Running	3.34	0.00	0.00	3.34	0.0058	<b>3.35</b>
612	Culinary Club	979.74	0.00	0.00	979.74	1.6888	<b>981.43</b>
613	Fellowship Christian Athletes (FCA)	641.80	0.00	0.00	641.80	1.1063	<b>642.91</b>
614	Football	4,814.12	0.00	0.00	4,814.12	8.2984	<b>4,822.42</b>
615	Gymnastics	3,504.85	0.00	0.00	3,504.85	6.0415	<b>3,510.90</b>
616	French Honor Society (FHS)	1,754.87	0.00	0.00	1,754.87	3.0250	<b>1,757.89</b>
619	Golf - Boys	4,412.63	0.00	0.00	4,412.63	7.6063	<b>4,420.24</b>
624	Golf - Girls	4,049.34	0.00	0.00	4,049.34	6.9801	<b>4,056.32</b>
622	Marching Band	24,262.82	5,643.47	2,253.21	27,653.08	47.2307	<b>27,700.31</b>
<b>675</b>	<b>INTEREST EARNED</b>	<b>0.00</b>	231.91	0.00	<b>231.91</b>	-	<b>0.00</b>
623	National Honor Society (NHS)	2,475.06	0.00	0.00	2,475.06	4.2664	<b>2,479.33</b>
625	Nordic Skiing	4,224.34	0.00	0.00	4,224.34	7.2818	<b>4,231.62</b>
627	Outdoor Club	406.30	0.00	0.00	406.30	0.7004	<b>407.00</b>
618	Peer Helpers	250.39	0.00	0.00	250.39	0.4316	<b>250.82</b>
628	Prism	7.99	0.00	0.00	7.99	0.0138	<b>8.01</b>
631	Raiders Digest	137.27	0.00	0.00	137.27	0.2366	<b>137.51</b>
632	Show Choir	1,981.11	0.00	0.00	1,981.11	3.4150	<b>1,984.53</b>
643	Soccer - Boys	263.59	0.00	0.00	263.59	0.4544	<b>264.04</b>
644	Soccer - Girls	329.14	0.00	219.98	109.16	0.2465	<b>109.41</b>
647	Spanish Club	11,957.41	0.00	0.00	11,957.41	20.6118	<b>11,978.02</b>
650	Student Council	20,377.24	0.00	0.00	20,377.24	35.1256	<b>20,412.36</b>
651	Swimming - Girls	226.39	0.00	0.00	226.39	0.3902	<b>226.78</b>
652	Tennis - Boys	2,584.16	0.00	0.00	2,584.16	4.4545	<b>2,588.62</b>
653	Tennis - Girls	107.62	0.00	0.00	107.62	0.1855	<b>107.81</b>
655	Thespians	578.92	0.00	0.00	578.92	0.9979	<b>579.91</b>
656	Track - Boys	8,969.52	0.00	0.00	8,969.52	15.4613	<b>8,984.98</b>
654	Ultimate Frisbee (NEW 20-21)	671.52	0.00	0.00	671.52	1.1576	<b>672.68</b>
658	Volleyball	521.03	0.00	0.00	521.03	0.8981	<b>521.93</b>
659	Wrestling	8,865.61	0.00	0.00	8,865.61	15.2822	<b>8,880.89</b>
664	Middle School Speech	269.58	0.00	0.00	269.58	0.4647	<b>270.04</b>
665	Middle School Yearbook	2,696.59	0.00	0.00	2,696.59	4.6483	<b>2,701.24</b>
666	Middle School Student Council	7,806.25	0.00	0.00	7,806.25	13.4561	<b>7,819.70</b>
		<b>131,565.80</b>	<b>5,899.38</b>	<b>2,473.19</b>	<b>134,991.99</b>	<b>231.9100</b>	<b>134,991.99</b>

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

August 2020 Investment Reconciliation - %-104-%

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	BALANCE END OF MONTH
GENERAL FUND - 01	10,000,000.00	0.00	10,000,000.00	0.00
BOND FUND - 06	13,948,706.36	0.00	3,552,631.95	10,396,074.41
SCHOLARSHIP FUND - 12	10,000.00	0.00	0.00	10,000.00
DENTAL SELF FUNDED - 20	495,000.00	0.00	247,000.00	248,000.00
HEALTH SELF FUNDED - 21	2,000,000.00	0.00	1,000,000.00	1,000,000.00
<b>TOTALS</b>	<b>26,453,706.36</b>	<b>0.00</b>	<b>14,799,631.95</b>	<b><u>11,654,074.41</u></b>

RECONCILEMENT OF TREASURER'S BALANCE WITH BANK

DESCRIPTION	BALANCE PER BANK STATEMENT	OTHER RECONCILING ITEMS	BALANCE PER TREASURER'S BOOKS
Certificates of Deposit - MSDLAF - General	0.00	0.00	0.00
Term - MSDLAF - General	0.00	0.00	0.00
Term - MSDLAF - Bond	0.00	0.00	0.00
Managed Account - MSDLAF - Bond	10,396,074.41	0.00	10,396,074.41
Scholarship CD	10,000.00	0.00	10,000.00
Certificates of Deposit - MSDLAF - Dental	248,000.00	0.00	248,000.00
Term - MSDLAF - Health	1,000,000.00	0.00	1,000,000.00
<b>TREASURER'S BALANCE</b>	<b>11,654,074.41</b>	<b>0.00</b>	<b><u>11,654,074.41</u></b>

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

August 2020 Bank Reconciliation

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	BALANCE END OF MONTH
GENERAL FUND - 01	16,037,359.52	6,185,900.58	7,602,360.89	29,825,620.99
FOOD SERVICE FUND - 02	686,380.60	40,466.29	(58,050.38)	668,796.51
COMMUNITY ED - 04	821,033.17	60,867.17	(148,643.36)	733,256.98
BUILDING CONSTRUCTION - 06	5,274,834.92	497.93	2,296,079.53	7,571,412.38
DEBT REDEMPTION - 07	13,801,664.46	28,895.00	0.00	13,830,559.46
STUDENT ACTIVITY FUND -10	135,167.60	2,137.70	(1,863.31)	135,441.99
DEFERRED ACCOUNTS - 11	711,556.50	6,605.38	(40,144.47)	678,017.41
SCHOLARSHIP - 12	204,407.71	124.51	(2,003.12)	202,529.10
TRUST - 18	111,073.70	0.00	167.80	111,241.50
DENTAL SELF FUNDED - 20	349,970.65	38.82	187,307.89	537,317.36
HEALTH SELF FUNDED -21	2,898,423.55	10,109.95	613,086.60	3,521,620.10
OPEB PERA/CE TRUST - 45	3,874,517.59	0.00	(126,628.24)	3,747,889.35
<b>TOTALS</b>	<b>44,906,389.97</b>	<b>6,335,643.33</b>	<b>10,321,669.83</b>	<b>61,563,703.13</b>

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	65,136.82	0.00	0.00	6.49	65,143.31
MSDLAF AP	455,213.75	(404,992.93)	0.00	128.99	50,349.81
MSDLAF Payroll	112,144.44	(12,482.29)	0.00	(75.00)	99,587.15
MSDLAF Scholarship	204,529.10	(2,000.00)	0.00	0.00	202,529.10
MSDLAF General	35,409,613.16	0.00	14,209.37	0.00	35,423,822.53
MSDLAF Flex	57,979.75	0.00	0.00	0.00	57,979.75
MSDLAF Dental Self Funded	537,317.36	0.00	0.00	0.00	537,317.36
MSDLAF Health Self Funded	3,532,773.68	(1,200.00)	0.00	0.00	3,531,573.68
MSDLAF Bond Proceeds	7,792,134.59	(220,722.21)	0.00	0.00	7,571,412.38
Vermillion Bank	134,829.35	(20.00)	0.00	0.00	134,809.35
MidAmerica - CE Trust	111,241.50	0.00	0.00	0.00	111,241.50
OPEB PERA/CE Trust Account	3,874,972.97	0.00	0.00	0.00	3,874,972.97
US Bank Escrow	9,902,964.24	0.00	0.00	0.00	9,902,964.24
<b>TREASURER'S BALANCE</b>	<b>62,190,850.71</b>	<b>(641,417.43)</b>	<b>14,209.37</b>	<b>60.48</b>	<b>61,563,703.13</b>

## HASTINGS PUBLIC SCHOOLS

### Payment Reg by Bank and Check

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void	Amount
													Date	
0200	MB	P102MB	91654		Wire	1	10229	MERCHANTS BANK FEES	No	Yes	No	USD	08/14/2020	7.20
													Bank Total:	\$7.20
0200	USAP	P10201	91559		Wire	1	9557	BMO HARRIS BANK NA	No	Yes	No	USD	08/07/2020	6,354.29
0200	USAP	P10201	91560		Wire	1	9860	MINNESOTA STATE RETIREMENT SYST	No	Yes	No	USD	08/07/2020	3,425.42
0200	USAP		91583		Wire	1	6190	R2 EDUCATORS BENEFIT CONSULTANTS	Yes	No	Yes	USD	08/14/2020	461.63
0200	USAP		91584		Wire	1	9935	ELEYO FEES	No	Yes	No	USD	08/14/2020	2,642.57
0200	USAP	P10230	91727		Wire	1	10920	AFFINETY - MERCH BANK FEES (WIRE)	No	Yes	No	USD	08/31/2020	337.79
0200	USAP	P10230	91728		Wire	1	3167	MSDLAF BANK FEES	No	Yes	No	USD	08/31/2020	128.51
0200	USAP	P10230	91729		Wire	1	9860	MINNESOTA STATE RETIREMENT SYST	No	No	No	USD	08/31/2020	171,010.69
0200	USAP	P00703	88689	820691	Check	1	10776	YARES, LAUREN	Yes	Yes	Yes	USD	08/14/2020	(9.57)
0200	USAP	P01115	90303	821960	Check	1	10831	R78 WENDY DODSON	Yes	Yes	Yes	USD	08/21/2020	(120.00)
0200	USAP	P01130	90522	822159	Check	1	10831	R302 MICAH FULTZ	Yes	Yes	Yes	USD	08/28/2020	(60.00)
0200	USAP	P01201	90787	822218	Check	1	10831	R462 AMY TIX	Yes	Yes	Yes	USD	08/21/2020	(60.00)
0200	USAP	P01201	90862	822231	Check	1	6442	BACHMAN, RACHEL	Yes	Yes	Yes	USD	08/14/2020	(90.00)
0200	USAP	P01201	90801	822250	Check	1	10831	R486 CHERYL CAHILL	Yes	Yes	Yes	USD	08/14/2020	(60.00)
0200	USAP	P10201	91556	822964	Check	1	1012	ACCLAIM SERVICES, INC	Yes	Yes	No	USD	08/07/2020	772.00
0200	USAP	P10201	91561	822965	Check	1	10831	R204 BETH WARNER	Yes	Yes	No	USD	08/07/2020	60.00
0200	USAP	P10201	91565	822966	Check	1	8840	DEFINITIVE TECHNOLOGY SOLUTIONS	Yes	Yes	No	USD	08/07/2020	124.61
0200	USAP	P10201	91562	822967	Check	1	10831	R475 KELLY PRICE	Yes	Yes	No	USD	08/07/2020	8.50
0200	USAP	P10201	91563	822968	Check	1	3120	MASE	Yes	Yes	No	USD	08/07/2020	590.00
0200	USAP	P10201	91557	822969	Check	1	1977	MINNESOTA COACHES INC	Yes	Yes	No	USD	08/07/2020	18,004.07
0200	USAP	P10201	91558	822970	Check	1	2251	RATWIK, ROSZAK, & MALONEY P.A.	Yes	Yes	No	USD	08/07/2020	15,154.50
0200	USAP	P10201	91564	822971	Check	1	3277	UPPER LAKES FOODS, INC	Yes	Yes	No	USD	08/07/2020	5,076.99
0200	USAP		91638	822972	Check	1	5510	ACCELERATED TECHNOLOGIES LLC	Yes	Yes	No	USD	08/14/2020	578.80
0200	USAP		91585	822973	Check	1	1012	ACCLAIM SERVICES, INC	Yes	Yes	No	USD	08/14/2020	7,711.00
0200	USAP		91587	822974	Check	1	10500	R2 ALBIN ACQUISITION CORP	Yes	Yes	No	USD	08/14/2020	255.00
0200	USAP		91596	822975	Check	1	10893	R3 ALLISON MCWILLIAMS	Yes	Yes	No	USD	08/14/2020	50.00
0200	USAP		91595	822976	Check	1	10893	R2 ALYSANNE BROCHMAN	Yes	No	No	USD	08/14/2020	50.00
0200	USAP		91592	822977	Check	1	10893	R1 AMY SIK	Yes	Yes	No	USD	08/14/2020	50.00
0200	USAP		91605	822978	Check	1	10912	ASSOC OF METROPOLITAN SCHOOL D	Yes	Yes	No	USD	08/14/2020	1,000.00
0200	USAP		91642	822979	Check	1	6442	BACHMAN, RACHEL	Yes	Yes	No	USD	08/14/2020	90.00
0200	USAP		91606	822980	Check	1	1156	BIX PRODUCE COMPANY LLC	Yes	Yes	No	USD	08/14/2020	2,101.11
0200	USAP		91644	822981	Check	1	7120	R1 BSN SPORTS GROUP INC	Yes	Yes	No	USD	08/14/2020	13,062.50
0200	USAP		91646	822982	Check	1	7911	CENTURYLINK	Yes	Yes	No	USD	08/14/2020	89.40
0200	USAP		91599	822983	Check	1	10893	R6 CHELSEA HILL	Yes	Yes	No	USD	08/14/2020	50.00
0200	USAP		91590	822984	Check	1	10831	R486 CHERYL CAHILL	Yes	No	No	USD	08/14/2020	60.00
0200	USAP		91607	822985	Check	1	1235	CITY OF HASTINGS	Yes	Yes	No	USD	08/14/2020	5,037.89
0200	USAP		91608	822986	Check	1	1235	CITY OF HASTINGS	Yes	Yes	No	USD	08/14/2020	13,473.39

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Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void	Amount
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0200	USAP		91610	822988	Check	1	1250	COMCAST	Yes	Yes	No	USD	08/14/2020	110.41
0200	USAP		91611	822989	Check	1	1281	CRISIS PREVENTION INSTITUTE	Yes	Yes	No	USD	08/14/2020	1,090.00
0200	USAP		91636	822990	Check	1	3399	R1 DALCO	Yes	Yes	No	USD	08/14/2020	3,273.58
0200	USAP		91649	822991	Check	1	8840	DEFINITIVE TECHNOLOGY SOLUTIONS	Yes	Yes	No	USD	08/14/2020	395.08
0200	USAP		91591	822992	Check	1	10860	DEPARTMENT OF TRANSPORTATION	Yes	Yes	No	USD	08/14/2020	743.00
0200	USAP		91612	822993	Check	1	1330	DIAMOND VOGEL PAINTS	Yes	Yes	No	USD	08/14/2020	6,000.00
0200	USAP		91589	822994	Check	1	10787	DOWNTOWN TIRE AND AUTO INC	Yes	Yes	No	USD	08/14/2020	503.52
0200	USAP		91602	822995	Check	1	10893	R9 ELIZABETH DESCHAMPE-MORRISON	Yes	Yes	No	USD	08/14/2020	50.00
0200	USAP		91637	822996	Check	1	3921	FOLLETT SCHOOL SOLUTIONS INC	Yes	Yes	No	USD	08/14/2020	8,292.40
0200	USAP		91613	822997	Check	1	1482	GRAINGER, W.W..	Yes	Yes	No	USD	08/14/2020	1,629.07
0200	USAP		91615	822998	Check	1	1582	HILLYARD INC-MINNEAPOLIS	Yes	Yes	No	USD	08/14/2020	136.98
0200	USAP		91581	822999	Check	1	10420	HOPE ENGLISH-SPANISH INTERPRETE	Yes	Yes	No	USD	08/14/2020	363.50
0200	USAP		91645	823000	Check	1	7721	R2 INNOVATIVE OFFICE SOLUTIONS	Yes	Yes	No	USD	08/14/2020	2,545.25
0200	USAP		91582	823001	Check	1	1665	INTERMEDIATE SCHOOL DIST 917	Yes	Yes	No	USD	08/14/2020	55,933.32
0200	USAP		91640	823002	Check	1	5828	JIM CARLSON LEASING CO.	Yes	Yes	No	USD	08/14/2020	600.00
0200	USAP		91641	823003	Check	1	6156	JOSTENS	Yes	Yes	No	USD	08/14/2020	100.00
0200	USAP		91597	823004	Check	1	10893	R4 KAREN STENERSON	Yes	Yes	No	USD	08/14/2020	50.00
0200	USAP		91601	823005	Check	1	10893	R8 KATE MATTONSON	Yes	Yes	No	USD	08/14/2020	50.00
0200	USAP		91598	823006	Check	1	10893	R5 KELLY EHLENZ	Yes	No	No	USD	08/14/2020	50.00
0200	USAP		91651	823007	Check	1	9459	R1 KONICA MINOLTA	Yes	Yes	No	USD	08/14/2020	3,896.96
0200	USAP		91616	823008	Check	1	1876	MALLOY, MONTAGUE, KARNOWSKI,	Yes	Yes	No	USD	08/14/2020	1,975.00
0200	USAP		91617	823009	Check	1	1890	MASA (MN ASSN OF SCHOOL ADMIN)	Yes	Yes	No	USD	08/14/2020	1,330.00
0200	USAP		91634	823010	Check	1	3120	MASE	Yes	No	No	USD	08/14/2020	465.00
0200	USAP		91618	823011	Check	1	1894	MASSP	Yes	Yes	No	USD	08/14/2020	6,154.00
0200	USAP		91621	823012	Check	1	2093	METRO EAST CONFERENCE	Yes	Yes	No	USD	08/14/2020	7,000.00
0200	USAP		91619	823013	Check	1	1949	METRO ECSU	Yes	Yes	No	USD	08/14/2020	3,050.00
0200	USAP		91620	823014	Check	1	1993	MINNESOTA SCHOOL BOARDS ASS'N.	Yes	Yes	No	USD	08/14/2020	390.00
0200	USAP		91588	823015	Check	1	10780	MN CPR	Yes	Yes	No	USD	08/14/2020	340.00
0200	USAP		91604	823016	Check	1	10907	MO' MONEY ASSOCIATES, LLC	Yes	Yes	No	USD	08/14/2020	1,400.00
0200	USAP		91631	823017	Check	1	2795	MTI DISTRIBUTING, INC.	Yes	Yes	No	USD	08/14/2020	2,708.41
0200	USAP		91600	823018	Check	1	10893	R7 NICOLE LANE	Yes	Yes	No	USD	08/14/2020	50.00
0200	USAP		91622	823019	Check	1	2094	NINE EAGLES PROMOTIONS	Yes	Yes	No	USD	08/14/2020	792.00
0200	USAP		91647	823020	Check	1	8314	R2 NUTRIKIDS/HEARTLAND PAYMENT SYS	Yes	Yes	No	USD	08/14/2020	500.00
0200	USAP		91586	823021	Check	1	10394	PLAINVIEW MILK PRODUCTS CO-OP	Yes	Yes	No	USD	08/14/2020	1,331.32
0200	USAP		91623	823022	Check	1	2221	PRAXAIR DISTRIBUTION INC.	Yes	Yes	No	USD	08/14/2020	33.30
0200	USAP		91603	823023	Check	1	10897	RAPID RESPONSE PPE	Yes	No	No	USD	08/14/2020	3,270.00
0200	USAP		91632	823024	Check	1	2819	REPUBLIC SERVICES #923	Yes	Yes	No	USD	08/14/2020	2,671.17
0200	USAP		91633	823025	Check	1	2891	R1 RESOURCES FOR EDUCATORS	Yes	Yes	No	USD	08/14/2020	369.00

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0200	USAP		91594	823026	Check	1 10893	R11	SARAH ANDERSON	Yes	No	No	USD	08/14/2020	50.00
0200	USAP		91630	823027	Check	1 2704	R2	SCHOLASTIC MAGAZINES	Yes	Yes	No	USD	08/14/2020	3,628.47
0200	USAP		91624	823028	Check	1 2387		SHERWIN WILLIAMS CO	Yes	No	No	USD	08/14/2020	311.40
0200	USAP		91650	823029	Check	1 9414		SITEONE LANDSCAPE SUPPLY LLC	Yes	Yes	No	USD	08/14/2020	422.69
0200	USAP		91625	823030	Check	1 2449	R1	ST. PAUL PIONEER PRESS	Yes	Yes	No	USD	08/14/2020	150.50
0200	USAP		91593	823031	Check	1 10893	R10	STACY ELLING	Yes	No	No	USD	08/14/2020	50.00
0200	USAP		91626	823032	Check	1 2461		STATE CHEMICAL SOLUTIONS	Yes	Yes	No	USD	08/14/2020	479.05
0200	USAP		91653	823033	Check	1 9886	R1	STERICYCLE INC	Yes	Yes	No	USD	08/14/2020	166.99
0200	USAP		91652	823034	Check	1 9483		SWEDBRO	Yes	No	No	USD	08/14/2020	14,445.00
0200	USAP		91627	823035	Check	1 2519		TEAM SPORTING GOODS	Yes	Yes	No	USD	08/14/2020	1,216.98
0200	USAP		91648	823036	Check	1 8577		TENNIS SANITATION	Yes	Yes	No	USD	08/14/2020	30.44
0200	USAP		91614	823037	Check	1 1575		TESSIER-MORSE, HAILEN	Yes	No	No	USD	08/14/2020	14.00
0200	USAP		91628	823038	Check	1 2559		TRIO SUPPLY	Yes	Yes	No	USD	08/14/2020	1,776.00
0200	USAP		91635	823039	Check	1 3277		UPPER LAKES FOODS, INC	Yes	Yes	No	USD	08/14/2020	564.30
0200	USAP		91629	823040	Check	1 2677		XCEL ENERGY	Yes	Yes	No	USD	08/14/2020	87,756.82
0200	USAP		91639	823041	Check	1 5516		YOUTH ENRICHMENT LEAGUE	Yes	No	No	USD	08/14/2020	336.00
0200	USAP		91643	823042	Check	1 6727		ZEH TEK INC	Yes	No	No	USD	08/14/2020	5,106.99
0200	USAP		91655	823043	Check	1 10831	R462	AMY TIX	Yes	Yes	No	USD	08/21/2020	60.00
0200	USAP		91668	823044	Check	1 7665	R1	ARC DOCUMENT SOLUTIONS LLC	Yes	Yes	No	USD	08/21/2020	4,959.50
0200	USAP		91659	823045	Check	1 10919	R1	ARVIG	Yes	Yes	No	USD	08/21/2020	2,748.42
0200	USAP		91660	823046	Check	1 1257		COMPUTER INTEGRATION TECHNOLO	Yes	Yes	No	USD	08/21/2020	1,628.00
0200	USAP		91666	823047	Check	1 6745		CULLIGAN OF STILLWATER	Yes	Yes	No	USD	08/21/2020	404.40
0200	USAP		91670	823048	Check	1 8840		DEFINITIVE TECHNOLOGY SOLUTIONS	Yes	Yes	No	USD	08/21/2020	136.40
0200	USAP		91664	823049	Check	1 3131		DIST OFFICE PETTY CASH FUND	Yes	Yes	No	USD	08/21/2020	28.60
0200	USAP		91661	823050	Check	1 1292		DSD	Yes	Yes	No	USD	08/21/2020	254.91
0200	USAP		91665	823051	Check	1 3191	R1	FASTENAL COMPANY INC	Yes	Yes	No	USD	08/21/2020	127.05
0200	USAP		91667	823052	Check	1 7322	R1	FERGUSON ENTERPRISES INC # 1657	Yes	Yes	No	USD	08/21/2020	32.70
0200	USAP		91669	823053	Check	1 7721	R2	INNOVATIVE OFFICE SOLUTIONS	Yes	Yes	No	USD	08/21/2020	2,937.73
0200	USAP		91657	823054	Check	1 10895	R1	JENNIFER ANDERSON	Yes	Yes	No	USD	08/21/2020	3.75
0200	USAP		91658	823055	Check	1 10911		REDETZKE, RYAN	Yes	Yes	No	USD	08/21/2020	46.74
0200	USAP		91663	823056	Check	1 2476		STERNAU & ASSOCIATES	Yes	Yes	No	USD	08/21/2020	2,323.17
0200	USAP		91662	823057	Check	1 1586		VALLEY PROMOTIONS-FLEET FEET	Yes	No	No	USD	08/21/2020	2,263.80
0200	USAP		91656	823058	Check	1 10831	R78	WENDY DODSON	Yes	No	No	USD	08/21/2020	120.00
0200	USAP	P10203	91716	823059	Check	1 8045		ALLINA HOSPITALS & CLINICS	Yes	No	No	USD	08/28/2020	125.00
0200	USAP	P10203	91700	823060	Check	1 1086	R1	ARROW BUILDING CENTER	Yes	No	No	USD	08/28/2020	1,423.03
0200	USAP	P10203	91722	823061	Check	1 10471	R1	BAKER TILLY MUNICIPAL ADVISORS LL'	Yes	No	No	USD	08/28/2020	3,150.00
0200	USAP	P10203	91719	823062	Check	1 8681		CANVAS HEALTH	Yes	No	No	USD	08/28/2020	3,709.56
0200	USAP	P10203	91703	823063	Check	1 1214		CDW GOVERNMENT	Yes	No	No	USD	08/28/2020	829.98
0200	USAP	P10203	91701	823064	Check	1 10895	R2	COURTNEY MUNSON	Yes	No	No	USD	08/28/2020	101.80

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0200	USAP	P10203	91704	823066	Check	1 1306		DAVENPORT, DAVID	Yes	No	No	USD	08/28/2020	337.73
0200	USAP	P10203	91720	823067	Check	1 8840	R1	DEFINITIVE TECHNOLOGY SOLUTIONS	Yes	No	No	USD	08/28/2020	144.11
0200	USAP	P10203	91697	823068	Check	1 10527		HASTINGS GOLF CLUB AND EVENTS	Yes	No	No	USD	08/28/2020	350.00
0200	USAP	P10203	91715	823069	Check	1 7340		HASTINGS HS ATHLTCS-PETTY CASH	Yes	Yes	No	USD	08/28/2020	2,000.00
0200	USAP	P10203	91721	823070	Check	1 9329		HOMETOWN ACE HARDWARE	Yes	No	No	USD	08/28/2020	693.74
0200	USAP	P10203	91717	823071	Check	1 8126		I BE SHARP	Yes	No	No	USD	08/28/2020	315.00
0200	USAP	P10203	91723	823072	Check	1 9319		IND SCHOOL DIST 622	Yes	No	No	USD	08/28/2020	12,359.64
0200	USAP	P10203	91705	823073	Check	1 1660		INSTITUTE FOR ENVIRONMENTAL ASS	Yes	No	No	USD	08/28/2020	794.00
0200	USAP	P10203	91698	823074	Check	1 10831	R302	MICAH FULTZ	Yes	No	No	USD	08/28/2020	60.00
0200	USAP	P10203	91706	823075	Check	1 2146		ORKIN PEST CONTROL INC.	Yes	No	No	USD	08/28/2020	387.25
0200	USAP	P10203	91707	823076	Check	1 2251		RATWIK, ROSZAK, & MALONEY P.A.	Yes	No	No	USD	08/28/2020	9,599.00
0200	USAP	P10203	91708	823077	Check	1 2275		RENT & SAVE	Yes	No	No	USD	08/28/2020	295.00
0200	USAP	P10203	91699	823078	Check	1 10848	R1	SAVVAS LEARNING COMPANY LLC	Yes	No	No	USD	08/28/2020	412.50
0200	USAP	P10203	91718	823079	Check	1 8228	R1	SCHOOL DATEBOOKS INC	Yes	No	No	USD	08/28/2020	5,683.28
0200	USAP	P10203	91709	823080	Check	1 2352		SCHOOL HEALTH CORPORATION	Yes	No	No	USD	08/28/2020	2,501.39
0200	USAP	P10203	91702	823081	Check	1 10918		SCREENCASTIFY, LLC	Yes	No	No	USD	08/28/2020	4,500.00
0200	USAP	P10203	91712	823082	Check	1 3069		SENIOR HIGH PETTY CASH	Yes	Yes	No	USD	08/28/2020	750.00
0200	USAP	P10203	91714	823083	Check	1 5650	R1	SYNCHRONY BANK/AMAZON	Yes	No	No	USD	08/28/2020	2,565.73
0200	USAP	P10203	91710	823084	Check	1 2544		THRUSH, LAURIE	Yes	Yes	No	USD	08/28/2020	33.98
0200	USAP	P10203	91711	823085	Check	1 2548	R1	T-MOBILE	Yes	No	No	USD	08/28/2020	249.23
0200	USAP	P10230	91734	823086	Check	1 10799		ALL CITY GARAGE DOOR CO INC	Yes	No	No	USD	08/31/2020	823.60
0200	USAP	P10230	91767	823087	Check	1 7312	R1	BATTERIES PLUS BULBS	Yes	No	No	USD	08/31/2020	233.90
0200	USAP	P10230	91739	823088	Check	1 1156		BIX PRODUCE COMPANY LLC	Yes	No	No	USD	08/31/2020	802.34
0200	USAP	P10230	91763	823089	Check	1 5226		BJORKLUND COMPENSATION CONSUL	Yes	No	No	USD	08/31/2020	145.00
0200	USAP	P10230	91771	823090	Check	1 7937		BROTHERS FIRE PROTECTION CO	Yes	No	No	USD	08/31/2020	625.00
0200	USAP	P10230	91765	823091	Check	1 7120	R1	BSN SPORTS GROUP INC	Yes	No	No	USD	08/31/2020	2,310.00
0200	USAP	P10230	91740	823092	Check	1 1214		CDW GOVERNMENT	Yes	No	No	USD	08/31/2020	6,558.48
0200	USAP	P10230	91759	823093	Check	1 3748		CENTERPOINT ENERGY	Yes	No	No	USD	08/31/2020	2,451.95
0200	USAP	P10230	91768	823094	Check	1 7332		CENTURYLINK	Yes	No	No	USD	08/31/2020	3,492.33
0200	USAP	P10230	91741	823095	Check	1 1257		COMPUTER INTEGRATION TECHNOLO	Yes	No	No	USD	08/31/2020	7,020.00
0200	USAP	P10230	91757	823096	Check	1 3399	R1	DALCO	Yes	No	No	USD	08/31/2020	4,252.64
0200	USAP	P10230	91774	823097	Check	1 8840		DEFINITIVE TECHNOLOGY SOLUTIONS	Yes	No	No	USD	08/31/2020	247.15
0200	USAP	P10230	91742	823098	Check	1 1319		DEMCO	Yes	No	No	USD	08/31/2020	76.80
0200	USAP	P10230	91777	823099	Check	1 9817		EMERGENCY OUTFITTERS INC	Yes	No	No	USD	08/31/2020	846.00
0200	USAP	P10230	91743	823100	Check	1 1409		FISHER SCIENTIFIC	Yes	No	No	USD	08/31/2020	28.14
0200	USAP	P10230	91760	823101	Check	1 3865		FLINN SCIENTIFIC	Yes	No	No	USD	08/31/2020	508.86
0200	USAP	P10230	91778	823102	Check	1 9863	R2	GENUINE PARTS COMPANY	Yes	No	No	USD	08/31/2020	113.83
0200	USAP	P10230	91744	823103	Check	1 1482		GRAINGER, W.W..	Yes	No	No	USD	08/31/2020	4,828.10

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0200	USAP	P10230	91746	823105	Check	1	1582	HILLYARD INC-MINNEAPOLIS	Yes	No	No	USD	08/31/2020	3,780.15
0200	USAP	P10230	91748	823106	Check	1	1845	HORIZON COMMERCIAL POOL SUPPLY	Yes	No	No	USD	08/31/2020	570.48
0200	USAP	P10230	91747	823107	Check	1	1612	HUBERT COMPANY	Yes	No	No	USD	08/31/2020	3,021.49
0200	USAP	P10230	91769	823108	Check	1	7357	R1 IMPACT APPLICATIONS	Yes	No	No	USD	08/31/2020	435.00
0200	USAP	P10230	91770	823109	Check	1	7721	R2 INNOVATIVE OFFICE SOLUTIONS	Yes	No	No	USD	08/31/2020	6,994.45
0200	USAP	P10230	91775	823110	Check	1	9015	IZQUIERDO, JOAQUIN	Yes	No	No	USD	08/31/2020	943.80
0200	USAP	P10230	91776	823111	Check	1	9776	R1 LOFFLER COMPANIES	Yes	No	No	USD	08/31/2020	550.00
0200	USAP	P10230	91737	823112	Check	1	10915	MANN LAKE LTD	Yes	No	No	USD	08/31/2020	11,074.46
0200	USAP	P10230	91750	823113	Check	1	1891	R1 MASBO	Yes	No	No	USD	08/31/2020	50.00
0200	USAP	P10230	91755	823114	Check	1	3120	MASE	Yes	No	No	USD	08/31/2020	500.00
0200	USAP	P10230	91762	823115	Check	1	4314	MASPA	Yes	No	No	USD	08/31/2020	250.00
0200	USAP	P10230	91751	823116	Check	1	1942	MENARDS	Yes	No	No	USD	08/31/2020	472.32
0200	USAP	P10230	91766	823117	Check	1	7290	MIDWEST FENCE & MFG.	Yes	No	No	USD	08/31/2020	10,155.00
0200	USAP	P10230	91736	823118	Check	1	10880	R1 NILFISK INC.	Yes	No	No	USD	08/31/2020	217.97
0200	USAP	P10230	91749	823119	Check	1	1882	OFFICE OF MN IT SERVICES	Yes	No	No	USD	08/31/2020	173.90
0200	USAP	P10230	91738	823120	Check	1	10921	ON YOUR MARK NUTRITION LLC	Yes	No	No	USD	08/31/2020	95.00
0200	USAP	P10230	91731	823121	Check	1	10190	PEAR DECK INC	Yes	No	No	USD	08/31/2020	1,049.93
0200	USAP	P10230	91764	823122	Check	1	6799	PLANET SOCCER	Yes	No	No	USD	08/31/2020	180.00
0200	USAP	P10230	91733	823123	Check	1	10576	R1 RIVERSIDE INSIGHTS	Yes	No	No	USD	08/31/2020	763.86
0200	USAP	P10230	91772	823124	Check	1	8228	R1 SCHOOL DATEBOOKS INC	Yes	No	No	USD	08/31/2020	5,551.20
0200	USAP	P10230	91752	823125	Check	1	2387	SHERWIN WILLIAMS CO	Yes	No	No	USD	08/31/2020	74.78
0200	USAP	P10230	91761	823126	Check	1	4115	SKYHAWKS	Yes	No	No	USD	08/31/2020	1,033.00
0200	USAP	P10230	91753	823127	Check	1	2522	TERRY'S HARDWARE	Yes	No	No	USD	08/31/2020	1,150.85
0200	USAP	P10230	91754	823128	Check	1	2548	R1 T-MOBILE	Yes	No	No	USD	08/31/2020	9,600.00
0200	USAP	P10230	91773	823129	Check	1	8415	TOYOTA LIFT OF MINNESOTA	Yes	No	No	USD	08/31/2020	395.00
0200	USAP	P10230	91758	823130	Check	1	3685	TREND ENTERPRISES INC.	Yes	No	No	USD	08/31/2020	40.39
0200	USAP	P10230	91756	823131	Check	1	3277	UPPER LAKES FOODS, INC	Yes	No	No	USD	08/31/2020	6,688.28
0200	USAP	P10230	91730	823132	Check	1	10116	USA CLEAN INC	Yes	No	No	USD	08/31/2020	80.74
0200	USAP	P10230	91735	823133	Check	1	10813	WRISKY RANCH	Yes	No	No	USD	08/31/2020	830.20
0200	USAP	P10230	91732	823134	Check	1	1035	YOUNG AMERICAN'S SCHOOLS OF	Yes	No	No	USD	08/31/2020	175.00

Bank Total: \$681,444.68

Report Total: \$681,451.88

## HASTINGS PUBLIC SCHOOLS Payment Reg by Bank and Check

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void	Amount
													Date	
0200	USPR	P212P1	91566		Wire	1 1984		MINNESOTA DEPT. OF REVENUE	No	Yes	No	USD	08/10/2020	32,765.45
0200	USPR	P212P1	91567		Wire	1 2016		MN TRA	No	Yes	No	USD	08/10/2020	109,098.55
0200	USPR	P212P1	91568		Wire	1 2705		EFTPS - TAX PAYMENT	No	Yes	No	USD	08/10/2020	198,574.02
0200	USPR	P212P1	91569		Wire	1 6190	R1	EDUCATORS BENEFIT CONSULTANTS	No	Yes	No	USD	08/10/2020	38,958.10
0200	USPR	P212P1	91570		Wire	1 6190	R2	EDUCATORS BENEFIT CONSULTANTS	No	Yes	No	USD	08/10/2020	12,141.65
0200	USPR	P212P1	91571		Wire	1 7771		MINNESOTA PERA (WIRE TRANSFER)	No	Yes	No	USD	08/10/2020	22,398.98
0200	USPR	P212P2	91681		Wire	1 1984		MINNESOTA DEPT. OF REVENUE	No	Yes	No	USD	08/25/2020	33,178.24
0200	USPR	P212P2	91682		Wire	1 2016		MN TRA	No	Yes	No	USD	08/25/2020	107,862.23
0200	USPR	P212P2	91683		Wire	1 2705		EFTPS - TAX PAYMENT	No	Yes	No	USD	08/25/2020	200,440.68
0200	USPR	P212P2	91684		Wire	1 3166		BREMER BANK FEES	No	Yes	No	USD	08/25/2020	174.70
0200	USPR	P212P2	91685		Wire	1 6190	R1	EDUCATORS BENEFIT CONSULTANTS	No	Yes	No	USD	08/25/2020	38,458.50
0200	USPR	P212P2	91686		Wire	1 6190	R2	EDUCATORS BENEFIT CONSULTANTS	No	Yes	No	USD	08/25/2020	15,068.89
0200	USPR	P212P2	91687		Wire	1 7771		MINNESOTA PERA (WIRE TRANSFER)	No	Yes	No	USD	08/25/2020	24,040.77
0200	USPR	P212P1	91572	105145	Check	1 9449	R1	WISCONSIN SUPPORT COLLECTIONS	Yes	Yes	No	USD	08/10/2020	47.50
0200	USPR	P212P2	91692	105146	Check	1 5234		EDUCATION MINNESOTA	Yes	No	No	USD	08/25/2020	22.00
0200	USPR	P212P2	91691	105147	Check	1 4539		HASTINGS PUBLIC SCHOOLS FOUNDA	Yes	No	No	USD	08/25/2020	1,063.50
0200	USPR	P212P2	91694	105148	Check	1 7384		HIGH SCHL FACULTY SCHOLARSHIP	Yes	Yes	No	USD	08/25/2020	100.00
0200	USPR	P212P2	91689	105149	Check	1 2002		MINNESOTA TEAMSTERS LOCAL 320	Yes	Yes	No	USD	08/25/2020	1,646.00
0200	USPR	P212P2	91690	105150	Check	1 2010		NCPERS GROUP LIFE INS -157410	Yes	No	No	USD	08/25/2020	64.00
0200	USPR	P212P2	91693	105151	Check	1 6780		SEIU LOCAL 284	Yes	No	No	USD	08/25/2020	19.74
0200	USPR	P212P2	91688	105152	Check	1 10169		STANDARD INSURANCE COMPANY	Yes	No	No	USD	08/25/2020	11,113.05
0200	USPR	P212P2	91695	105153	Check	1 8906		WINGS FINANCIAL CREDIT UNION	Yes	No	No	USD	08/25/2020	200.00
0200	USPR	P212P2	91696	105154	Check	1 9449	R1	WISCONSIN SUPPORT COLLECTIONS	Yes	Yes	No	USD	08/25/2020	47.50

Bank Total: \$847,484.05

Report Total: \$847,484.05

## HASTINGS PUBLIC SCHOOLS

### Payment Reg by Bank and Check

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
0200	USBP	P102B1	91580	887	Check	1	1257	COMPUTER INTEGRATION TECHNOLO	Yes	Yes	No	USD	08/14/2020	12,912.00
0200	USBP	P102B2	91675	888	Check	1	10506	CORVAL CONSTRUCTORS INC	Yes	Yes	No	USD	08/24/2020	1,047,332.34
0200	USBP	P102B2	91678	889	Check	1	10910	DAHNS CONSTRUCTION CO LLC	Yes	No	No	USD	08/24/2020	201,714.07
0200	USBP	P102B2	91679	890	Check	1	1660	INSTITUTE FOR ENVIRONMENTAL ASS	Yes	Yes	No	USD	08/24/2020	278.37
0200	USBP	P102B2	91676	891	Check	1	10530	PETERSON COMPANIES INC	Yes	Yes	No	USD	08/24/2020	1,006.50
0200	USBP	P102B2	91680	892	Check	1	2663	WOLD ARCHITECTS AND ENGNRS INC	Yes	No	No	USD	08/24/2020	19,008.14
0200	USBP	P102B2	91677	893	Check	1	10856	WSB & ASSOCIATES INC.	Yes	Yes	No	USD	08/24/2020	4,880.00

Bank Total: \$1,287,131.42

Report Total: \$1,287,131.42

## HASTINGS PUBLIC SCHOOLS

### Payment Reg by Bank and Check

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void	Amount
													Date	
0200	ACTV	PS1021	91553		Wire	1 9557		BMO HARRIS BANK NA	No	Yes	No	USD	08/05/2020	1,387.48
0200	ACTV	PS1023	91725		Check	1 10891	R2	MAUREEN KLIPPEN	Yes	No	Yes	USD	08/28/2020	0.00
0200	ACTV	P100S2	89911	37823	Check	1 10831	R8	KLIPPEN, MAUREEN	Yes	Yes	Yes	USD	08/26/2020	(10.00)
0200	ACTV	PS1022	91555	37853	Check	1 1483		GRAPHIC DESIGN INC	Yes	Yes	No	USD	08/07/2020	475.00
0200	ACTV	PS1023	91726	37854	Check	1 10891	R2	MAUREEN KLIPPEN	Yes	No	No	USD	08/28/2020	10.00

Bank Total: \$1,862.48

Report Total: \$1,862.48

# HASTINGS PUBLIC SCHOOLS

## Payment Reg by Bank and Check

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
0200	SCHP	P0212P	91724		Wire	1 3167		MSDLAF BANK FEES	No	Yes	No	USD	08/28/2020	3.12
0200	SCHP	P0211P	91554	304307	Check	1 10909		CHAMBERLAIN, JOELLA / SOUTH DAKC	Yes	No	No	USD	08/07/2020	2,000.00
													Bank Total:	\$2,003.12
													Report Total:	\$2,003.12

## HASTINGS PUBLIC SCHOOLS

### Dental Self-Funded Summary

### Period Ending August 31, 2020

Sequence: Crs, Org, Fd

										21ADP				% YTD		Remaining
Description										Annual Budget	Period 202102	Year To Date	% YTD	Encumbrances	+ Enc	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	(3,727.00)	(2,259.31)	(662.97)	18%	0.00	18%	(3,064.03)
R	20	000	000	000	095	000	422	000	Employer Share/Premiums	(524,028.00)	(6,998.40)	(78,160.28)	15%	0.00	15%	(445,867.72)
R	20	000	000	000	097	000	422	000	Employee Share/Premiums	(117,849.00)	(2,715.99)	(12,045.54)	10%	0.00	10%	(105,803.46)
R	20	000	000	000	098	000	422	000	Retiree-Cobra Share/Premiurr	(92,838.00)	(7,167.61)	(15,374.93)	17%	0.00	17%	(77,463.07)
E	20	005	105	000	301	000	422	000	Other Fees	0.00	0.00	0.00	0%	0.00	0%	0.00
E	20	005	105	000	302	000	422	000	Claims-Dental	583,038.00	76,068.60	149,462.19	26%	0.00	26%	433,575.81
E	20	005	105	000	307	000	422	000	Dental Carrier TPA \$4.15	22,958.00	1,950.50	3,859.50	17%	0.00	17%	19,098.50
E	20	005	105	000	311	000	422	000	Consultant-CHS \$1.65	9,128.00	775.50	1,534.50	17%	0.00	17%	7,593.50
<b>000 Districtwide</b>										<b>(123,318.00)</b>	<b>59,653.29</b>	<b>48,612.47</b>	<b>(39%)</b>	<b>0.00</b>	<b>(39%)</b>	<b>(171,930.47)</b>
<b>Report Totals:</b>										<b>(123,318.00)</b>	<b>59,653.29</b>	<b>48,612.47</b>	<b>(39%)</b>	<b>0.00</b>	<b>(39%)</b>	<b>(171,930.47)</b>

# HASTINGS PUBLIC SCHOOLS

## Health Self-Funded Summary

### Period Ending August 31, 2020

Sequence: Crs, Org, Fd

										21ADP				% YTD		Remaining
Description										Annual Budget	Period 202102	Year To Date	% YTD	Encumbrances	+ Enc	Balance
R	21	000	000	000	097	000	422	000	Employee Share/Premiums	(1,136,940.00)	(12,319.20)	(123,843.63)	11%	0.00	11%	(1,013,096.37)
R	21	000	000	000	098	000	422	000	Retiree-Cobra Share/Premiurr	(370,781.00)	(28,051.50)	(64,004.70)	17%	0.00	17%	(306,776.30)
R	21	000	000	000	099	000	422	000	ER/Trust Share for Retirees	(72,313.00)	(6,264.18)	(13,296.86)	18%	0.00	18%	(59,016.14)
R	21	000	000	000	095	000	422	000	Employer Share/Premiums	(6,357,720.00)	(88,892.36)	(943,351.79)	15%	0.00	15%	(5,414,368.21)
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	(41,290.00)	(7,753.22)	(2,866.53)	7%	0.00	7%	(38,423.47)
E	21	005	105	000	314	000	422	000	Springbuk Fee \$1/pm/pm	5,460.00	0.00	1,383.00	25%	0.00	25%	4,077.00
E	21	005	105	000	307	000	422	000	Health Carrier TPA	234,780.00	19,823.00	39,904.00	17%	0.00	17%	194,876.00
E	21	005	105	000	308	000	422	000	StopLoss	393,793.00	32,428.37	75,190.32	19%	0.00	19%	318,602.68
E	21	005	105	000	309	000	422	000	Fitness reimbursements	16,700.00	280.00	300.00	2%	0.00	2%	16,400.00
E	21	005	105	000	310	000	422	000	VEBA/Flex Further Fees \$4.5l	19,440.00	1,606.50	3,253.50	17%	0.00	17%	16,186.50
E	21	005	105	000	311	000	422	000	Consultant-OneDigital \$40,00l	40,000.00	0.00	20,000.00	50%	0.00	50%	20,000.00
E	21	005	105	000	312	000	422	000	DeepView Fees \$5.40/pm/pm	0.00	0.00	0.00	0%	0.00	0%	0.00
E	21	005	105	000	317	000	422	000	Network Fees	21,690.00	2,707.85	3,231.72	15%	0.00	15%	18,458.28
E	21	005	105	000	300	000	422	000	Pharmacy Rebates/Admin Fex	(114,660.00)	(9,454.27)	(18,832.36)	16%	0.00	16%	(95,827.64)
E	21	005	105	000	301	000	422	000	TrustPoint-Other Fees	450.00	0.00	0.00	0%	0.00	0%	450.00
E	21	005	105	000	302	000	422	000	Claims-Medical	6,387,318.00	397,871.18	889,693.27	14%	0.00	14%	5,497,624.73
E	21	005	105	000	305	000	422	000	Claims-Pharmacy/RX	1,127,174.00	69,925.30	206,138.84	18%	0.00	18%	921,035.16
<b>000 Districtwide</b>										<b>153,101.00</b>	<b>371,907.47</b>	<b>72,898.78</b>	<b>48%</b>	<b>0.00</b>	<b>48%</b>	<b>80,202.22</b>
R	21	000	000	000	094	326	422	000	Employer-VEBA Trust Rev	(678,000.00)	0.00	0.00	0%	0.00	0%	(678,000.00)
R	21	000	000	000	089	326	422	000	Employer-PCORI-ACA \$2.45	(2,756.00)	0.00	0.00	0%	0.00	0%	(2,756.00)
E	21	005	105	000	301	326	422	000	Employer-VEBA Trust Pmt.	678,000.00	4,200.00	683,000.00	101%	0.00	101%	(5,000.00)
E	21	005	105	000	313	326	422	000	Employer-PCORI- ACA \$2.45	2,756.00	0.00	2,800.35	102%	0.00	102%	(44.35)
<b>326 District Additional R/E</b>										<b>0.00</b>	<b>4,200.00</b>	<b>685,800.35</b>	<b>0%</b>	<b>0.00</b>	<b>0%</b>	<b>(685,800.35)</b>
R	21	000	000	000	088	331	422	000	P1 Wellness Credit	(15,000.00)	0.00	0.00	0%	0.00	0%	(15,000.00)
E	21	005	105	000	366	331	422	000	Participation Fees Wellness	0.00	0.00	0.00	0%	0.00	0%	0.00
E	21	005	105	000	370	331	422	000	Rentals & Leases Wellness	5,000.00	404.40	808.80	16%	0.00	16%	4,191.20
E	21	005	105	000	401	331	422	000	Supplies Wellness	7,400.00	116.40	116.40	2%	0.00	2%	7,283.60
E	21	005	105	000	314	331	422	000	Consultant Expense Wellness	500.00	0.00	0.00	0%	0.00	0%	500.00
E	21	005	105	000	305	331	422	000	Consult/Fees For Svc	0.00	0.00	0.00	0%	0.00	0%	0.00
E	21	005	105	000	309	331	422	000	Wellbeats/JE Fitness Reimb.	2,100.00	175.18	352.64	17%	0.00	17%	1,747.36
<b>331 P1/Trig Wellness R/E</b>										<b>0.00</b>	<b>695.98</b>	<b>1,277.84</b>	<b>0%</b>	<b>0.00</b>	<b>0%</b>	<b>(1,277.84)</b>
<b>Report Totals:</b>										<b>153,101.00</b>	<b>376,803.45</b>	<b>759,976.97</b>	<b>496%</b>	<b>0.00</b>	<b>496%</b>	<b>(606,875.97)</b>

## Personnel Information for Approval

### Employee Resignations/Retirements/Terminations

Effective Date	Name	Reason	Building/Position
06/05/2020	Deborah Kaiser	Resignation	HHS/Cook
6/5/2020	Nancy Alitz	Retirement	HHS/Cook
08/26/2020	Lauren LeMay	Rescinded Job	SAC Lead
09/30/2020	Heather Szpilewski	Resignation	Instructional Asst.
09/30/2020	Valerie Bernardy	Retirement	Instructional Asst.
06/05/2020	Matthew Sjoblom	Resignation	Student Asst.
03/31/2020	Heide Williams	Resignation	Non-contract Secretary
08/25/2020	Elizabeth Siebenaler	Resignation	Cook/HHS
05/25/2020	Grace Stepka	Resignation	Title 1 Paraprofessional
08/31/2020	Linda Lorentz	Resignation	Cook (5.75 hrs)

### Employee Leaves

Effective Dates	Name	Leave Type	Building/Position
11/30/2020 - 02/22/2021	Dominique Lindekugel	Medical Leave	Custodian
09/04/2020 - 10/30/2020	Dan Reinardy	FFCRA	Custodian
8/31/2020 - 11/30/2020	Brenda McGrath	FFCRA	Cook/KEL
08/2/2020 - 11/30/2020	Janice Niederkorn	FFCRA	Secretary/HHS
8/31/2020 - 9/18/2020	Scott Ehnstrom	FFCRA	Custodian
09/16/2020 - 10/19/2020	Angie McGinnis	FMLA	Early Childhood Program Coordinator/Tilden

### Employee Change in Hours

Effective Date	Name	Current Hours	New Hours
8/24/2020	Shu-Chen Boudreau	3.25	6
8/24/2020	Karen Lofgren	7.5	8
9/14/2020	Alysa Fenton	30/wk	35/wk

### Employee Change in Position

Effective Date	Name	Current Position/FTE	New Position/FTE
8/24/2020	Melissa Schill	HHS SpEd Psychologist/0.8	HHS GenEd Psychologist/1.0

### Employee Change in FTE

Effective Date	Name	Current FTE	New FTE
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8/24/2020	Sara Wagner	0.8	1.0
8/24/2020	Kris Strub	0.8	.9
09/10/2020	Khendra Johnson	0.08	1.0

### Employee Change in Work Days

Effective Date	Name	Current # Days Worked	New # Days Worked
08/31/2020	Shirley Young Loesch	157	163
08/31/2020	Julie Boyd	157	163
08/31/2020	Megan Lester	157	163
08/31/2020	Christine Teal	157	163
08/31/2020	Katrin Mattson	157	163

### Employment of the following individuals

Start Date	Name	Position/Building	Salary/Rate of Pay
08/31/2020	Colleen Napper	Paraprofessional/HMS	\$16.23
08/31/2020	Courtney Rock	Paraprofessional/PEL	\$16.23
08/31/2020	Taylor Svien	Cleaner/HMS	\$14.34
08/24/2020	Grace McGinnis	School Age Care Program Asst./Tilden	\$14.34
08/24/2020	Mary Stoffel	School Age Care Program Asst./Tilden	\$14.34
08/31/2020	Rachel Serres	School Age Care Program Asst./Tilden	\$14.34
9/3/2020	April Elizabeth Bailey	School Age Care Program Lead/Tilden	\$20.10
08/31/2020	Sarah McTague	School Age Care Program Asst./Tilden	\$14.34
8/31/2020	Christine Teal	School Age Care Program Asst./Tilden	\$14.34
8/20/2020	Gregory Olson	Grade 7 Science/HMS	\$48,329.00
9/8/2020	Ursula Rumann	LTS/MEL	\$18,930.52
9/8/2020	Brianna Strandberg	K-4 Elem. Teacher/KEL	\$18,930.52
9/8/2020	Amanda Pasicznyk	Lunch-Recess Aide/PEL	\$13.68
9/14/2020	Miranda Havard	Recess-Lunch Supervisor/MEL	\$13.68
9/8/2020	Laura Stanley	ESL Teacher/HHS	\$26,630.56
9/8/2020	Maribel Wildes	Custodian/HMS	\$17.04
9/8/2020	David Peterson	LTS/PEL	\$20,575.44
9/28/2020	Mark Elliot	Sub Custodian	\$17.04
9/9/2020	Marissa Welch	AVID Lead Tutor/HHS	\$12.00
9/15/2020	Debra Anderson	SAC Program Asst. /Tilden	\$14.34
9/15/2020	Jackson Gergen	SAC Program Asst. /Tilden	\$14.34
9/3/2020	Christina Opseth	Kindergarten/MEL	\$47,738.00



## POSITION DESCRIPTION HASTINGS PUBLIC SCHOOLS

### SECTION I: GENERAL INFORMATION

<b>Position Title:</b> SAC Program Specialist	<b>Department:</b> Community Education	<b>Bargaining Unit:</b> Community Education Para
<b>Immediate Supervisor's Position Title:</b> School Aged Childcare Coordinator	<b>FLSA Status:</b> Non-Exempt	
<p><b>Job Summary:</b> Under the direction of the School Aged Childcare Coordinator, the SAC Program Specialist is responsible for leading, coordinating, implementing activities for the Kids Campus, Camp Horizons and Big Shots childcare programs. This includes researching and planning new programs or improving current programs and activities.</p>		

### SECTION II: ESSENTIAL DUTIES AND RESPONSIBILITIES

- Assists in the daily coordination of staff activities and functions, training and orienting staff, for all school aged care programs.
  - a) Trains and orients new SAC program personnel.
  - b) Monitors daily activities of all program staff.
  - c) Plans and facilitates all site lead meetings.
  - d) Assists with staff development, in-services and training opportunities for all program staff.
  - e) Organizes staffing patterns, on-going schedules and arranges for substitute staff.
  - f) Completes updates and maintains site record keeping, attendance sheets, student and staff files, and behavior logs with assistance from Site Leads.
  - g) Reviews staff time records in Timeclock+ for accuracy.
  - h) Assists the SAC & Enrichment Coordinator in recruiting and hiring of staff.
  - i) Makes recommendations to the SAC & Enrichment Coordinator on staffing changes.
- Evaluates SAC programs, program activities and recommends changes in programming.
  - a) Monitors and makes recommendations to improve or enhance program operations, procedures or services.
  - b) Develops enrichment and recreational activities with assistance from Site Leads.
  - c) Plans field trips, special events, and presentations for children
  - d) Conducts on-site observations of the program, discusses issues with staff, and researches best practices in the field of school aged care services.
  - e) Communicates with all three elementary sites to keep them abreast of all relevant aspects of the school age care programs at each location.
  - f) Develop behavior and safety guidelines and procedures; reviews and/or completes incident and accident reports
  - g) Puts together supply and snack orders and maintains appropriate inventories.
  - h) Makes budgetary requests to the SAC & Enrichment Coordinator.
  - i) May be assigned to fill in for a Lead 1, or SAC Assistant if needed.
- Collaborates and works closely with other agencies and organizations in an effort to coordinate programs and services under the direction of the SAC & Enrichment Coordinator.



- Performs other duties of a comparable level or type, as required.
  - a) Provides professional expertise and assistance to individuals, other district staff and the community concerning areas of instructional expertise/knowledge.
  - b) Attends training sessions, staff meetings, conferences, seminars, district and departmental meetings.
  - c) Keeps abreast of changing developments, trends, instructional and educational technologies pertaining to areas of responsibility and lifelong learning.

### SECTION III: WORK REQUIREMENTS AND CHARACTERISTICS

**EDUCATION/KNOWLEDGE REQUIREMENT: Minimum education required to perform adequately in position could reasonably be attained only by completing the following:**

<b>REQUIRED EDUCATION/TRAINING (choose one)</b>				<b>DEGREE INFORMATION:</b> <b>Type of degree: (B.S., M.A., etc.)</b>	
less than high school diploma				AA Degree or completion of 60 post secondary credits in relevant subject areas.	
High school diploma or GED.				<b>Major field of study or degree emphasis:</b> Child Development, Human Services, Youth Development or related area.	
1 year college	x	2 years college			
3 years college		4 years college			
1st year graduate level					
2nd year graduate level				<b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b> <ul style="list-style-type: none"> <li>• Knowledge of practices, techniques, and fundamentals of school aged childcare programming and services.</li> <li>• Fundamentals of work coordination and delegation.</li> <li>• Fundamentals of child development</li> <li>• Knowledge of relevant laws, rules, regulations or guidelines pertaining to school aged care programs, operations, and safety requirements.</li> <li>• Knowledge of Kid's Kampus program operational policies and procedures.</li> </ul>	
Doctorate level					
<b>Required Work Experience in Addition to Formal Education/Training:</b> Requires a minimum of three years r directly related work experience in working with school aged children.					
<b>LICENSE/ CERTIFICATION</b>		<b>Identify licenses/certification required upon hiring:</b> First Aid and CPR Certification			

<b>ESSENTIAL SKILLS REQUIRED TO PERFORM THE WORK</b>	<b>Skilled in:</b> <ul style="list-style-type: none"> <li>• Skilled in assigning work, leading and coordinating work activities and priorities of site personnel.</li> <li>• Oral and written communication skills.</li> <li>• Supervising groups of children in accordance with behavioral guidelines and rules to assure an appropriate environment and the safety of participants and staff.</li> <li>• Planning and implementing site activities in accordance with program themes.</li> <li>• Performing administrative activities involved in maintain, updating and preparing site</li> </ul>
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	<p>files, records and reports in accordance with department requirements.</p> <ul style="list-style-type: none"> <li>• Communication with children, staff, parents, administrators and building personnel regarding concerns, issues and activities. Interactions require the explanation of program operational rules and working with others to gain cooperation and understanding of educational issues/needs.</li> </ul> <p><b>Essential knowledge and specialized subject knowledge required to perform the essential functions of the job:</b></p> <ul style="list-style-type: none"> <li>• Knowledge of practices, trends and techniques in school-aged child care programming, instruction, and services relevant to ages of program participants.</li> <li>• Knowledge of guidelines pertaining to school aged care programs, operations, and safety requirements.</li> <li>• Knowledge of relevant district administrative policies and procedures.</li> <li>• Fundamentals of child guidance methods and child management strategies.</li> <li>• Knowledge of techniques, methods and procedures utilized in planning and implementing school aged childcare programs.</li> </ul>
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<b>RESPONSIBILITY FOR DIRECT SUPERVISION OF THE FOLLOWING POSITIONS</b>	
Titles of Positions Directly Supervised	# of Employees
	0
<b>TOTAL</b>	0

<b>INDIRECT SUPERVISION:</b>	
<b>Number of employees indirectly supervised:</b> SAC Program Leads	<b>Total: 3-4</b>

<b>HAZARDOUS WORKING CONDITIONS</b>	<p><b>Unusual or hazardous working conditions related to performance of duties:</b></p> <p>Duties are generally performed in a typical classroom/school setting where there are minimal environmental hazards and risks. Employee(s) may be exposed to some disagreeable conditions involving human/student contact and exposure to minor illness.</p>
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**PHYSICAL JOB REQUIREMENTS: Indicate according to essential duties/responsibilities**

<b><u>Employee is required to:</u></b>	<b>Never</b>	<b>1-33% Occasionally</b>	<b>34-66% Frequently</b>	<b>66-100% Continuously</b>
<b>Stand</b>			x	
<b>Walk</b>		x		
<b>Sit</b>		x		
<b>Use hands dexterously (use fingers to handle, feel)</b>			x	
<b>Reach with hands and arms</b>			x	
<b>Climb or balance</b>		x		
<b>Stoop/kneel/crouch or crawl</b>			x	
<b>Talk or hear</b>				x
<b>Taste or smell</b>	x			



**BOARD OF EDUCATION  
HASTINGS PUBLIC SCHOOLS ISD 200  
STATE OF MINNESOTA**

**RESOLUTION 2020-1**

**WHEREAS**, The Board of Education of the Hastings Public Schools recognizes its responsibility under the declaration of a peacetime emergency to provide free childcare to the families of Tier 1 Emergency Workers as described in Governor Walz' Executive Orders 20-02 and 20-19. Furthermore, ISD 200 has chosen to honor the Governor's recommendation to provide childcare to the families of Tier 2 emergency workers, including all district employees.

**WHEREAS**, The Board of Education recognizes that the regular community education staff is uniquely qualified to provide this service to children in the age range of three to 12 years old.

**WHEREAS**, Executive Order 20-19 provides unique flexibility to the Board of Education to transfer operating funds from certain programs that are not already assigned to or encumbered by staff salary and benefits to provide childcare to eligible children during the school day.

**WHEREAS**, ISD 200 intends to support the retention of regular community education employees for the long-term benefit of the community for which it serves.

**NOW THEREFORE BE IT RESOLVED** The Board of Education intends to formally approve a transfer on June 24, 2020 from the General Fund (Fund 01) to the Community Education Fund (Fund 04) in an amount equivalent to 50% of the actual losses incurred in Fund 04 as a result of their compliance with Executive Orders 20-02 and 20-19.

# **AGREEMENT**

Between

**INDEPENDENT SCHOOL DISTRICT  
NO. 200**

And

**SEIU Local 284  
FOOD SERVICE PERSONNEL**



**Effective  
July 1, 2020 through June 30, 2022**

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# EMPLOYMENT PROVISIONS FOR FOOD SERVICE PERSONNEL

Independent School District 200  
Hastings, Minnesota

2020 - 2021

2022 - 2022

<p><b>ARTICLE I</b> <b>RECOGNITION OF EXCLUSIVE REPRESENTATIVE</b></p>
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**Section 1.**            **Preamble:**

In accordance with the P.E.L.R.A. of 1971 as amended, the school board recognizes the Service Employees International Union Local 284 as the exclusive representative of food service employees included within the coverage of this Agreement. The school board hereby agrees it will not recognize or negotiate with any other person, association group, committee or entity other than the exclusive representative who shall have those rights and duties as prescribed by the P.E.L.R.A. of 1971, as amended, and as described in the provisions of this Agreement. In accordance with M.S. 179A.06, Subd. 3, any employee included in the appropriate unit who is not a member of the exclusive representative may be required by the exclusive representative to contribute a fair share fee for services rendered as exclusive representative. The fair share fee required of any employee shall not exceed his or her pro rata share of the specific expenses incurred for services rendered by the exclusive representative relative to negotiations and administration of the grievance procedure for employees in the appropriate unit.

**Section 2.**            **Description of Appropriate Unit:**

For purposes of this Agreement, the term “food service employee” shall mean all persons in the appropriate unit employed by the school district, excluding the following: confidential employees, supervisory employees, essential employees, part-time employees whose services are less than ten (10) hours per week, employees who hold positions of a temporary or seasonal nature for a period not in excess of 67 working days in any calendar year, and emergency employees.

**Section 3.**            **Parties:**

THIS AGREEMENT, made and entered into between the School Board of Independent School District No. 200, Hastings, Minnesota, hereinafter referred to as the school board and the Service Employees International Union Local 284, hereinafter referred to as exclusive representative, pursuant to and in compliance with the Public Employment Labor Relations Act of 1971, as

amended, hereinafter referred to as the P.E.L.R.A. of 1971, as amended, to provide terms and conditions of employment for food service personnel for the duration of this Agreement.

**Section 4.**                    **Terms and Conditions of Employment:**

Terms and conditions of employment shall mean the hours of employment, the compensation therefore, including fringe benefits and the employer's personnel policies listed herein affecting the working conditions of the employee.

**ARTICLE II**  
**EMPLOYEE RIGHTS**

**Section 1.**                    **Right to Views:**

Nothing contained in this Agreement shall be construed to limit, impair or affect the right of any employee or his/her representative to the expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions or compensation of public employment or their betterment, so long as the same is not designed to and does not interfere with the full, faithful and proper performance of the duties of employment or circumvent the rights of the exclusive representative.

**Section 2.**                    **Right to Join:**

Employees shall have the right to form and join labor or employee organizations, and shall have the right not to form and join such organizations. Employees in an appropriate unit shall have the right by secret ballot to designate an exclusive representative for the purpose of negotiating grievance procedures and the terms and conditions of employment for employees of such unit with the school board.

**Section 3.**                    **Request for Dues Checkoff:**

The employer shall deduct from the wages of employees who authorize such deduction in writing, an amount as established by the Union. Such money shall be remitted as directed by the Union.

With the authorization of the employee, each employee shall have the right to request and be allowed dues check off for the Union. The Union shall provide the District with the appropriate form of authorization (examples of appropriate form are: paper, electronic file, audio file) for member dues/premier member dues deduction.

The School District agrees to honor and implement all terms of dues check off authorizations submitted by the Union and agreed to by the employee. The School District shall adhere to the specific provisions in each dues check-off authorization regarding the duration, renewal, procedure for revocation, amount of dues deducted (including premier member), and all other

provisions agreed to by the employees as stated in the authorization, irrespective of the employee's membership in the Union. Such dues shall be remitted to the Union monthly.

**Section 4.**     **New Hire Union Meeting:** Upon hire, a new hire to the union will be afforded 15 minutes during the workday in which to meet with a representative from the union, either the business agent or the union steward, for an initial meeting to explain the role of the union to the new member.

**Section 5.**     **Probationary Period**

**Subd. 1.**

Newly hired or rehired employees shall be required to serve a probationary period of six (6) working months, with the exception of externally hired Lead Cooks, who will serve a probationary period of nine working months. Upon completion of the probationary period, new or rehired employees shall become regular employees within the meaning of this agreement and shall be credited seniority from the initial date of continuous employment by the Board of Education.

**Subd. 2.**

Any employee who has completed his/her initial probationary period and is moving from a three or four position to a five or six-hour position or from a regular cook to a lead cook position shall be subject to a new probationary period of six (6) working calendar months. Any employee who has completed his/her probationary period and is making a lateral move to a different building will serve a new probationary period of one (1) working calendar month.

**Subd. 3.**

Failure to obtain permanent status upon promotion or assignment to a new position shall not be grievable during the probationary period. A regular employee who has been assigned to a new position may during the probationary period be returned to his/her previous status and rate of pay. Should that happen, the vacated position will be posted. The decision to return to an individual's previous position can be determined by the employee or the employer.

**Subd. 4.**

All probationary employees shall be evaluated monthly. The evaluations shall be conducted by the lead cook and/or the Food Service Director. Employees who are not performing satisfactorily will be counseled by their immediate supervisor and may be given, depending upon the circumstances, the opportunity to correct any deficiencies before being released from the position.

**ARTICLE III**  
**WAGE RATES**

**Section 1.**            **Wage Rates**

The wages reflected in Appendix A-1 & A-2 (salary schedule), attached hereto, shall be in effect for all Food Service employees. The work day shall be assigned by the administration. All lead cooks will work a seven (7) or eight (8) hour day (at the discretion of the administration) inclusive of lunch.

- Grade 3, Cook's Assistant
- Grade 4, Cook\*
- Grade 8, Lead Cook I (Elementary)
- Grade 9, Lead Cook II (Middle & High School)

**Section 2.**        **Step Increase Status:**

**Subd. 1.**

Employees shall be compensated pursuant to Appendix A-1 and A-2. If the initial employment is after January 1st, the employees shall not advance on the following July 1st. Upon the expiration of this Agreement, a step is not automatic and is subject to renegotiation by the parties. The school board reserves the right to withhold advancement on the salary schedule if, in the judgment of the board, circumstances warrant it.

\*Grade 4 Cooks listed on Appendix A-2 will be compensated according to the Grade 5 on the Salary Schedule. All future Cooks will remain at the Grade 4 on the Salary Schedule.

**Section 3.**            **Grade Level/Assignment Transition**

When an employee accepts a position at a higher grade level they will be shadowed in to an hourly rate that is closest to their existing rate and then moved to a step that reflects at least a 4% increase above their current rate. This same system will be true for any employee moving out of their bargaining group to accept a position in a different bargaining group (if a food service employee accepts a position as a custodian this same system of placement on the schedule will be applied).

**Section 4.**            **Moving to a lower grade:**

When an employee moves to a position with a lower grade level they will be shadowed into the hourly rate based on their years of service compared to the years of service of those within that grade level and classification.

**Section 5.**            **Job Postings**

All vacancies will be posted for a minimum of five (5) days. All job openings will be posted. Postings will consist of notification through school district email sent out district wide and will be available to view on the school district website. All positions shall be posted and shall state that only food service employees who are regularly employed are eligible to apply. Postings for short hour jobs (Cook's Asst., 2.5 or 3 hr.) will be posted simultaneously as internal and external postings to provide efficient filling of vacancies. If any vacancies exist at the time of the Back to School Mailing, the Director of Food Service will include the posting information in the mailing to current food service staff.

In an effort to encourage professional development, regular employees not awarded a position, upon request, will be provided the reasons for not being selected for the position for which they applied.

Daily and/or long term substitute employees would not be eligible. However, if the vacant position is not filled by a food service employee who is regularly employed, the position would then be posted again and made available to substitutes and all other interested persons.

**Section 6.**            **Payment for Daily/Short Term Substitute Positions.**

Employees interested in subbing for higher grade levels as needed, will be provided the appropriate training prior to subbing, in order to be able to perform the scope of duties associated with the position. This training will be in addition to any other in-service or other training as provided or required by the school district.

**Subd. 1.**

When a district cook substitutes for a different grade level the following pay structure will be adhered to:

- I.    Grade 3 subbing for grade 4; \$2.25 above current pay rate.
- II.   Grade 4 subbing for grade 8; \$2.75 above current pay rate.
- III.  Grade 4 subbing for grade 9; \$3.25 above current pay rate.
- IV.  Grade 3 subbing for grade 3; is paid at their regular rate of pay.

**Subd. 2.**

A substitute, who is not a district employee, will be paid at Grade 3, Step 1.

**Subd. 3.**

Food Service Personnel shall be paid \$20.00 per hour, or overtime, whichever is greater, for all school sponsored or community events that are held outside of the normal work day. Employees regularly scheduled at the school where the event is taking place will first be offered the extra work. In the event additional staff are needed, food service employees from other schools will be offered the extra work on a rotational basis (list to be established based on alphabetical order). Employee(s) will need to be appropriately certified (Serve Safe).

**Section 7.**            **Long Term Substitute Positions**

**Subd. 1.**

All regular positions of thirty (30) work days or longer, regardless of length of day, shall be posted.

Initially, all long term substitute positions are only open to food service employees who are regularly employed.

If the long term position is not filled by a food service employee who is regularly employed, the position would then be posted and made available to on call substitutes and all other interested persons.

**Subd. 2.**

Whenever possible, a substitute position of less than thirty (30) working days in duration will be rotated among current employees who are working less hours in the building where the position is located.

**Subd. 3.**

When a district, 5 to 8 hour, Food Service Employee will be on leave of absence for six weeks, or longer the long term sub will be paid at the rate outlined in Article 1, Section 6 Subd. 1, of the Master Agreement. That employee will be paid for the actual number of hours that they are working, for a holiday, should the holiday fall during the term of the long term substitution.

**Subd. 4.**

If a regularly employed cook accepts a long term position, at the conclusion of the long term substitute position, the regularly employed cook would be reinstated to their position held prior to the long term assignment.

**Section 8.**            **Job Assignments**

**Subd. 1.**

Job assignments are the responsibility of the Food Service Director. No current five (5) or six (6) hour position is to be divided in any manner to create multiple positions.

**Subd. 2.**

A combination of two (2) and/or three (3) hour food service positions in one or more buildings does not constitute a five (5) or six (6) hour food service position and does not provide five (5) or six (6) hour pay however, employees will be eligible for all other employee benefits based on their regularly scheduled combined hours.

**Subd. 3.**

Whenever transfers become necessary, lateral transfers shall not be based upon seniority.

**Subd. 4.**

If a regularly employed five-six (5-6) hour cook is on an approved parental/medical leave of absence and chooses to return for fewer hours, said employee would receive their regular hourly rate of pay during this period of time. However, the employee would be required to present a physician's statement indicating that the employee would be able to return to his/her position but for fewer hours than required in their normal work schedule.

The administration reserves the right to restrict the length of time that an employee would be allowed to access this provision.

**Section 9.**            **Work Year**

The work year shall consist of: all days students are served lunch, one day before school starts, one in-service day and one day of sanitizing. The in-service day and sanitizing day will typically be scheduled on conference days. At minimum, employees will be paid based on regularly scheduled hours. If the in-service is longer than normally scheduled, employees will be paid for actual hours of in-service training. Food service employees will be required to attend one in-service day and attendance on the sanitizing day will be optional. If you chose not to attend you will not be compensated. If you choose to work on the sanitizing day, you will be compensated for actual hours worked. The district will attempt to serve bag lunches on early out days and the leads at each site will determine how many employees are needed.

**Section 10.**            **Breaks**

ISD #200 recognizes the physical demands of the job and has allowed up to 15 minutes for a work break and up to 20 minutes for a lunch break, if you are working five (5) hours or more per day. There may be days when the breaks will be shorter depending on the work load.

**Section 11.**            **Pay Periods**

Effective with the 2006-2007 school year, all pay dates shall be on the 5<sup>th</sup> and 20<sup>th</sup> of each month. Time sheets will be turned in to the employee's immediate supervisor according to the schedule sent to all administrators and supervisors by the Payroll Department.

**ARTICLE IV**  
**HOLIDAYS/VACATION**

**Section 1.**            **Holidays/Vacation**

The following provisions for paid holidays and paid vacation days shall apply only to personnel regularly employed based on hours worked. See Appendix B thru D that specifically outlines the holidays and vacation days.

Lead Cooks & Cooks will be grandfathered at ten (10) holidays according to Appendix D-1 under the 1472+ section (C-2). All other employees and new hires will be moved to the 1471 section for employees hired after July 1, 2008.

Lead Cooks & Cooks will be grandfathered at six (6) vacation days (C-2). All other employees, and new hires, will follow the parameters outlined in C-1 & C-2.

Payments for holidays/vacations shall be made in the time period in which the holiday falls (number of paid hours per day based upon the employee's normal work day – does not include substitute hours).

**Conditions for Vacation**

1. Based upon approval from the Food Service Director, up to two days of unused vacation may be carried over to the next school year.
2. Vacation time must be scheduled in advance with the employee's immediate supervisor and Food Service Director.
3. Vacation days may be used during the school year when school is not in session.
4. The payment for unused days will occur in a supplemental payroll at the end of July at the employee's current rate of pay.

***Note:** In the event that a member's immediate family dies or becomes hospitalized with a serious illness or injury, while an employee is on vacation, the employee's leave will be changed to the appropriate leave type with the approval of the Superintendent.*

**Section 2.**            **School in Session**

The school district reserves the right, if school is in session, to cancel any of the above holidays and establish another holiday in lieu thereof.

**ARTICLE V**  
**GROUP INSURANCE**

**Affordable Care Act.** *In the event this Agreement causes or will cause penalties, fees, or fines to be assessed against the School District, the parties agree to reopen negotiations that result in a new Agreement between the parties that eliminates or reduces penalties, fees, or fines to be assessed against the School District.*

**Section 1.**                    **Selection of Carrier:**

The selection of the insurance carrier and policy shall be made by the school district.

**Section 2.**                    **Medical-Hospitalization Insurance:**

**Subd. 1.**    **Single Coverage:**

Effective July 1, 2020, the school district shall contribute a sum not to exceed the cost of Comp Basic Single, based on hours worked Appendix B-1 & E-1, during the 2020-2021 school year for the cost of the single premium for Food Service Employee employed by the school district who qualify for and are enrolled in the group medical-hospitalization plan. The cost of the premium not contributed by the school district shall be borne by the employee and paid by payroll deduction.

Effective July 1, 2021 the district shall contribute a sum not to exceed the cost of Comp Basic Single, based on hours worked Appendix B-1, during the 2019-20 school year for the cost of the single premium for Food Service Employee employed by the school district who qualify for and are enrolled in the group medical-hospitalization plan. The cost of the premium not contributed by the school district shall be borne by the employee and paid by payroll deduction.

**Subd. 2.**    **Family Coverage:**

Effective July 1, 2020, the school district shall contribute a sum not to exceed \$1,613.69 per month of service based on hours worked Appendix B-1 & E-1, during the 2020-2021 school year for the cost of the family premium for Food Service Employees employed by the school district who qualify for and are enrolled in the school district group medical-hospitalization plan and who qualify for family coverage. The cost of the premium not contributed by the school district shall be borne by the employee and paid by payroll deduction.

Effective July 1, 2021, the school district shall contribute a sum up to 73.5% of Comp Basic Family capped at \$1,677.08 per month, based on hours worked, Appendix B-1, for the cost of the family premium for Food Service Employees employed by the school district who qualify for and are enrolled in the school district group medical-

hospitalization plan and who qualify for family coverage. The cost of the premium not contributed by the school district shall be borne by the employee and paid by payroll deduction.

Food Service Employees to be grandfathered for health insurance contributions are listed in Appendix E-2.

**Section 3.**                    **Income Protection Insurance**

Effective July 1, 1990, the school district will pay the premium for the income protection insurance in force on the effective date of this Agreement for all Food Service employees whose hours worked equals 850 hours or more per year.

**Section 4.**                    **Dental Insurance**

Cooks will be notified by mail and given the opportunity to enroll whenever there is an open enrollment period with the dental insurance carrier.

Effective July 1, 2018, the school district shall contribute a sum up to \$81.00 per month of service for the cost of the dental insurance premium for all Food Service Employees who are employed by the school district who qualify for and are enrolled in the group dental insurance plan. The cost of the premium not contributed by the school district shall be borne by the employee and paid by payroll deduction (based on hours worked, Appendix B1 & E1).

Effective July 1, 2019 the school district shall contribute a sum capped at \$81.00 per month of service for the cost of the dental insurance premium for all Food Service Employees who are employed by the school district who qualify for and are enrolled in the group dental insurance plan. The cost of the premium not contributed by the school district shall be borne by the employee and paid by payroll deduction (based on hours worked, Appendix B1 & E1).

**Section 5.**                    **Life Insurance**

Effective July 1, 2016, the school district shall provide a group term life insurance policy in the amount of \$50,000 for all Food Service Employees whose hours worked equals 850 hours or more per year (see Appendix B-1). The cost will be borne by the school district.

Additional amounts of life insurance (over \$50,000) may be purchased; the cost of the additional insurance shall be borne by the employee and paid by payroll deduction.

**Section 6.**                    **Claims Against the School District**

Any description of insurance benefits contained in this Article are intended to be informational only and the eligibility of any employee for benefits shall be governed by the terms of the insurance policy purchased by the school district pursuant to this Article. It is further understood that the school district's only obligation is to purchase an insurance policy and pay

such amounts as agreed to herein and no claim shall be made against the school district as a result of a denial of insurance benefits by an insurance carrier.

**Section 7. Combining Hours:**

If an employee works in more than one bargaining unit they can combine their hours to qualify for insurance; Custodian, Instructional Tech/Support Staff, HESA, Food Service, Health Services, Paraprofessionals, Community Ed Paraprofessionals, Community Ed Coordinators Individual Business Office. The district will allow combining of contributions (policy holder-family contribution + spouse-single contribution) only if family insurance coverage is needed due to the dependents (children).

**ARTICLE VI**  
**LEAVE PROVISIONS**

**Section 1. Sick Leave**

Food Service employees will be granted 9 days of sick leave at the proration of their average hours per day. When an employee has accumulated 150 days of sick leave the employee will be paid up to 5 days beyond 150 days at a rate of \$14.50 per hour. These days will be paid in a supplemental payroll at the end of July.

**Subd. 1.**

Sick leave with pay shall be allowed by the school board whenever an employee's absence is found to have been due to illness which prevented his/her attendance and performance of duties on that day or days.

The school board may require an employee to furnish a medical certificate from qualified physician as evidence of illness, indicating such absence was due to illness or injury, in order to qualify for sick leave pay. In the event that a medical certificate will be required, the employee will be so advised.

In addition, an employee may use sick leave pursuant to M.S. 181.9413, for the illness of or injury to the employee's child (including biological, step, adopted or foster), adult child, grandchild, spouse, sibling, parent, grandparent, step-parent or spouses mother or father, or domestic partner, provided the employee has a Domestic Partnership Agreement & Affidavit form on file with the District.

Sick leave does not apply to situations related to daycare issues, or lack of childcare.

**Subd. 2.**

Sick leave allowed shall be deducted from the accrued sick leave days earned by the employee.

**Subd. 3.**

Sick leave pay shall be approved only upon submission of a signed request upon the authorized sick leave pay request form available at the office.

**Subd. 4.**

An employee who must be absent because of illness or other legitimate reason must notify the supervisor as soon as possible.

**Subd. 5.**

Absences or unapproved absences not covered by leave policies will result in a salary deduction at the employee's regular daily rate of pay.

**Section 2.**                      **Catastrophic Illness/Sick Leave Bank:**

**Subd. 1.**

On or about January 15th of each year, the business office will contact members for voluntary donations of unused sick leave days to establish and maintain a paid sick leave bank up to 300 hours. Employees may donate a maximum of up to 2 days, average hours worked, per year to the bank.

If a member of the bargaining unit runs out of sick leave due to serious illness, they may contact the Union Business Agent or the School Superintendent about their situation and request days from the sick leave bank. The Union Business Agent will work with the Superintendent to determine the amount of sick leave to be granted from the bank, with a maximum of 10 days.

**Section 3.**                      **Worker's Compensation**

**Subd. 1.**

Upon the request of an employee who is absent from work as a result of a compensable injury under the provisions of the Worker's Compensation Act, the school district will pay the difference between the compensation received pursuant to the Worker's Compensation Act by the employee and the employee's regular rate of pay to the extent of the employee's earned accrual of sick leave, essential leave and/or vacation pay.

**Subd. 2.**

A deduction shall be made from the employee's accumulated sick leave accrual time according to the prorata portion of days of sick leave time which is used to supplement Worker's Compensation.

**Subd. 3.**

Such payment shall be paid by the school district to the employee only during the period of disability.

**Subd. 4.**

In no event shall the additional compensation paid to the employee by virtue of sick leave pay result in the payment of a total daily, weekly or monthly compensation that exceeds the normal compensation of the employee.

**Section 4. Leaves of Absence**

**Subd. 1. Essential Leave**

All employees will be granted leave, of no more than two (2) days per year, non-accumulative, for situations that arise requiring the employee's personal attention which cannot be attended to when school is not in session and which are not covered under other policies. The leave is granted according to the employee's pro-rated hours per day. Any days that are unused will be paid at a rate of \$14.50 per hour. The payment for unused days will occur in a supplemental payroll at the end of July.

**Subd. 2. Bereavement Leave**

In the case of death in the immediate family, (immediate family shall mean spouse, child, parent, brother, sister, mother-in-law, father-in-law, grandparent, grandchildren, stepparent(s), or guardian(s), **step-child, aunt, uncle**, domestic life partner or domestic life partner's parent), up to five (5) days will be allowed per death deduction in pay and without deduction from sick leave.

At the discretion of the Superintendent, up to two (2) days in addition to those identified in paragraph one may be granted. The additional day(s) shall be deducted from sick leave.

All persons regularly employed shall be eligible for bereavement leave as outlined above.

**Subd. 3. Emergency Closing:** In the event of a school closing called by the Superintendent, due to weather conditions or any other conditions, personnel who were scheduled to work, but directed not to report, will be paid. If staff are directed to report, see the District's Provisions for the Closing of Schools, on the School District webpage under Staff Forms.

**Subd. 4. General Leave of Absence**

Food Service employees may apply for an unpaid leave of absence. The granting of such leave shall be at the discretion of the school district.

**Subd. 5. Parental Leave of Absence**

In the event of pregnancy, the Food Service employee shall notify the Superintendent of Schools not later than the fourth month of pregnancy of the expected date of delivery. The employee must also submit a physician's statement indicating the estimated date of

delivery. A leave of absence of not more than twelve (12) months may be granted upon written request.

- Employees requesting a parental leave must request such leave in writing, which shall be accompanied by a physician's statement indicating the employee is unable to perform her/his assigned duties and responsibilities without injury or illness.
- The effective date of the leave, its duration and the approximate date of return to employment shall be determined by the superintendent based upon the employee's medical statement and the needs of the employer's program.
- Parental leave is a leave without pay or fringe benefits. An employee may continue fringe benefits, if eligible, assuming the full cost of said benefits.
- Adoption leave shall be granted upon the request of a Food Service employee pursuant to the applicable provisions of the parental leave section.
- Provisions of the Family Leave Medical Leave will apply where applicable.

**Section 5.**            **Jury Duty**

Employees called to serve on a jury or subpoenaed to appear in court due to or because of their position with the school district, shall remit pay to the district, not including mileage, and receive a regular day's pay for each day on jury duty.

**ARTICLE VII**  
**RETIREMENT**

**Section 1**            **Retirement/Resignation**

The retirement/resignation should be turned in at least two weeks in advance of the effective date of retirement/resignation. Employees should write a letter of retirement/resignation to the Superintendent (copy to the supervisor) stating the reason for leaving. The Superintendent then presents the retirement/resignation to the Board of Education at a regularly scheduled meeting for acceptance.

**Section 2**            **Eligibility**

**Severance Pay**

Food Service employees, who were hired prior to July 1, 2008 and are regularly employed three (3), four (4) or more hours per day and who have completed at least twelve (12) years of continuous service with the school district and who are at least 55 years of age shall be eligible to receive the amount obtained by multiplying 60% of the employee's unused number of sick leave days, but in any event, not to exceed 72 days' pay.

In addition, Food Service employees who have been regularly employed (as defined in paragraph 1 above) shall be eligible for two (2) days of pay multiplied by the number of years of service, not to exceed 50 days.

Based upon the above, the total number of days that could be paid for severance purposes is 122 days for all Food Service personnel other than those who have been employed as a Lead Cook. In addition, Lead Cooks who have been regularly employed (as defined in paragraph 1 above) shall be eligible for one (1) day of pay multiplied by the number of years of service as a lead cook, not to exceed 15 days.

Based upon the above, the maximum number of days that could be paid for severance purposes is 137 days for Food Service personnel who have been employed as a Lead Cook during the years of their employment in District 200.

The hours per day used in the above calculation are the number of hours worked per day at the time of retirement.

Severance is capped at the maximum hourly rate for each grade according to the salary schedule for the 2008/09 school year.

<b>Grade 3</b>	<b>\$13.19</b>
<b>Grade 4</b>	<b>\$15.15</b>
<b>Grade 8</b>	<b>\$21.38</b>
<b>Grade 9</b>	<b>\$23.63</b>

Hours per day and rate of pay will be based on the most recent five (5) year average.

Example:

- Cook's Asst., 3 years at Grade 3, current rate or cap
- Cook, 2 years at Grade 4, current rate or cap

The average rate of pay would be used to calculate severance.

If the employee's current hourly rate is less than the capped amount, then that hourly rate will be used for severance purposes. *See Appendix F-1*

**Subd. 1.**

This section applies to employees hired prior to July 1, 2008 who qualify for retiree health. An employee who retires pursuant to this Article will be eligible to continue participation in the district's group medical-hospitalization insurance plan, if permitted by the terms of the policy with the insurance carrier. The district will contribute \$255 a month towards single and \$615 a month towards family insurance, until the employee reaches the age of Medicare eligibility or the expiration of eight (8) years of district contribution whichever comes first (See Appendix F-1).

The portion of the premium not contributed by the school district will be borne by the cook. It is the responsibility of the employee to make arrangements with the school business office to pay to the school district the monthly premium amounts in advance and on such date as determined by the school district. The employee's right to continue participation in such group insurance, however, will discontinue upon the employee reaching Medicare eligibility.

**Subd. 2.**

Employees who retire during the period covered by this contract will participate in the Minnesota Health Care Savings Plan. An individual hired prior to 9/2/1987 will have 40% of their severance placed in the Minnesota Health Care Savings Plan. The remainder of their severance pay (60%) shall be paid by the school district in annual installments over two (2) years from the effective date of retirement. The payment schedule shall begin the first pay period of the calendar year after the year in which the resignation takes place.

Any employee hired after that date - 9/2/87 - will have 80% of their severance pay placed in the Minnesota Health Care Savings Plan.

The remainder of their severance pay (20%) shall be paid by the school district in annual installments over two (2) years from the effective date of retirement. The payment schedule shall begin the first pay period of the calendar year after the year in which the resignation takes place.

The district contribution toward the Minnesota Health Care Savings Plan will be deposited within thirty (30) days of retirement.

**Section 3**                      **Matching Contribution Plan 403(b)**

Beginning July 1, 2008, employees who are hired after June 30<sup>th</sup>, 2008 who are regularly employed with the school district shall be eligible to participate in a 403(b) matching contribution plan pursuant to M.S.356.24.

Beginning July 1, 2008, employees who were hired prior to July 1, 2008, who are regularly employed with the school district shall be eligible and may choose to participate in a 403(b) matching contribution plan pursuant to M.S.356.24. If choosing to participate the employee would be forfeiting all rights to severance and retiree health under Section 4 - Severance.

**Section 4**                      **Contributions**

The district will match eligible annual employee contributions at the beginning of the years of service as stated below. Budgeted annual amounts will determine the max that can be set up each year.

<u>Beginning of School Year in ISD 200</u>	<u>Maximum Match</u>
4-8	2.5%
9-13	3.0%
14+	3.5%

Maximum annual match is capped at \$2,500.  
Maximum lifetime match is capped at \$35,000

Determination of years is based on hire date before or after 1/1.

ISD #200 salary reduction authorization agreement stating "Matching Contribution" must be

received by the district office on August 1, preceding the school year during which the employee wishes to participate.

**Section 5**      **Death of an Employee**

In the event of the death of an employee who is eligible for severance pay under the provisions of Article VIII, the spouse of the employee shall be eligible for the severance pay. The estate will collect if there is no spouse. The requirement of a written resignation does not apply.

**ARTICLE VIII**  
**MISCELLANEOUS**

**Section 1.**      **Training**

The school district will pay the tuition costs of authorized and approved short course training.

In addition to the in-service outlined in Article I, Section 9, the district shall pay for eight (8) hours of in-service training for each year of the contract as outlined below:

- A. The pay will be determined by the hourly rate of each employee according to the salary schedule.
- B. The workshop or training session must be directly related to food preparation or cafeteria operations.
- C. The workshop or training session must have the prior approval of the lunch program supervisor or the Superintendent of Schools.
- D. Evidence of attendance (e.g., certificate or receipt) should be provided when appropriate.

**Section 2.**      **Seniority - Layoff and Recall**

**Subd.1.**      **Reduction.**

All regularly employed Food Service employees shall be placed on the seniority list. If a position must be reduced or eliminated in a specific building, the district must lay off or reduce the least senior employee in the building in that classification. (Seniority means initial date of hire with the district regardless of classification. Classification Definition: Lead Cook I, Lead Cook II, Cook, Cook's Assistant)

That employee may choose one of the following:

- 1. Accept the reduction/layoff but remain on the recall list for open position in his/her classification. Employee may remain on the recall list for up to two years. Declining a recall position does not prohibit the employee from being offered future recall positions. Accepting a recall position removes the employee from the recall list. Positions will be offered in seniority order to employees on the recall list.

2. Bump the least senior employee in his/her classification in the district.
  - a. If there is no less senior employee in his/her hourly classification in the district, employee may bump the least senior employee the next lower classification in the district. There is no bumping into a higher classification.
3. Bump the least senior employee in the next lower classification in the building, provided that employee is less senior than the employee doing the bumping.

**Subd. 2. Notice**

Employees to be laid off or have had their hours reduced shall be given a written notice two (2) calendar weeks in advance of the effective date of the change of status.

**Subd. 3. Recall**

The employer shall, by certified letter to the employee's last known address, notify the employee to be recalled of such intent of availability of work. The employee shall have ten (10) calendar days to notify the employer of their intent to return (from date of receipt). If the employee fails to return to work within such time period, such employee shall forfeit future recall rights.

**Subd. 4. Reinstatement**

Employees recalled from layoff or a reduction in hours shall be reinstated at salary (per schedule) of current contract for the position in which the employee is recalled.

**Section 3. Evaluation**

**Subd. 1.**

All food service employees, who have completed their probationary period, will be evaluated annually using school district evaluation forms and procedures. A copy of the evaluation will be given to the employee and a copy will be placed in the employee's personnel file.

**Subd. 2. Discipline**

The employer will discipline for just cause. In most cases the discipline will be progressive as follows:

1. Oral reprimand
2. Written reprimand
3. Suspension
4. Discharge

Written reprimands will become part of the employee's personnel file: The affected employee will receive a copy of such written reprimands and notices of suspension and discharge.

Both employer and employee agree that the above list of types of discipline is not meant to imply sequence of events.

<b>Article IX</b> <b>Grievance Procedure</b>
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**Section 1. Right of Responsibility**

Employees are responsible to their immediate supervisor. Should a grievance arise, an employee has the right of appeal through defined grievance procedure the school business official and superintendent channels to the Board of Education.

**Section 2. Definitions and Interpretations:**

**Subd. 1. Extensions.**

Time limits specified in this Agreement may be extended by mutual agreement.

**Subd. 2. Days.**

Reference to days regarding time periods in this procedure shall refer to working days. A working day is defined as all weekdays not designated as holidays by State Law or days school is not in session in accordance with the school calendar.

**Subd. 3. Computation of Time.**

In computing any period of time prescribed or allowed by procedures herein, the date of the act, event or default for which the designated period of time begins to run shall not be included. The last day of the period so computed shall be counted, unless it is a Saturday or Sunday or day in which school is not in session or is a legal holiday.

**Section 3. Time Limitations and Waiver:**

Grievances shall not be valid for consideration unless the grievance is submitted in writing to the Food Service Director setting forth the facts and the specific provisions of the agreement allegedly violated and the particular relief sought within fifteen (15) days after the date the event giving rise to the grievance occurred. Failure to file any grievance within such period shall be deemed a waiver thereof. Failure to appeal a grievance from one level to another within the time periods hereafter provided shall constitute a waiver of the grievance. An effort shall first be made to adjust an alleged grievance informally between the employee and the Food Service Director.

**Section 4. Adjustment of Grievance:**

The parties shall attempt to adjust all grievances which may arise during the course of employment of any employee within the school district in the following manner:

**Subd. 1. Level I.**

If the grievance is not resolved through informal discussions, a grievance shall first be filed with the Food Service Director. The Food Service Director shall set a time to meet regarding the grievance within five (5) days after receipt of the grievance. The Food Service Director shall give a written decision on the grievance to the parties involved within five (5) days after the meeting.

**Subd. 2. Level II.**

In the event the grievance is not resolved in Level I, the decision rendered may be appealed to the Superintendent of Schools, provided such appeal is made in writing within five (5) days after receipt of the decision in Level I. If a grievance is properly appealed to the Superintendent, he/she shall meet regarding the grievance within five (5) days after receipt of the appeal. Within three (3) days after the meeting, the Superintendent or designee shall issue a decision in writing to the parties involved.

**Subd. 3. Denial of Grievance:**

Failure by the school board or its representative to issue a decision within the time periods provided herein shall constitute a denial of the grievance, and the employee may appeal it to the next level.

**Subd. 4. Arbitration Procedures:**

In the event the employee and the school board are unable to resolve any grievance, the grievance may be submitted to arbitration.

**Article X**  
**Duration and Effect**

**Section 1. Term and Reopening Negotiations:** This Agreement shall remain in full force and effect for a period commencing July 1, 2020, through June 30, 2022. In the event that a new contract is not agreed to by July 1, 2020, provisions of this contract will remain in effect. If either party desires to modify or amend this Agreement commencing on July 1, 2020, they shall give written notice of such intent no later than May, 2022. Unless otherwise mutually agree, the parties shall not commence negotiations more than ninety (90) days prior to the expiration of the Agreement.

This agreement constitutes the full and complete Agreement between the Board and the union representing service employees described in the appropriate unit. Provisions herein relating to term and conditions of employment supersede and all prior agreements and practices of employment inconsistent with these provisions.

IN WITNESS WHEREOF, the parties have executed this Agreement as follows:

For: Hastings Public Schools  
Food Service Employees  
SEIA Union Local No. 284  
450 Southview Blvd.  
South St. Paul, MN 55075

For: Independent School District No. 200  
1000 - 11th Street West  
Hastings, Minnesota 55033

\_\_\_\_\_  
Business Agent

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Steward

\_\_\_\_\_  
Clerk

Date: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix A-1

2020-2021

Grade Step	12	11	10	9	8	7	6	5	4	3
2-Min	\$28.83	\$26.50	\$24.08	\$22.05	\$20.10	\$18.52	\$17.04	\$15.66	\$14.34	\$13.23
3	\$29.71	\$27.23	\$24.73	\$22.65	\$20.61	\$18.93	\$17.40	\$15.98	\$14.68	\$13.51
4	\$30.58	\$27.95	\$25.41	\$23.20	\$21.12	\$19.37	\$17.80	\$16.33	\$14.97	\$13.82
5	\$31.45	\$28.70	\$26.08	\$23.78	\$21.64	\$19.80	\$18.18	\$16.67	\$15.28	\$14.08
6	\$32.31	\$29.43	\$26.72	\$24.34	\$22.14	\$20.19	\$18.54	\$17.04	\$15.64	\$14.37
7-Mid	\$33.29	\$30.15	\$27.38	\$24.93	\$22.68	\$20.63	\$18.93	\$17.37	\$15.93	\$14.69
8	\$34.16	\$30.91	\$28.05	\$25.49	\$23.17	\$21.05	\$19.32	\$17.72	\$16.24	\$14.95
9	\$35.03	\$31.65	\$28.72	\$26.07	\$23.70	\$21.46	\$19.68	\$18.07	\$16.55	\$15.24
10	\$35.91	\$32.38	\$29.39	\$26.61	\$24.21	\$21.91	\$20.09	\$18.42	\$16.89	\$15.53
11	\$36.78	\$33.12	\$30.03	\$27.20	\$24.73	\$22.32	\$20.47	\$18.76	\$17.18	\$15.84
12	\$37.64	\$33.86	\$30.71	\$27.77	\$25.24	\$22.76	\$20.85	\$19.13	\$17.51	\$16.10
13-1 Max	\$38.41	\$34.58	\$31.39	\$28.34	\$25.76	\$23.18	\$21.42	\$19.46	\$17.84	\$16.41

### Longevity

13-2	\$38.41	\$34.58	\$31.39	\$28.34	\$25.76	\$23.18	\$21.42	\$19.46	\$17.84	\$16.41
13-3	\$38.41	\$34.58	\$31.39	\$28.34	\$25.76	\$23.18	\$21.42	\$19.46	\$17.84	\$16.41
13-4	\$39.66	\$35.83	\$32.64	\$29.34	\$26.76	\$24.18	\$22.42	\$20.21	\$18.59	\$17.16
13-5	\$39.66	\$35.83	\$32.64	\$29.34	\$26.76	\$24.18	\$22.42	\$20.21	\$18.59	\$17.16
13-6	\$39.66	\$35.83	\$32.64	\$29.34	\$26.76	\$24.18	\$22.42	\$20.21	\$18.59	\$17.16
13-7	\$39.66	\$35.83	\$32.64	\$29.34	\$26.76	\$24.18	\$22.42	\$20.21	\$18.59	\$17.16
13-8	\$39.66	\$35.83	\$32.64	\$29.34	\$26.76	\$24.18	\$22.42	\$20.21	\$18.59	\$17.16
13-9	\$40.91	\$37.08	\$33.89	\$30.34	\$27.76	\$25.18	\$23.42	\$20.96	\$19.34	\$17.91

Longevity will be paid to those who are on step 13 for the 4th and 9th year according to the following schedule.

Grades	Year	Amt.	Total
3-5	4th	\$0.75	\$0.75
6-9	4th	\$1.00	\$1.00
10-12	4th	\$1.25	\$1.25
3-5	9th	\$0.75	\$1.50
6-9	9th	\$1.00	\$2.00
10-12	9th	\$1.25	\$2.50

11/12/2019

## Appendix A-1

2021-2022

Grade Step	12	11	10	9	8	7	6	5	4	3
3-Min	\$30.45	\$27.91	\$25.35	\$23.22	\$21.13	\$19.40	\$17.84	\$16.38	\$15.05	\$13.85
4	\$31.34	\$28.65	\$26.05	\$23.78	\$21.65	\$19.85	\$18.25	\$16.74	\$15.34	\$14.17
5	\$32.24	\$29.42	\$26.73	\$24.37	\$22.18	\$20.30	\$18.63	\$17.09	\$15.66	\$14.43
6	\$33.12	\$30.17	\$27.39	\$24.95	\$22.69	\$20.69	\$19.00	\$17.47	\$16.03	\$14.73
7-Mid	\$34.12	\$30.90	\$28.06	\$25.55	\$23.25	\$21.15	\$19.40	\$17.80	\$16.33	\$15.06
8	\$35.01	\$31.68	\$28.75	\$26.13	\$23.75	\$21.58	\$19.80	\$18.16	\$16.65	\$15.32
9	\$35.91	\$32.44	\$29.44	\$26.72	\$24.29	\$22.00	\$20.17	\$18.52	\$16.96	\$15.62
10	\$36.81	\$33.19	\$30.12	\$27.28	\$24.82	\$22.46	\$20.59	\$18.88	\$17.31	\$15.92
11	\$37.70	\$33.95	\$30.78	\$27.88	\$25.35	\$22.88	\$20.98	\$19.23	\$17.61	\$16.24
12	\$38.58	\$34.71	\$31.48	\$28.46	\$25.87	\$23.33	\$21.37	\$19.61	\$17.95	\$16.50
13-1 Max	\$39.37	\$35.44	\$32.17	\$29.05	\$26.40	\$23.76	\$21.96	\$19.95	\$18.29	\$16.82

### Longevity

13-2	\$39.37	\$35.44	\$32.17	\$29.05	\$26.40	\$23.76	\$21.96	\$19.95	\$18.29	\$16.82
13-3	\$39.37	\$35.44	\$32.17	\$29.05	\$26.40	\$23.76	\$21.96	\$19.95	\$18.29	\$16.82
13-4	\$40.62	\$36.69	\$33.42	\$30.05	\$27.40	\$24.76	\$22.96	\$20.70	\$19.04	\$17.57
13-5	\$40.62	\$36.69	\$33.42	\$30.05	\$27.40	\$24.76	\$22.96	\$20.70	\$19.04	\$17.57
13-6	\$40.62	\$36.69	\$33.42	\$30.05	\$27.40	\$24.76	\$22.96	\$20.70	\$19.04	\$17.57
13-7	\$40.62	\$36.69	\$33.42	\$30.05	\$27.40	\$24.76	\$22.96	\$20.70	\$19.04	\$17.57
13-8	\$40.62	\$36.69	\$33.42	\$30.05	\$27.40	\$24.76	\$22.96	\$20.70	\$19.04	\$17.57
13-9	\$41.87	\$37.94	\$34.67	\$31.05	\$28.40	\$25.76	\$23.96	\$21.45	\$19.79	\$18.32

Longevity will be paid to those who are on step 13 for the 4th and 9th year according to the following schedule.

Grades	Year	Amt.	Total
3-5	4th	\$0.75	\$0.75
6-9	4th	\$1.00	\$1.00
10-12	4th	\$1.25	\$1.25
3-5	9th	\$0.75	\$1.50
6-9	9th	\$1.00	\$2.00
10-12	9th	\$1.25	\$2.50

11/12/2019

## Appendix B-1

### Annual Hours Worked- Insurance ,Paid Days Off, Sick Leave

Full Time (8 hr per day) 12 Month Employee		260 days @ 8 hrs.	2080	
		25-5=20 vac days	-160	
		14-10=4 holidays	-32	
		236	8	
			<b>1888</b>	
Group	Position	Days Scheduled To Work	Ave Hrs Per Day	Annual Hours Worked
<b>Excludes hours outside of the normal contracted day/year- overtime, summer, breaks, after school ec</b>				
<b>Minimum hours required paid days off &amp; sick leave</b>		<b>172</b>	<b>2</b>	<b>344</b>
<b>Minimum hours required for insurance contribution</b>				<b>850</b>
<b>HESA</b>	10 mo	205	8	<b>1640</b>
	9.75 mo	199	8	<b>1592</b>
	9.5 mo	194	8	<b>1552</b>
	9 mo	184	8	<b>1472</b>
	<i>J.Niederhorn</i> - HS Counseling-9 mo 2 days week=2/5=.4*8	184	3.25	<b>598</b>
	<i>K.Sill</i> - DO Copy Center flexed	203	6	<b>1218</b>
	<i>J.Pettit</i> - DO Copy Center flexed	174.476	5.25	<b>916</b>
<b>Paraprofessionals</b>		172	8	<b>1376</b>
contract states student		172	7.5	<b>1290</b>
contact days use		172	7.25	<b>1247</b>
172 (max possible)		172	7	<b>1204</b>
		172	6.75	<b>1161</b>
		172	6.5	<b>1118</b>
		172	6.25	<b>1075</b>
		172	6	<b>1032</b>
		172	5.75	<b>989</b>
		172	5.5	<b>946</b>
		172	5.25	<b>903</b>
		172	5	<b>860</b>
		172	4.75	<b>817</b>
	<i>A. Fairbanks</i> -Student Asst/Sec I MS PE/Athletic	175	7.5	<b>1312.5</b>
	<i>A.Stoneberg</i> - HS Raider Reading	175	7	<b>1225</b>
<b>Food Service Personnel</b>		174	8	<b>1392</b>
contract states student		174	7	<b>1218</b>
contact days +2, use		174	6.5	<b>1131</b>
172 (max possible) +2		174	6.25	<b>1088</b>
= 174 days		174	6	<b>1044</b>
		174	5.75	<b>1001</b>
		174	5.5	<b>957</b>
		174	5.25	<b>914</b>
		174	5	<b>870</b>
		174	4.75	<b>827</b>
<b>Health Services Personnel</b>				
	HS	189	8	<b>1512</b>
	MS	189	8	<b>1512</b>
	Elem	187	7.5	<b>1402.5</b>
<b>Technology Support Staff</b>				
	Tech II- 12 month	236	8	<b>1888</b>
contract states 170 days	Instructional Lab Technician	176	8	<b>1408</b>
use 172 for minimum	Assistive Technology Tech.	189	8	<b>1512</b>
	<i>C. Anderson</i> - Theatre Coord	176	6	<b>1056</b>
<b>CE Para</b>	Enter actual annual hours scheduled to work		<b>see appendix B1-A,B,C</b>	

If daily hours vary a great deal and annual hours worked are 1471 or less divide annual hours by 172 to get average daily hours for paid days off calculation.  $1170/172=6.75$  ave hours rounded to the quarter hour. If annual hours worked is 1472 or greater ave daily hours for paid days off would be 8 hours per day.

updated 1/27/2020

**Appendix C-1**

**Paid Days Off Based on *Hours Worked* Grades 1-12**

<b>Hours Worked</b>	<b>Vacation Days</b>	<b>Holidays</b>	<b>Essential Leave</b>	<b>Paid Days Off</b>	<b>Emergency Closing</b>	<b>Sick Days</b>
Prorated on average hours per day, max of 8 hours per day. Minimum of 2 hours per day to qualify. (344 annual hours)						
<b>Full Time 12 Month</b>	<b>10-25</b>	<b>14</b>	<b>3</b>	<b>27-42</b>	<b>NL</b>	<b>12</b>
<b>Less Than Full-Time 12 months***</b>	<b>10</b>	<b>10</b>	<b>2</b>	<b>22</b>	<b>NL</b>	<b>10</b>
<b>1472 +</b>	<b>5</b>	<b>10</b>	<b>2</b>	<b>17</b>	<b>NL</b>	<b>10</b>
<b>1471 -</b>	<b>4</b>	<b>8</b>	<b>2</b>	<b>14</b>	<b>NL</b>	<b>9</b>
<b>Do not currently receive or Hired After July 1, 2008 ***1471 -</b>	<b>2</b>	<b>6</b>	<b>2</b>	<b>10</b>	<b>NL</b>	<b>9</b>

Days will be prorated for partial years.

Emergency Close- Custodians/Kids Kampus employees who have to report may use as a float as approved by supervisor. Anyone else who reports it is by their choice and they will not be able to use as a float.

\*\*\*District requirement for year round less than full time.

Annual hours worked excludes hours outside of the normal contracted day/year-overtime, summer, breaks, after school ect.

Appendix D-1

Holiday/Non Workday Schedule

<b>(school in session includes workshop days)</b>					<b>Do not currently receive or Hired 7/1/2008 &amp; after ***1471 - Hours Worked</b>
<b>Full Time Year Round</b>	<b>Full Time Custodians</b>	<b>1472+ Hours Worked</b>	<b>1471 - Hours Worked</b>	<b>1471 - Hours Worked</b>	<b>1471 - Hours Worked</b>
1 New Year's Day	New Year's Day	1 New Year's Day	1 New Year's Day	1 New Year's Day	1 New Year's Day
2 Presidents Day Observed	Presidents Day Observed	2 Presidents Day Observed	2 Presidents Day Observed	2 Presidents Day Observed	2 Presidents Day Observed
3 Good Friday	Good Friday	3 Good Friday	3 Good Friday	3 Good Friday	3 Good Friday
4 Memorial Day	Memorial Day	4 Memorial Day	4 Memorial Day	4 Memorial Day	4 Memorial Day
5 Independence Day	Independence Day	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX
6 Friday before Labor Day (non work day-if school is in session replaced with Thurs of Teacher Assoc.)	Float	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX
7 Labor Day	Labor Day	5 Labor Day	5 Labor Day	5 Labor Day	XXXXXXXXXXXXXXXX
8 Friday of Teacher Assoc.	Float	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX
9 Thanksgiving	Thanksgiving	6 Thanksgiving	6 Thanksgiving	6 Thanksgiving	5 Thanksgiving
10 Friday after Thanksgiving	Friday after Thanksgiving	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX (CE Para's Grandf per list,prorate 1520)	XXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXX
11 Christmas Eve	Christmas Eve	7 Christmas Eve	7 Christmas Eve	7 Christmas Eve	XXXXXXXXXXXXXXXX
12 Christmas Day	Christmas Day	8 Christmas Day	8 Christmas Day	8 Christmas Day	6 Christmas Day
13 New Year's Eve	New Year's Eve	9 New Year's Eve	9 New Year's Eve	9 New Year's Eve	XXXXXXXXXXXXXXXX
14 Easter Monday (non workday-if school is in session is a workday and not a floating holiday)	Easter Monday (non workday-if school is in session is a workday and not a floating holiday)	10 Easter Monday (non workday-if school is in session is a workday and not a floating holiday)	10 Easter Monday (non workday-if school is in session is a workday and not a floating holiday)	10 Easter Monday (non workday-if school is in session is a workday and not a floating holiday)	10 Easter Monday (non workday-if school is in session is a workday and not a floating holiday)

**Appendix E-1**

**Health Insurance Contribution-Grades 1-12**

		<b>2020-2021 2%</b>	
<b>Annual Hours Worked</b>	<b>% of Contribution Based On Hours Worked</b>	<b>Single Contribution</b> <small>(Up to Comp Basic Single Premium)</small>	<b>Family Contribution</b>
		<b>\$768.50</b>	<b>\$1,613.69</b>
1,606-1,888	100%	\$768.50	\$1,613.69
1,417-1,605	85%	\$653	\$1,372
1,228-1,416	75%	\$576	\$1,210
945-1,227	65%	\$500	\$1,049
850-944	50%	\$384	\$807
			<b>20-21 cap \$1,677.08</b>

**Dental Insurance Contribution -Grades 1-12**

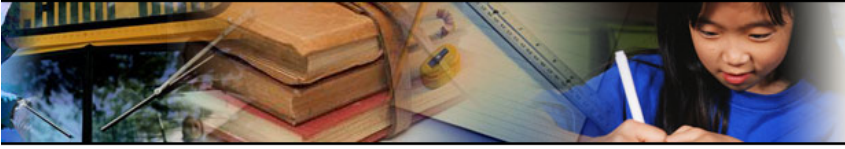
		<b>2020-2021 &amp; 2021-2022 0%</b>	
<b>Annual Hours Worked</b>	<b>% of Contribution Based On Hours Worked</b>	<b>Single Contribution</b>	<b>Family Contribution</b>
		<b>\$81.00</b>	<b>\$81.00</b>
1,606-1,888	100%	\$81.00	\$81
1,417-1,605	85%	\$69	\$69
1,228-1,416	75%	\$61	\$61
945-1,227	65%	\$53	\$53
850-944	50%	\$41	\$41

See appendix B-1 for hours worked.

## Appendix F-1 Severance Rate & Health Caps

Classification	Last	First	Grade	Severance Yes/No	Max Hourly Rate Current Step 13	Retiree Health Yes/No	Max Monthly Single	Max Monthly Family
Cook	Nelson/Cook	Suzanne	4	Yes	\$15.15	Yes	\$255	\$615
Cook	Dushane	Linda	4	Yes	\$15.15	Yes	\$255	\$615
Cook	Engstrom	Valerie	4	Yes	\$15.15	Yes	\$255	\$615
Cook	Franzen	Colleen	4	Yes	\$15.15	Yes	\$255	\$615
Cook	Mamer	Kristina	4	Yes	\$15.15	Yes	\$255	\$615
Cook	McGrath	Brenda	4	Yes	\$15.15	Yes	\$255	\$615
Cook	Neisen	Renee	4	Yes	\$15.15	Yes	\$255	\$615
Cook	Pumphrey	Cynthia	4	Yes	\$15.15	Yes	\$255	\$615
Cook	Sieben	Tammie	4	Yes	\$15.15	Yes	\$255	\$615
Cooks Assistant	Becker	Tami	3	Yes	\$13.19	No	NA	NA
Cooks Assistant	Chandler	Wendy	3	Yes	\$13.19	No	NA	NA
Cooks Assistant	Hammer	Patricia	3	Yes	\$13.19	No	NA	NA
Cooks Assistant	Peterson	Diane	3	Yes	\$13.19	No	NA	NA
Lead Cook I	Muhl	Sandra	8	Yes	\$21.38	Yes	\$255	\$615
Lead Cook I	Geiken	Korean	8	Yes	\$21.38	Yes	\$255	\$615

Updated 9/17/20, removed those who retired/resigned.



[Validate/Certify Levy](#)

**Validate/Certify Levy**

Levy certification data has been successfully submitted electronically to MDE. Print certification report using navigation bar at the left. Send signed form to home county auditor, with a copy to MDE, by due date.

**Submit Levy**

Your levy data was submitted.

**District Levy Summary**

**Subtotals By Levy Category**

Title	Limit	Proposed	Certified
GENERAL - RMV VOTER - JOBZ EXEMPT	6,149,281.31	6,149,281.31	0.00
GENERAL - RMV OTHER - JOBZ EXEMPT	3,523,546.81	3,523,546.81	0.00
GENERAL - NTC VOTER - JOBZ EXEMPT	0.00	0.00	0.00
GENERAL - NTC OTHER GENED - EXEMPT	0.00	0.00	0.00
GENERAL - NTC OTHER - JOBZ EXEMPT	2,897,601.34	2,897,601.34	0.00
COMMUNITY SERVICE - NTC OTHER - JOBZ EXEMPT	457,989.76	457,989.76	0.00
GENERAL DEBT - NTC VOTER - JOBZ NONEXEMPT	4,201,495.96	4,201,495.96	0.00
GENERAL DEBT - NTC OTHER - JOBZ NONEXEMPT	281,213.50	281,213.50	0.00
OPEB DEBT - NTC VOTER - JOBZ NONEXEMPT	0.00	0.00	0.00
OPEB DEBT - NTC OTHER - JOBZ NONEXEMPT	0.00	0.00	0.00

**Subtotals By Fund**

Title	Limit	Proposed	Certified
GENERAL FUND	12,570,429.46	12,570,429.46	0.00
COMMUNITY SERVICES FUND	457,989.76	457,989.76	0.00
GENERAL DEBT SERVICE FUND	4,482,709.46	4,482,709.46	0.00
OPEB/PENSION DEBT SERVICE FUND	0.00	0.00	0.00

**Subtotals By Tax Base**

Title	Limit	Proposed	Certified
REFERENDUM MARKET VALUE	9,672,828.12	9,672,828.12	0.00
NET TAX CAPACITY	7,838,300.56	7,838,300.56	0.00

**Subtotals By Truth In Taxation Category**

Title	Limit	Proposed	Certified
VOTER APPROVED	10,350,777.27	10,350,777.27	0.00
OTHER	7,160,351.41	7,160,351.41	0.00

**Total Levy**

Title	Limit	Proposed	Certified
TOTAL LEVY	17,511,128.68	17,511,128.68	0.00

<b>Date</b>	<b>Time</b>	<b>Meeting Type</b>	<b>Meeting Location</b>
10/7/2020	6:00 PM	Board Work Session	TBD
10/13/2020	6:00 - 7:00 PM	Policy Committee	Board Room
10/20/2020	6:00 - 7:00 PM	Policy Committee	Board Room
10/28/2020	6:00 PM	School Board Meeting	TBD