

Hastings Area Public Schools - ISD 200

School Board Meeting Agenda

Wednesday, July 23, 2025
Regular Meeting
Middle School Media Center

- I. **Call Meeting to Order**
 - a. Attendance
- II. **Pledge of Allegiance**
- III. **Motion to Approve the Agenda/Table File**
- IV. **Recognition of Visitors**
- V. **Raider Spotlight**
 - Boys Track & Field Team - State Champions (Head Coach Jason Koch)
 - Lane Hoffman (Grade 11) - State Champion 200M Dash
 - Sebastian Straus (Grade 11) - State Champion 400M Dash
 - Lane Hoffman, Cole Zeien (12), Gunner Hansted (11) and Sebastian Straus - Boys 4x200M Relay State Champions
 - Jack Cloutier (12), Gunner Hanstad, Johnny Vickney (12) and Sebastian Straus - Boys 4x400M Relay - State Champions
 - Nolan St. Sauver (Grade 9) - Dakota United Hawks Adapted Softball State Champions
 - Archery Team at Nationals coached by Ryan Renneke
- VI. **Public Comment Session**
- VII. **Reports and Discussions**
 - a. Superintendent Report
 - b. 2025-2026 Staff Development Plan Review
 - c. 2025-2026 Student Handbook Review
 - d. Education Association Membership Options (AMSD vs SAFF)
 - e. Building Construction Fund Project Update
 - f. Legal: Data Request Update
 - g. School Board Representatives/Committees
 - i. ISD 917 School Board Representative Update
 - ii. AMSD Update
 - No July 2025 Meeting
 - iii. Community Collaboration Committee Update
 - No meetings held since last update
 - iv. Facilities, Finance and Joint Powers Committee Update
 - No meetings held since last update
 - v. NAPAC Committee Update
 - vi. Student School Board Committee Update
 - No meetings held since last update
 - vii. Policy Committee Update
 - h. Policies
 - i. First Readings / Sunset to Remove
 - ii. Second Readings
- VIII. **Action Items**
 - a. Consent Agenda
 - i. Approval of the Minutes from the:
 - 06/25/2025 Regular School Board Meeting
 - ii. Bills Payable

- iii. Personnel Report
- iv. Policies for Approval after Legislative Updates
- v. Policies for Approval after Second Reading
- vi. Policies for Approval after Second Reading -Sunset/Remove
- vii. Policies for Approval after Third Reading
- viii. Membership Renewals
 - AMSD
 - MSBA
- ix. Quarterly Fundraiser Approval
- x. MOU - Early Childhood Coordinator
- xi. 2025-2026 Adult Meal Prices
- b. Items for Individual Action
 - i. MSHSL Membership Resolution
 - ii. Donations Acceptance Resolution
 - iii. Calling the Special Election Resolution
 - iv. Write-In Votes Resolution
 - v. Appointment of Board Representative to Relicensure Committee (school year term vs calendar year)

IX. **Future Meetings**

X. **Adjournment**

Hastings Staff Development Plan

Introduction and Purpose

The Hastings Staff Development plan encompasses the work of the Hastings Staff Development Committee, Staff Development Days, Teacher Mentoring, and ongoing support for curriculum and teaching through Professional Learning Communities, curriculum review, and Multi-Tiered Support Systems work. The work is driven by Minnesota Statute 122A.60, School Board Policies 425, 601, 603, 621, and the Hastings Strategic Plan.

Vision

Hastings Public Schools cultivates a professional learning culture that ensures every educator is empowered, valued, and has the tools, knowledge, and is provided the support necessary for students to achieve academic success, receives equitable educational support, and has their social and emotional needs met.

Mission

Staff Development in Hastings Public Schools builds the capacity of educators through collaboration, data-informed and equity-focused professional learning that accelerates student growth and leads to student achievement, fosters staff retention, and supports safe, inclusive learning environments.

Strategic Plan Alignment: 2025–2027

The Staff Development Plan aligns with the Hastings Public Schools Strategic Plan and its six strategic anchors:

Strategic Anchor	Staff Development Alignment
Academic Excellence	Professional learning supports evidence-based instruction, data use, and curriculum alignment to drive student achievement.
Equity and Belonging	Staff are trained to implement culturally responsive practices, build student relationships, and promote inclusive learning environments. Professional learning includes collaboration with families, businesses, and higher education partners to expand learning opportunities for staff and students.
Safe, Supportive & Engaging Environments	PD emphasizes trauma-informed care, social-emotional learning, and relationship-driven classrooms to foster a sense of safety and community.
Staff Empowerment and Retention	Investments in leadership development, collaboration, and mentorship foster teacher growth, recognition, and retention.

Effective and Responsive Operations	Staff development is structured around data analysis, evaluation, and communication with clear systems to measure effectiveness and guide decision-making.
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Staff Development Committee

Hastings Public Schools Staff Development Committee governance is rooted in Policy 425 and Minnesota Statute 122A.60. It ensures there is shared leadership, teacher voice, and a focus on continuous improvement that is aligned with the Hastings Public Schools Strategic Plan, District Goals, School Goals, and Minnesota State Standards.

The District Staff Development Committee is established by the Director of Teaching and Learning and is responsible for the development, monitoring, and evaluation of the district-wide Staff Development Plan, including site-level alignment. The membership includes a majority of licensed teachers, representing a range of grade levels and departments, non-teaching staff, administrators, and parent/community representatives (as applicable).

The responsibilities of the Committee are to inform the development of the Staff Development Plan and to monitor the implementation of the plan and associated budget.

The Committee meets on a monthly basis to review data from Staff Development Days, discuss implementation of other staff development initiatives, review staff development requests for additional training outside of the district, and provide input on future staff development.

Staff Development Days

Staff Development Days (August 26, 27, September 22, December 1, January 26, April 24) are designed to provide learning opportunities aligned to district priorities, student needs, and staff input. Professional learning includes sessions that are:

- Universal - Required for all staff within a building, grade band, department, or content area based on district initiatives
- Targeted - Aligned to individual educator needs, roles, or professional goals

Early Childhood

Focus areas include support for curriculum implementation and family engagement:

- Creative Curriculum Implementation: Continued professional development to support early childhood instruction grounded in developmentally appropriate practices.
- Family Engagement: Strategies and tools to strengthen relationships with families and promote home-school partnerships in early learning.

Elementary (K-4)

Focus areas at the elementary level are ongoing curriculum support, initial curriculum implementation, and differentiated instruction:

- Amplify Science initial implementation training and ongoing support
- Wit & Wisdom English Language Arts ongoing implementation support for the 'Deepen' phase, with specific sessions on:
 - Geodes for 2nd Grade as decodable text structures
 - Writing components of the curriculum
- Adaptive Online Learning Tools
 - K-2 - DreamBox (Math), Raz-Kids (Literacy)
 - 3-4 - iXL (Math and ELA)
- Bridges in Mathematics ongoing support, including a focus on the Work Places
- Differentiation Strategies for students with IEPs and 504s
- Instructional Strategies for English Language Learners, including scaffolding techniques and supports aligned to content and language objectives.

Middle School (5-8)

Middle School professional development will focus on curriculum development, student engagement, and data-informed strategies:

- iXL (Math, ELA, Science, and Social Studies) - Utilizing adaptive technology to inform instruction and engage students in growth
- Raider Way: Continuing the focus from 24-25 on PBIS implementation
- AVID WICOR Strategies - Emphasis on strategies such as Critical Reading that will be applied across the curriculum
- Curriculum Development - Departmental work (5-12) to focus on standards, assessments, units, rooted in Depth of Knowledge as well as horizontal and vertical alignment
- Differentiation Strategies for students with IEPs and 504s
- Instructional Strategies for English Language Learners, including scaffolding techniques and supports aligned to content and language objectives.

High School (9-12)

High school professional development will focus on supporting innovation, post-secondary readiness, and inclusion:

- FastBridge Implementation (9th Grade) - Training on administration, interpreting student and class data trends, and planning student interventions
- Pathways Program - Continued development of career and work-based learning
- AVID WICOR Strategies - Emphasis on strategies such as Critical Reading that will be applied across the curriculum
- Curriculum Development - Departmental work (5-12) to focus on standards, assessments, units, rooted in Depth of Knowledge as well as horizontal and vertical alignment
- Differentiation Strategies for students with IEPs and 504s
- Instructional Strategies for English Language Learners, including scaffolding techniques and supports aligned to content and language objectives.

Additionally, time will be allocated for non-teaching staff, such as Special Education, Related Service Providers, and paraprofessionals, to receive training and collaboration time required to engage in their professional work.

Following each Staff Development Day, educators complete surveys that ask about the relevance and clarity of the session content, impact on practice, quality of facilitation, and overall satisfaction. Survey results are analyzed by the Director of Teaching and Learning who provides a summary of the results to the district and school administration, as well as to educators.

Each Spring the District Staff Development Committee will review the survey data, participation data, feedback, and student data to engage in a reflection on what is working well and what needs adjustment. The Committee will also recommend changes to goals, content areas, delivery formats, and funding for the upcoming year.

Professional Learning Communities

By leveraging collective expertise and purposeful collaboration, we aim to improve teaching practices and achieve better outcomes for all students.

Elementary

PLC meetings will follow the DuFour framework, focusing on math and language arts. Teachers will collaboratively address the four critical questions: what students need to learn, how to assess learning, how to support struggling students, and how to enrich learning for those who have mastered content. This structured approach fosters shared responsibility, data-driven decision-making, and improved instructional practices to ensure consistent, high-quality learning for all students.

Secondary

Secondary PLC structure is tailored to the unique needs of subject-area teachers and single-content “singleton” educators. All PLCs will focus on collaboration, using student data to refine teaching, assess progress, and plan interventions or enrichment to improve outcomes across grade levels utilizing the DuFour questions to guide the work of the PLC.

Multi-Tiered Systems of Support

The continuation of our focus on MTSS will include a beginning of the year data review for teachers to prepare for incoming students, differentiation needs, intervention planning, and other necessary information, as well as collaboration with Special Education and English Language educators.

Following FastBridge assessments educators will engage in data days facilitated by the MTSS coordinators, and will include site leadership, interventionists, classroom teachers, and any other necessary related service providers. These meetings allow teachers to plan from the data to tailor instruction and intervention at the individual learning level of students.

Elementary and Secondary MTSS will follow the MTSS Handbooks with the Tiered frameworks of support, strategies, resources, and guidelines.

READ Act

Hastings teaching staff will be using CORE: Online Language and Learning Academy as our professional development in the Science of Reading. All pre-k and elementary staff and all special education staff pre-k-12 will be participating in this training. The program calls for 35-55 hours of asynchronous professional development next year. Untrained Hastings staff will be given 50 hours of voucher time to complete their training. There will also be three 1-hour long synchronous sessions that staff will participate in throughout the year.

Below are our totals of trained and untrained staff currently in the district.

Phase 1: Educator Role	Total Number in District or Charter Organization	Educators who have completed Training	Educators with Training in Progress	Educators who need Training
Pre-K Classroom and Part B/619 Early Childhood Special Education Educators responsible for early literacy instruction	11	11	0	0*
K-3 Classroom Educators (including ESL instructors responsible for reading instruction)	54	50	0	4*
Grades 4-5 (or 6) Classroom Educators (if applicable)	17	17	0	0*
K-12 Reading Interventionists	8	8	0	0*
K-12 Special Education Educators responsible for reading instruction	34	34	0	0*
Pre-K through grade 5 Curriculum Directors	2	1	0	1
Pre-K through grade 5 Instructional Support Staff who provide reading support	34	0	0	34

*As of 6/15/25

New Teacher Mentoring Program

New teachers are provided with two dedicated days of workshops before the start of the school year. These days are thoughtfully designed to ensure teachers feel informed, supported, and connected. The sessions include both logistical information and collaborative activities to help teachers build relationships with their colleagues. New teachers are also introduced to their mentor and the mentoring program.

New teachers are also assigned a mentor. The structured mentoring program continues over the course of the first two years for new teachers. Experienced teachers volunteer to serve in this role and are selected based on buildings, content level and licensure. The program is intentionally structured to address system processes, teaching practices, and contract details. In addition to monthly meeting dates with communicated agenda topics, each mentor receives a checklist that is organized by month to work with their mentee.

New teachers also attend Teacher Support Network professional development sessions, hosted by the New Teacher Mentor Program, where new teachers attend sessions related to onboarding into their role and issues related to new to service teachers.

Curriculum Review

Curriculum review is not merely about evaluating our curricular options; it's about fully understanding the meaning and complexity of the standards we are working with. We need to ensure both vertical and horizontal alignment to establish a guaranteed and viable curriculum for our students. This will take time, in fact recommendations from MDE suggest at least a 2-3 year timeline to conduct this work fully, from deconstructing standards, selecting/adapting/creating curriculum, to implementation.

We will spend considerable time deconstructing the anchor standards and immersing ourselves in the benchmarks. This work will also include crafting a clear vision for our departments. It is essential to recognize that without a deep understanding of the standards, the depth of knowledge and skill development required of students, and the vertical alignment of benchmarks, any curriculum review will be isolated and lack the proper focus on transfer skill development.

Curriculum Review Phases

Phase	Key Actions
Phase 1 - Self Study of the Current State	● Identify current core curricular materials ● Identify current supplemental materials ● Analyze the materials ○ Do they represent all students?

	○ How have the materials been successful in meeting the needs of students in meeting the standards? What data can you pull to review? ○ What is missing from the current materials? ● Identify potential professional development needs
Phase 2 - Standards and Curriculum Review	● Analyze updated standards ○ Deconstruct standards ○ Understand benchmark learning progressions ● Create program purpose statement ● Create a prioritized list of needs and wants for new curricular materials ● Create a review tool for potential curricular material review/creation ● Review curricular samples (if applicable) ○ Include feedback on curricular material choices from EL and special education ● Purchase curricular materials, or, create curricular materials ● Receive purchases ● Create professional development and implementation plan
Phase 3 - Curriculum Implementation	● Initial training on curricular materials (if applicable) ● Update course descriptions (info on what students will be expected to learn, read, and write and how their work will be assessed) ● Progress monitor implementation using identified tools ● Receive additional professional learning in an implementation year both proactive and reactive ● Identify what tools and information department will utilize to determine effectiveness of the curriculum throughout the next 5 years of implementation ● Identify professional learning needs
Phase 4 - Curriculum Progress Monitoring	● Progress monitor the implementation of the curriculum utilizing the tools and data identified ● Professional learning in areas identified through implementation

In the 2025-26 school year 5-12 Social Studies and 6-12 English Language Arts will continue their Phase 2 work. K-4 Science will be in Phase 3 Curriculum Implementation. K-4 English Language Arts and 5th Grade Science will be in Phase 4. Phase 1 for this school year will focus on K-12 math.

Funding and Use of Resources

Hastings Public Schools sets aside at least 2% of basic revenue for the preceding staff development activities, including salaries on staff development days, staff development committee vouchers, staff development vouchers for non-staff development day workshops,

staff development vouchers for staff preparation for presenting sessions at staff development days, sub-costs, non-district professional development, including workshops and associated travel and lodging costs, and materials needed for professional development.

Hastings Public Schools



Student Handbook & Annual Notifications **2025 - 2026**

[Hastings Public Schools](#)

1000 West 11th Street, Hastings, MN 55033
651-480-7000

We CARE. We EMPOWER. We ACHIEVE. STUDENTS are at the heart of ALL we do.

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Introduction

Welcome to Hastings Public Schools

Thank you for choosing Hastings Public Schools! As superintendent of schools, it is an honor to welcome you to our district! Whether you are new to the area, just beginning your school journey, or have a long-standing history with Hastings Public Schools, we are thrilled to have you with us. This handbook contains information for families and students about our policies, practices and expectations. Our intent is to share as much information as possible; however, we understand you may still have questions. Please don't hesitate to contact your child's school for further assistance.

If any updates are made to the handbook or Hastings School Board policies, families will receive timely notification of those changes.

Items marked with a single asterisk (*) indicate that notice is required by state statute. Items marked with a double asterisk (**) indicate that notice is required by Hastings School Board policy.

Throughout the handbook, applicable policies are included based on the topic. Families and students are expected to be aware of and to abide by ALL of the District's policies. While all policies are not included within this handbook, all district policies can be found on the [District's website](#). Please note policies in the 500 section specifically pertain to students.

Most topics in the handbook are relevant to all students; however, some are specific to certain age groups. A box like the one below appears under each topic, with an "X" marking the applicable building level.

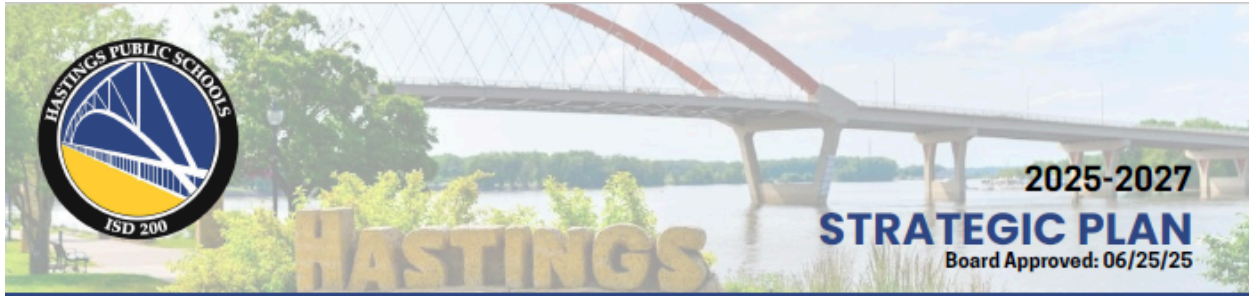
Elementary	MS	HS
X	X	X

At the core of our mission and vision is one central belief: Students are the heart of all we do. This belief drives our dedication to creating a nurturing, empowering, and achievement-oriented environment where each and every student is welcomed, valued, supported, and empowered to reach their full potential.

Thank you for being a part of Raider Nation, where together, we will continue to foster a vibrant, dynamic, and supportive educational experience for all.

Dr. Kristine Wehrkamp Herman
Superintendent

Strategic Plan



2025-2027
STRATEGIC PLAN
Board Approved: 06/25/25

VISION: What We Intend to Create

Hastings Public Schools is a safe, welcoming, student-centered home for families. We are focused on academics, growth, engagement, and excellence to develop lifelong learners who are college and career-ready.

MISSION
Our Core Purpose
We Care
We Empower
We Achieve
Students are the heart of all we do

Our Core Values: Drivers of Words & Actions

Compassion and Respect	Innovation	Voice and Choice	Partnership	Equity
We treat one another with kindness, dignity, and empathy in all interactions.	We continuously seek improvement and creative solutions to embrace challenges, opportunities, and evolving needs.	We empower individuals to express their experiences as they discover, develop, and pursue their passions.	We collaborate with students, families, businesses, and the community to support learning and strengthen our shared impact.	We provide each and every student and staff member with the resources and supports they need to achieve their personal best.

Core Pillars & Strategic Anchors

ACADEMIC EXCELLENCE	EQUITY AND BELONGING	SAFE, SUPPORTIVE AND ENGAGING ENVIRONMENTS	STAFF EMPOWERMENT AND RETENTION	EFFECTIVE AND RESPONSIVE OPERATIONS
- Deliver rigorous, engaging, and evidence-based instruction that supports and challenges each and every student to thrive and succeed. - Provide targeted support for academic growth for all students. - Build and foster community partnerships for student experiences. - Build and sustain robust secondary pathways.	- Empower each and every student and staff member to experience success. - Ensure each and every student and staff member feels seen, valued and supported. - Establish authentic partnerships with families and community members through clear communication, shared responsibility, and mutual respect. - Provide instruction that respects and reflects diverse student experiences and backgrounds.	- Create a culture of emotional and physical safety where students can learn through high engagement, supported by clear expectations, social-emotional resources, and strong relationships. - Promote responsibility and accountability for all.	- Value, support and invest in a talented and skilled workforce through collaboration, professional development and growth to empower staff to create an environment that cultivates excellence for all. - Foster a culture that honors teacher and staff expertise and leadership. - Provide Competitive Compensation & Benefits Aligned to Area Standards.	- Ensure resources are allocated in alignment with strategic plan priorities. - Maintain strong leadership and transparent student-centered decision making that supports district-wide success. - Establish transparent and timely communication systems that foster meaningful engagement with families and the broader community.



Additional details regarding the district's strategic plan are available on the [website](#).

District Administrators

Kristine Wehrkamp Herman	Superintendent of Schools	651-480-7001	kwehrkamp@isd200.org
Andrew Hodges	Director of Teaching and Learning	651-480-7011	ahodges@isd200.org
Jen Seubert	Director of Finance and Operations	651-480-7005	jseubert@isd200.org
Deanna Gronseth	Director of Student Support Services	651-480-7008	dgronseth@isd200.org
Kari Gorr	Director of Community Education/ Communications	651-480-7672	kgorr@isd200.org
Missy Williams	Director of Technology	651-480-7012	mwilliams@isd200.org
Cathy Moen	Director of Human Resources	651-480-7002	cmoen@isd200.org
Scott Stockdale	Buildings/Grounds and Safety Director	651-480-7053	sstockdale@isd200.org

Building Principals and Leadership

Tilden Community Center			
Angie McGinnis	Early Childhood Coordinator	Bldg: 651-480-7670	amcginnis@isd200.org
Elementary Schools			
Paul Bakker	Principal, Pinecrest	Bldg: 651-480-7280	pbakker@isd200.org
Kyle Latch	Principal, Kennedy	Bldg: 651-480-7220	klatch@isd200.org
Matt Esterby	Principal, McAuliffe	Bldg: 651-480-7390	mesterby@isd200.org
Middle School			
Ryan Wynn	Principal	651-480-7066	rwynn@isd200.org
Scott Addyman	Assistant Principal	651-480-7067	saddyman@isd200.org
Pam Johnson	Assistant Principal	651-480-7068	pjohnson@isd200.org

High School			
Scott Doran	Principal	651-480-7474	sdoran@isd200.org
Mindy Tavernier	Assistant Principal	651-480-7480	mtavernier@isd200.org
Chris Moore	Assistant Principal	651-480-7483	cmoore@isd200.org
Trent Hanson	Assistant Principal/ Activities Director	651-480-7596	thanson@isd200.org

Hastings School Board



Philip Biermaier, Director
(651) 295-3064
pbiermaier@isd200.org
Term Ends January 1st, 2029



Matt Bruns, Director
(651) 226-5697
mbruns@isd200.org
Term Ends January 1st, 2029



Jessica Dressely, Vice-Chairperson
(651) 366-7130
jdressely@isd200.org
Term Ends January 1st, 2027



Elaine Mikel-Mulder, Director
(651) 675-7264
emikel-mulder@isd200.org
Term Ends January 1, 2026



Melissa Millner, Clerk
(651) 353-4325
mmillner@isd200.org
Term Ends January 1st, 2029



Carrie Tate, Chairperson
(612) 354-0732
ctate@isd200.org
Term Ends January 1st, 2027



Mark Zuzek, Treasurer
(651) 335-0786
markzuzek@isd200.org
Term Ends January 1st, 2027

Each month the Hastings School Board holds two meetings; a work session and a regular board meeting. Meetings dates are available on the [district website](#).

PART I — INFORMATION

School Calendars

- The district calendars are available on the district [website](#).
- The district event calendar is available on the district [website](#).
- The Assessment Calendar is on the [Teaching and Learning web page](#).
- The School Board meeting schedule is on the [School Board web page](#).
- Hastings High School Important Dates - [LINK](#)
- The Hastings High School Athletics calendar is on the [Activities web page](#).
- The Hastings Middle School Athletics calendar is on the [MS web page](#).

School/Building Hours and Contact Information

Building	Start Time	End Time
District Office 1000 West 11th Street 651-480-7000	8:00 AM Regular School Year	4:00 PM Regular School Year
Community Education/Tilden 310 River Street Phone: 651-480-7670 Fax: 651-480-7680	7:30 AM	4:00 PM
Kennedy Elementary 1175 Tyler Street Phone: 651-480-7221 Principal: 651-480-7223 Fax: 651-438-0048 Attendance: 651-480-7220 Health Office: 651-480-7224	8:50 AM	3:25 PM
McAuliffe Elementary 1601 West 12th Street Phone: 651-480-7390 Fax: 651-480-7392 Attendance: 651-480-7391 Health Office: 651-480-7395	8:50 AM	3:25 PM
Pinecrest Elementary 975 West 12th Street Phone: 651-480-7280 Fax: 651-480-7282 Attendance: 651-480-7281 Health Office: 651-480-7286	8:00 AM	2:35 PM
Hastings Middle School 1000 West 11th Street Phone: 651-480-7060	7:55 AM	2:35 PM

Attendance: 651-480-7061 / 651-480-7062 Health Office: 651-480-7072 Building Leadership - LINK MS Counseling - LINK		
Hastings High School 200 General Sieben Drive Phone: 651-480-7470 Attendance: 651-480-7485 (passes to leave school), 651-480-7477 (late or absent) Health Office: 651-480-7486 Additional HS Contact Information - LINK HS Directory - LINK	7:50 AM	2:31 PM
Hastings ALP/ALC 200 General Sieben Drive Phone: 651-480-7690 Fax: 651-480-7472	8:00 AM	2:25 PM (12:15 dismissal on Fridays)

ALP/ALC

Announcements (Daily)

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
	X	X

HMS DAILY ANNOUNCEMENTS

HHS DAILY ANNOUNCEMENTS

Community Education

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

There are a multitude of programs and opportunities available through our [Community Education Program](#). They can be contacted at 651-480-7670.

Complaints

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #103 Complaints

Students, parents/guardians, employees, or other persons may report concerns or complaints to the school district. Complaints may be either written or oral. People are encouraged, but not required, to

file a written complaint at the building level where appropriate. The appropriate administrator will respond in writing to the complaining party regarding the school district's response to the complaint.

E-Learning Days

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Our school district will use E-Learning days during emergency closings. Building and program-specific E-Learning Day plans are on our [website](#) and will be communicated during an emergency closing.

Eighteen-Year-Old Students

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
		X

The age of majority for most purposes in Minnesota is 18 years of age. All students, regardless of age, are governed by the rules for students provided in school district policy and this handbook.

Emergency School Closing Procedures

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

School may be canceled when the superintendent believes severe weather or other circumstances threaten the safety of students and employees. The superintendent will decide as early in the day as possible about closing school or school buildings. Parents and students should monitor the Hastings Public Schools website: www.hastings.k12.mn.us as well as, email, phone, local radio and television (KDDA Radio 1460, WCCO - Channel 4, KSTP Channel 5 and KARE 11 television), to know the status of the district.

Once the district has made the decision to close, delay, or move to E-Learning, an official announcement will be made to staff via the School District's Automated Calling system, text and/or Email.

Employee Directory

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Each building maintains their own directory, which is available on each building's web page.

Employment Background Checks [*]

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

The school district will seek criminal history background checks for all applicants who receive an offer of employment with the school district. The school district also will seek criminal history background checks for all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether compensation is paid. These positions include, but are not limited to, all

athletic coaches, extracurricular academic coaches, assistants, and advisors. The school district may elect to seek criminal history background checks for other volunteers, independent contractors, and student employees.

Enrollment

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Welcome to Hastings Public Schools. Families are encouraged to register online at:

<https://hastingspsmn.sites.thrillshare.com/page/enroll>. If additional assistance is needed or you have questions, please visit the district office, or individual buildings when school is in session.

Equal Educational Opportunity

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #102 Equal Educational Opportunity

The policy of the school district is to provide equal educational opportunity for all students. The school district does not discriminate on the basis of one or more of the following: race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age. The school district also makes reasonable accommodations for disabled students.

Equity and Diversity

Refer to [Policy #100 Strategic Plan](#)

Equal Access to School Facilities

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
	X	X

The school district has created a limited open forum for secondary students to conduct non curriculum-related meetings during non instructional time. The school district will not discriminate against or deny equal access or a fair opportunity on the basis of the religious, political, philosophical, or other content of the speech at such meetings. These limited open forum meetings will be voluntary and student initiated; will not be sponsored by school employees or agents; employees or agents of the school will be present at religious meetings only in a non participatory capacity; the meetings will not interfere with the orderly conduct of educational activities within the school; and nonschool persons will not direct, control, or regularly attend activities of student groups. All meetings under this provision must follow the procedures established by the school district.

Fees [*]

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Materials that are part of the basic educational program are provided with state, federal, and local funds at no charge to a student. Students are expected to provide their own pencils, pens, paper, erasers, notebooks, and other personal items. Students may be required to pay certain other fees or deposits, including (not an inclusive list):

- Admission fees or charges for extracurricular activities, where attendance is optional and where the admission fees or charges a student must pay to attend or participate in an extracurricular activity are the same for all students, regardless of whether the student is enrolled in a public or a home school.
- Cost for materials for a class project that exceeds minimum requirements and is kept by the student.
- Security deposits for the return of materials, supplies, or equipment.
- Personal physical education and athletic equipment and apparel.
- Items of personal use or products that a student has an option to purchase such as student publications, class rings, annuals, and graduation announcements.
- Field trips considered supplementary to the district's educational program.
- Admission fees or costs to attend or participate in optional extracurricular activities and programs.
- Voluntarily purchased student health and accident insurance.
- Voluntarily purchased technology device insurance.
- Use of musical instruments owned or rented by the school district.
- A school district-sponsored driver or motorcycle education training course.
- Transportation to and from school for students living within:
 - o Elementary students- .75 mile radius from the school
 - o Secondary students- 1.75 mile radius of the high school or middle school
- Transportation of students to and from optional extracurricular activities or post-secondary instruction conducted at locations other than school.

Students will be charged for textbooks, workbooks, and library books that are lost or destroyed. The school district may waive a required fee or deposit if the student and parent/guardian are unable to pay. For more information, contact the building principal.

Fees - Online Payments

For your convenience, online payments may be made for the following:



Please click [here](#) to access our online payment web page.

Food and Nutrition Services

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #534 Unpaid Meal Balances

Due to MN Legislation, breakfast and lunch are provided for free to all students during the school year. Please note that students will be charged for seconds and a la carte items, including milk if they bring their own meal from home.

We believe that healthy meals are essential to helping students learn. Menus for each of our schools are available on our district website. Please note: all students MUST take a full meal for the meal to be free. If this requirement is not met, the items will be charged separately at our a la carte prices and not be provided for free.

2025-2026 Meal Prices	
Breakfast Prices Kindergarten Students: FREE Grades 1-4: FREE Grades 5-8: FREE Grades 9-12: FREE Second Meal: \$3.00 Extra Milk or Milk Only: \$0.60 Reduce Pay Meal Price: All grade levels: FREE Adult Meal Price: \$3.25	Lunch Prices Kindergarten Students: FREE Grades 1-4: FREE Grades 5-8: FREE Grades 9-12: FREE Second Meal: \$5.50 Extra Entree: \$3.00 Extra Milk or Milk Only: \$0.60 Reduce Pay Meal Price: All grade levels: FREE Adult Meal Price: \$5.75
* One milk (8oz) is included in the price of all meals. A la carte items are available for purchase. Students MUST have money in their meal accounts in order to purchase any a la carte items. Please note that second meal pricing is set by the U.S. Department of Agriculture. Prices are subject to change.	

Paying for A la Carte:

Our online system, [my payments +](#) allows you to pay for a la carte items, monitor food purchases, set low balance reminders, view menus, view nutrition information, check account balances. Click [here](#) for directions on how to set up your account.

Lunch Payment Drop Box:

Lunch payments may also be placed in building drop boxes. Please include the student's first and last name and telephone number on the envelope or the check's memo line. The drop boxes are in each school's main office. All checks written to the school are to be made payable to "Independent School District #200".

Students will be allowed to participate in the school lunch and breakfast programs regardless of meal account balance; however, parents will continue to be responsible to pay for all negative account balances.

***Educational Benefits Form (Free & Reduced Application)**

The educational benefits form can help your family with a number of educational fees. A new application must be filled out each school year.

Food/Beverages/Snacks in the Classrooms **Policy #533 District Wellness Policy**

In accordance with the district wellness policy, we are still celebrating student birthdays; however, we are doing so without birthday treats. We ask that students not bring any treats in honor of their birthday.

For safety and allergy concerns, homemade treats are not allowed for classroom celebrations, events, or distribution. All treats brought to school must be store-bought and individually packaged.

Outside Food and Food Delivery Procedure:

To maintain a safe, equitable, and disruption-free learning environment, outside food deliveries and commercial food services (e.g., DoorDash, Uber Eats, Grubhub) are not permitted for students during the school day at any school building.

All food deliveries in violation of this procedure will be declined or held in the office until the end of the school day. The district is not responsible for lost, late, or spoiled food resulting from unapproved deliveries.

High School: Food and beverages are encouraged to be consumed in the commons area.

Students who require accommodations for food or beverages should discuss these with their 504 or IEP case manager or the school nurse.

Fundraising

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #511 Student Fundraising

All fundraising activities conducted by student groups and organizations and/or parent groups must be approved in advance by the district. Participation in non approved fundraising activities is a violation of school district policy. Solicitations of students or employees by students for non school-related activities will not be allowed during the school day.

Gender Inclusion

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #536 Gender Inclusion

The students of Hastings Public Schools deserve respectful and inclusive learning environments that value students' gender identity and gender expression. Hastings Public Schools ensures that all students have access to programming and facilities in which they feel comfortable, supported, and safe.

Gifts to Employees

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #421 Gifts to Employees and School Board Members

Employees are not allowed to solicit, accept, or receive a gift from a student, parent, or other individual or organization of greater than nominal value (\$5.00). Parents/guardians and students are encouraged to write letters and notes of appreciation or to give small tokens of gratitude.

Graduation Ceremony

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
		X

Policy #613 Graduation Requirements

The purpose of the commencement ceremony is to honor students who have met the requirements for graduation from Hastings High School. Graduation exercises are under the control and direction of the building principal. Student participation in the graduation ceremony is a privilege, not a right. Students who have completed the requirements for graduation are allowed to participate in graduation exercises. Participation may be denied for reasons which may include student discipline and/or credit deficiency. A non-graduate will be allowed to participate in the ceremonies with his/her class provided that the student is not more than two credits below the requirements for graduation if that student has met the remaining requirements for graduation. Additional modifications to this requirement may be decided by a student's IEP team on an individual basis, and must be approved by the building principal. All students will wear the school provided a blue cap and gown. The approved list of additions to the cap and gown include; National Honor Society stole, AVID Stole, Global Languages Honor Society red cords, Youth in Government red, white and blue cord, top 10% gold honor cords, American Indian and/or Tribal regalia. Students in recognized leadership groups will receive a blue & gold cord.

Hastings Area Learning Place (ALP)

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
		X

Hastings Area Learning Program (ALP) is an alternative opportunity for students to be successful with earning their high school diploma. The ALP offers day, afternoon and evening programming during the school year. Students have a choice to attend in a daily structured program, independent study or a combination of both. Credits are awarded upon successful completion of each class. Students will earn a Hastings High School diploma when all credit requirements are completed. Contact the Hastings ALP at (651) 480-7690 for more information.

Interview of Students by Outside Agencies

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #519 Interview of Students by Outside Agencies

Students may not be interviewed during the school day by persons other than a student's parents/guardians or school district officials, employees, and/or agents, except as provided by law and/or school policy.

Library and Media Center

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Each building has a Library/Media Center which serves as a central resource for print and non-print materials. Students may use the library/media center as scheduled during the school day. Options may be available as scheduled at the middle and high school both before and after school when a supervisor is present.

Lost and Found

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Each building maintains a lost and found. Clearly labeling personal items helps reduce the volume of unclaimed belongings. Please note that items not claimed within a reasonable time will be donated.

Messages to Students

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Office telephones are not for students' personal use. Students will not be called out of class to receive phone messages except in the event of an emergency. Personal cell phone use during the instructional day is prohibited.

Newsletters

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

The district provides a Raider Update on Sunday of each week. District and building newsletters are available on individual building websites.

Nondiscrimination [*]

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

[Policy #102 Equal Educational Opportunity](#)

[Policy #521 Student Disability Nondiscrimination](#)

[Policy #522 Title IX Sex Nondiscrimination](#)

The school district is committed to inclusive education and providing an equal educational opportunity for all students. The school district does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age in its programs and activities.

The district is committed to having a school environment free from all discrimination on the basis of disability, and prohibits disability discrimination on school premises. Disability discrimination generally means the differential treatment of an individual based on an actual or perceived disability in a manner that materially and substantially interferes with (1) the individual's educational opportunities or performance or (2) the individual's ability to participate in school functions or activities or receive school benefits, services, or privileges.

Title IX Information

Hastings Public Schools does not discriminate on the basis of sex in the educational programs and activities it operates and is required by Title IX of the Education Amendments of 1972, and its implementing regulations, not to discriminate in such a manner. The District's obligation not to discriminate in its education programs and activities extends to admission and employment. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or the District's policy and grievance process can discuss them with the Title IX Coordinator.

The contact information for the district's human rights officer/Title IX Coordinator is included below:

**Title IX Coordinator/
District's Human Rights Officer**

Cathy Moen
Director of Human Resources
Hastings Public Schools
1000 West 11th Street Hastings, MN 55033
(651) 480-7002
cmoen@isd200.org

Title IX Coordinator

Andrew Hodges
Director of Teaching and Learning
Hastings Public Schools
1000 West 11th Street, Hastings, MN 55033
(651) 480-7011
ahodges@isd200.org

Notice of Violent Behavior by Students []**

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #529 Staff Notification of Violent Behavior by Students

The school district will notify teachers and appropriate staff before placing students with a history of violent behavior in their classrooms. Before providing this notice, district officials will inform the student's parent or guardian. Parents or guardians have the right to review and challenge their child's records, including any documentation of violent behavior.

Parent/Teacher Conferences

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Parent/Teacher conferences are also included on the district calendar. For more information, contact the building principal. Each student is afforded one conference during the scheduled conference period. Time is not allotted to facilitate multiple conferences for the same student. Parents/guardians with unique circumstances or special concerns are encouraged to communicate directly with the teacher and/or principal to determine the best course of action.

Date	Elementary Schools	Middle School	High School
8/26		Open House 5-7PM	
8/27			Open House 5-7PM
9/2-9/3	Raider, Set, Go!		
10/13	Evening Conferences		
10/14	Evening Conferences	Evening Conferences	Evening Conferences
10/15 (No School)	Morning Conferences	Morning and Afternoon	Morning and Afternoon
2/25	Evening Conferences		
2/26	Evening Conferences	Evening Conferences	Evening Conferences
2/27 (No School)	Morning Conferences	Morning and Afternoon	Morning and Afternoon

Parent Volunteers

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Parents/guardians are welcome in the schools and are encouraged to volunteer in their children's classrooms. To volunteer in the school building or classroom, parents/guardians should contact the classroom teacher. All volunteers are required to sign in and **must provide their driver's license**. For more information, contact the main office of the respective building.

Pets at School

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Pets are not allowed at school. This does not pertain to approved service animals.

Pictures

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

School pictures are taken each fall. Detailed information will be shared through each building.

Pledge of Allegiance [*]

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #531 Pledge of Allegiance

Students will recite the Pledge of Allegiance to the flag of the United States of America. Any person who does not wish to participate in reciting the Pledge of Allegiance for any personal reason may elect not to do so. Students must respect another person's right to make that choice. Students will also receive instruction in the proper etiquette toward, correct display of, and respect for the flag.

Schedules

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Elementary: Students should not arrive at school more than 20 minutes before the scheduled start time or when the first bus arrives, unless arrangements have been made and a staff person has accepted responsibility for their supervision.

Kennedy: 8:50 - 3:25

McAuliffe: 8:50 - 3:25

Pinecrest: 8:00 - 2:35

Check with your school for special instructions after your child enters the building. Prior to school, students may not be playing on the playground or school property. Students are expected to enter the building upon arrival at school.

Each elementary school has a defined academic schedule, which also includes rotation day for speciality classes including; Art, Music, STEM, and Physical Education.

[Middle School Schedule](#)

[High School Schedule](#)

School Activities

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

The school district provides opportunities for students to pursue special interests that contribute to their physical, mental, and emotional health. Formal instruction is the school district's priority.

Students who participate in school-sponsored activities are expected to responsibly represent the school and community. All rules pertaining to student conduct and student discipline apply to school activities.

All spectators at school-sponsored activities are expected to behave appropriately. Students and employees may be subject to discipline. Parents/guardians and other spectators may be subject to sanctions for inappropriate, illegal, or unsportsmanlike behavior at these activities or events.

Elementary:

The elementary activities/athletics program is under the direction of the Community Education Department. Information on athletics and activities will be provided by [Community Education](#). If you have any questions, please contact their office at 651-480-7670.

MS/HS:

The Hastings School District is a member of the Minnesota State High School League (MSHSL). Students who participate in MSHSL activities must abide by the MSHSL rules. The district will enforce all MSHSL rules during the school year and in the summer as applicable.

Employees who conduct MSHSL activities will cover applicable rules, penalties, and opportunities with students and parents/guardians prior to the start of an activity. For more information about the MSHSL rules and student eligibility requirements, contact Trent Hanson, District Activities Director.

[School Logos, Mascot, and School Song](#)

Searches

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

[Policy #502 Search of Student Lockers, Desks, Personal Possessions and Student's Person](#)

In the interest of student safety and to ensure that schools are drug free, district authorities may conduct searches. Students violate school policy when they carry contraband on their person or in their personal possessions or store contraband in desks, lockers, or vehicles parked on school property. "Contraband" means any unauthorized item, the possession of which is prohibited by school district policy and/or law. If a search yields contraband, school officials will seize the item(s) and, when appropriate, give the item(s) to legal officials for ultimate disposition. Students found to be in violation of this policy are subject to discipline in accordance with the school district's "Student Discipline" policy, which may include suspension, exclusion, expulsion, and, when appropriate, the student may be referred to legal officials.

Lockers and Personal Possessions Within a Locker [*]

Under Minnesota law, school lockers are school district property. At no time does the school district relinquish its exclusive control of lockers provided for students' convenience. School officials may inspect the interior of lockers for any reason at any time, without notice, without student consent, and without a search warrant.

Students' personal possessions within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials will provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials.

Desks

School desks are school district property. At no time does the school district relinquish its exclusive control of desks provided for students' convenience. School officials may inspect the interior of desks for any reason at any time, without notice, without student consent, and without a search warrant.

Personal Possessions and Student's Person

The personal possessions of a student and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

Vehicles on Campus []**

Search of the Exterior of a Student's Motor Vehicle

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

Search of the Interior of a Student's Motor Vehicle

The interior of a student's motor vehicle, including the glove and trunk compartments, in a school district location may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to loss of parking privileges and to discipline if the student refuses to open a locked motor vehicle or its compartments under the student's control upon a school official's request.

School Property

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Students are responsible for the proper care and maintenance of all school property issued to them, including—but not limited to—textbooks, library books, technology, and desks. They are also expected to treat all school facilities and equipment with respect. Students will be held accountable for any intentional damage or vandalism to school property, including buildings, playground equipment, and other district-owned items. Payment will be required for lost or damaged items.

Vandalism of any district property is strictly prohibited. Students who engage in vandalism will face disciplinary action and may be referred to law enforcement.

Student Information Access (Campus Portal)

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
	X	X

The Infinite Campus Parent Portal and Student portal provides the opportunity to go online and find information about schedules, academic performance, attendance, transcripts, lockers, and health information per student. Every high school student will be expected to use their Student Portal account. If you used Campus Portal during the previous school year (at HHS or HMS), you do not need to reregister. If a student is unable to recall his/her password, please follow the "forgot password link" on the login page. For parents/guardians to establish a Parent Portal Account, please contact the main office at 651-480-7470.

[Help with logins and passwords](#)

Student Publications and Materials

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Distribution of Non School-Sponsored Materials on School Premises []**

Policy #505, TEMPORARY DISTRIBUTION OF NON-SCHOOL SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES

The school district recognizes that students and employees have the right to express themselves on school property. This protection includes distributing non school-sponsored material, subject to school district regulations and procedures, at a reasonable time and place and in a reasonable manner. For detailed information, see the complete policy.

Policy #512 School-Sponsored Student Publications, Activities and Media

The school district's policy is to protect students' free speech rights while, at the same time, preserving the district's obligation to provide a learning environment that is free of disruption. All school publications are under the supervision of the building principal and/or sponsor. Non school-sponsored publications may not be distributed without prior approval.

The school district may exercise editorial control over the style and content of student expression in school-sponsored media. Student media advisers shall supervise student writers to ensure compliance with the law and school district policies. Students producing school-sponsored media and participating in school activities will be under the supervision of a student media adviser and the school principal. Expression in school-sponsored media or school-sponsored activity is prohibited when the material:

1. is obscene to minors;
2. is defamatory;
3. is profane, harassing, threatening, or intimidating;
4. constitutes an unwarranted invasion of privacy;
5. violates federal or state law;
6. causes a material and substantial disruption of school activities;
7. is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031;
8. advertises or promotes any product or service not permitted for minors by law;

9. expresses or advocates sexual, racial, or religious harassment or violence or prejudice;
or
10. is distributed or displayed in violation of time, place, and manner regulations.

Expression in school-sponsored media or school-sponsored activity is subject to school district editorial control over the style and content when the school district's actions are reasonably related to legitimate pedagogical concerns. School-sponsored media may be distributed at reasonable times and locations.

Student Records [*]

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #515 Protection and Privacy of Student Records (FERPA)

Student records are classified as public, private, or confidential. State and federal laws protect student records from unauthorized inspection or use and provide parents/guardians and eligible students with certain rights. For the purposes of student records, an "eligible" student is one who is 18 or older or who is enrolled in an institution of post-secondary education.

Student Surveys [*]

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #520 Student Surveys

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. For complete information on the rights of parents/guardians and eligible students about conducting surveys, collection, and use of information for marketing purposes, and certain physical examinations, see the student survey policy included above. The district also has a common practice of posting surveys on the district [website](#) under Teaching and Learning.

Transportation of Public School Students

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #709 Student Transportation Safety

The school district will provide transportation, at the expense of the school district, for all resident students who live two miles or more from the school. Transportation will be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break, except in certain circumstances. The school district will not provide transportation for students whose transportation privileges have been revoked or have been voluntarily surrendered by the students' parents or guardians.

Extracurricular Transportation

The school district may provide transportation for students to and from extracurricular activities. To the extent the school district provides extracurricular transportation, the district may charge a fee for transportation of students to and from extracurricular activities and optional field trips at locations other than school.

Video and Audio Recording

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

School Buses

All school buses used by the school district may be equipped for the placement and operation of a video camera. The school district will post a notice in a conspicuous location informing students that their conversations or actions may be recorded. The school district may use a video recording of the actions of student passengers as evidence in any disciplinary action arising from the students' misconduct on the bus.

Places Other Than Buses

The school district buildings and grounds may be equipped with video cameras. Video surveillance may occur in any school district building or on any school district property.

Visitors in District Buildings

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Visitor Procedures

All visitors to District facilities must check in at the main office with a valid ID, state their purpose, and wear a visible visitor badge at all times. Classroom observations by parents are limited to two scheduled visits per year, with exceptions made at the principal's discretion. Parents must communicate with their children through the office and are not permitted to go directly to classrooms. Inappropriate conduct or failure to follow procedures may result in removal, denial of future visits, or law enforcement involvement. Post-secondary students may remain on-site and use school resources as allowed. All visitors must follow conduct rules, including being respectful, avoiding disruptions, and parking in designated areas. Visits may be denied or revoked if deemed not in the best interest of students, staff, or school safety.

PART II — ACADEMICS**Academic Lettering**

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
		X

Academic lettering will be based on yearly GPA. Students earn their letters in the ninth, tenth, eleventh and first semester of their senior year. Students have to obtain a 3.75 GPA on a 4.0 grade scale. Student recognition of an academic award happens in the fall of the year. Students must attend Hastings High School for at least a full semester in order to qualify for an academic letter during that year.

Advanced Placement

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
		X

Advanced Placement is a testing program that enables students to gain college credit while enrolled in

high school. Advanced Placement Exams take place during the month of May and are open to qualified students in grades 10, 11, and 12. There is a cost to the student for taking the examination. Please see your counselor if you have questions.

Alternative Educational Opportunities/Special Services

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Some students may be at risk of not continuing or completing their educational programs. The school district provides alternative learning options for students at risk of not succeeding in school. Alternative educational opportunities may include special tutoring, modified curriculum and instruction, instruction through electronic media, special education services, homebound instruction, and enrollment in an alternative learning center, among others. Students and parents/guardians with questions about alternative programs should contact the building principal or the director of special services.

If your child is evaluated to determine eligibility for special education, the Hastings School District will share your child's name and date of birth with the Minnesota Department of Human Services (DHS) for the sole purpose of determining if he/she is covered by Medical Assistance or Minnesota Care. School districts are required to apply for Medical Assistance or Minnesota Care for certain special education services. Any further action will only occur after your informed written consent. If you do not want the school district to share your child's name and date of birth with DHS, you need to let us know in writing at least one week before we begin the evaluation. Send your request to: Casey Likes, Special Services, 1000 West 11th Street, Hastings, MN 55033. If you have questions, please call Casey Likes at 651-480-7017 or [email](#).

Hastings Public Schools ensures free education for all students, providing protections under Section 504 for those with disabilities. Schools must offer reasonable accommodations through a Section 504 Plan. The law prohibits discrimination based on disabilities and covers a wide range of impairments affecting major life activities. Examples include physical and mental conditions like epilepsy, allergies, learning disabilities, and major life activities such as thinking, reading, and caring for oneself.

The District 504 Coordinator for the Hastings School District is Jill Petersen, 651-480-7008.

Audit Policy (Course)

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
		X

To audit a course means to enroll officially in a Hastings High School course for no credit. Credit will not be granted towards graduation even though students are expected to complete all the requirements for the class. **Purpose:** Allowing students to audit courses enables them to enroll in a senior high course for the sole purpose of exploring an area of interest without concern for the course grade and how it will affect their grade point average. In other words, auditing a class can provide an enriching and challenging experience without the threat of its impact on a student's grade point average. **Procedure:** 1. A student may elect to take one (1) course for audit above the minimum required course load. The minimum course load is 12 semester credits for 9th and 10th grade; 10 semester credits for 11th and 12th grade. 2. A student who audits a class must do everything required of students who take the same course for credit. Failure to do so could result in a recommendation from the instructor and counselor to drop the student from the course. 3. Auditing is only allowed based on space and with the consent of the instructor. Students registering to take a

course for credit will have priority over students wishing to audit a course. 4. A student who is taking a course for credit may not change his/her status to an audit after the course starts. An audit must be declared before the first class meeting. Special circumstances may allow a student to elect to go to a credit status from an audit status after the course is in progress. Such a request must be made before mid-semester of each course. Any request of this type requires a recommendation by the instructor and counselor. 6. Audit forms are available in the counseling office.

AVID

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
	X	X

District Information

High School

Change of Schedule

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
		X

Students may not change elective classes on their schedules. Students may not rearrange classes within their schedules. Students may not request specific teachers or class periods. This policy has been advertised to both students and parents/guardians throughout the year. Parents/guardians are encouraged to participate in the registration process and asked to sign the registration confirmation sheet. This policy is in place because teaching positions are based on registration. Once students register, course sections are created and staffing positions are determined. If we allow students to change their minds about course selection, not only does it undermine the integrity of the registration process, but also more importantly, class sizes become very imbalanced. Very limited exceptions may apply. Please contact your counselor directly with questions or concerns. In addition to the policy, it is the students' responsibility to make sure the schedule change does not affect graduation requirements or NCAA eligibility. Schedule changes may affect college admissions decisions for 12th grade students. Before changing a schedule, it is the students' responsibility to check with the admissions office of any college to which they have applied or been accepted to see if the change will affect admission standing.

Withdrawal/Level Change Policy: Students may withdraw from a class or make a level change only with the recommendation of the counselor and permission of the parents/guardians. This change must be completed by the 3rd Friday of the semester.

Class Rank/Academic Standing

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
		X

Class rank is computed at the end of each semester and is based on cumulative grade point average. Class rank statistics are printed on semester report cards.

Graduation Ceremony Honors:

- "Graduate with Highest Honors" for an earned cumulative grade point average of 4.0
- "Graduate with High Honors" for an earned cumulative grade point average of 3.935-3.99
- "Graduate with Honors" for an earned cumulative grade point average of 3.867-3.934

Students in the top 10% of the class will be recognized.

*In order to receive these honors, a student must complete all requirements for graduation by the last official day of attendance for the senior class and be a full-time student for one semester.

Course Load

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
		X

The minimum course load for freshmen & sophomores = 12 semester credits per year. The minimum load for juniors & seniors = 10 semester credits per year. Study halls and/or audit courses do not count as credit bearing courses.

Curriculum

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

[Policy #601 School District Curriculum and Instruction Goals](#)

[Policy #603 Curriculum Development](#)

Our continual goal in District 200 is to provide a relevant and robust curriculum which incorporates all MN state standards. Additional information can be found on our [Teaching and Learning Department Webpage](#).

Minnesota Academic Standards

All students must satisfactorily complete the following required Minnesota Graduation Standards:

Minnesota Academic Standards, English Language Arts K-12
Minnesota Academic Standards, Mathematics K-12
Minnesota Academic Standards, Science K-12
Minnesota Academic Standards, Social Studies K-12
Minnesota Academic Standards, Physical Education K-12
Minnesota Academic Standards or Local Standards, Arts K-12

Building Level Curriculum/Courses

Middle School:

5th Grade

Language Arts
Math
Social Studies
Science
Art
Digital Citizenship
Middle School Success
Health
Phy Ed (EOD)

6th Grade

Language Arts
Communications
Math
Social Studies
Earth Science
STEM Tech
Phy Ed (EOD)

7th Grade

Language Arts
Math
American History
Life Science
Art
Computer Science
Phy Ed (EOD)

8th Grade

Language Arts
Math
World Geography
Physical Science
Gateway to Tech
FACS
Phy Ed (EOD)

*Band, Chorus, or Orchestra - These courses are electives. All other courses are required.
EOD= Every other day course

HS Registration/Course Information

Early Graduation

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
		X

Policy #613 Graduation Requirements

Students may be considered for early graduation after meeting the conditions provided in school district policy.

One Semester Early Graduation: Students who will complete their graduation requirements by the end of the first semester of the senior year and who wish to be considered for early graduation must contact their counselor no later than March 1 of their junior year. If the request is approved for further consideration by the counselor, the student's parents will be asked to put the request in writing to the school principal. The letter should outline the reason(s) early graduation is being requested. The principal and counselor will make a final determination on the request and notify the student and the parent.

Full Year Early Graduation: Students who would like to be considered for a full year early graduation must make an application with the counselor no later than March 1 of their sophomore year. At the time of application the student must present a letter from his/her parents (guardians) requesting early graduation and outlining the reasons for the request. A student-parent-counselor-principal conference will be held to discuss the request. Final approval/disapproval will be made by the building principal. The following criteria must be met before approval will be granted:

1. The procedure outlined above must be followed.
2. The student and parent must present a valid reason for early graduation as approved by the school.
3. Only credits earned at Hastings High School or those approved for transfer from another high school are recognized for early graduation.
4. The student must maintain an overall grade point average of 2.67 (B-) or higher at the end of the sophomore year and at the end of the first semester of the junior year.

Extended School Year Opportunities

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

The school district provides extended school year opportunities to a student who is the subject of an Individualized Education Program (IEP) if the student's IEP team determines the services are necessary during a break in instruction in order to provide a free and appropriate public education. For more information on extended school year opportunities for students with an IEP, contact the director of special services.

Additional academic summer opportunities will be communicated in the spring of each school year.

Field Trips

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Field trips may be offered to supplement student learning in which students voluntarily participate and, if so, students who participate may be charged. Students will not be required to pay for instructional trips that take place during the school day, relate directly to a course of study, and require student participation. Permission must be obtained prior to attending field trips.

Final Exam Policy

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
		X

The last two days of each semester will be devoted to taking final tests. Students will have a final exam in each class at the end of first and second semester. During final exams, classes are extended to give students adequate time to complete the final. Students are expected to be in attendance at school for exams. Students are not allowed to take finals early. Students are not allowed to leave school and come back during final exams. Students must clear any outstanding obligations (fee and fines, parking fines, missing textbooks, library books, athletic clothing or equipment, cafeteria fines, etc.). The final exam schedule is posted on our website and on our calendar pages.

Grades/Report Cards

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Open, clear and timely communication is essential to an effective school. Our goal is to provide you with relevant information and the opportunity to be a collaborative partner in the individual educational design of curriculum and activities. Staff will provide parents with information concerning your student's progress each semester. Conferences will be held during the months of October and March. Details will be provided in building newsletters.

Grading/Credit

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
		X

Hastings High School uses a 4.0 unweighted grading system. The grade point average (GPA) for each student is calculated each semester by dividing the honor points earned by the number of credits.

All courses at the high school grant credit on a semester basis. Mid-semester grades represent only a "progress report" as to how well the student is doing. The semester grade represents the teacher's evaluation of the student for the entire semester.

Any high school credit earned prior to high school will be recorded on the high school transcript. This means the following courses taken at the middle school will be on the student's high school transcript: Honors Geometry and Honors Algebra 2.

Scale

Letter grades are determined in each class as follows, unless agreed upon by the teacher and administration.

- A: 93-100%
- A-: 90-92%
- B+: 87-89%
- B: 83-86%

- B-: 80-82%
- C+: 77-79%
- C: 73-76%
- C-: 70-72%
- D+: 67-69%
- D: 63-66%
- D-: 60-62%
- F: 0-59%

Graduation Requirements [*]

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
		X

Policy #613 Graduation Requirements

Students must meet all course credit requirements and graduation standards, as established by the state and the school board, in order to graduate from Hastings High School.

Course Credits Required for Graduation

To receive a diploma, students must successfully complete at least 44 credits and comply with the following high school level course requirements:

High School Level Courses Required for Graduation		
Subject Area	Credits	Explanation
Language Arts	8	Must be sufficient to satisfy all academic standards in the English language arts.
Mathematics	6	Must be sufficient to satisfy all of the academic standards in mathematics
Science	6	Must include two credits to satisfy all the earth and space science standards for grades 9 through 12, two credits to satisfy all the life science standards for grades 9 through 12, and two credits to satisfy all the chemistry or physics standards for grades 9 through 12
Social Studies	8	Must encompass at least United States history, geography, government and citizenship in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies
Arts	2	Must be sufficient to satisfy all of the academic standards in the arts

Health	2	Must be sufficient to satisfy all of the academic standards in health
Physical Education	1	Must be sufficient to satisfy the state standards in physical education
Elective Courses	11 (minimum)	

Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12.

School District Required and Elective Standards

All students must satisfactorily complete the following school district required and elective standards:

- Health (K-12);
- School District Standards, Career and Technical Education (K-12); and
- School District Standards, World Languages (K-12).

Homework/make-up work

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Homework assignments are made by individual teachers with the amount of homework varying by level, teacher and subject area. At the elementary level, nightly reading is an expectation at all grade levels. The school district asks parents/guardians to encourage their child(ren) to complete homework thoroughly and promptly.

Elementary Make-up work

It is a reality that students may need to miss school for a variety of reasons. The following information is provided so you will know how to assist your child in getting make up work or when you know they will be absent in the future.

Vacation Make-up: Please contact your child's classroom teacher at least a week in advance if you are planning a vacation.

Requests for Homework: Requests for homework should be made before 8:00 am and picked up at the end of the school day.

MS Make-up work

The student is responsible for make-up work and completing the work assigned by accessing Schoology and connecting with their teachers. Generally, students are allowed two days to make up the work for every day absent.

HS Make-up work

Make-up work is the responsibility of the student. Students who have been excused from absence are allowed two days to make up work they have missed. In the case of a prolonged illness or absence, students can have up to one week or teachers may extend this at their discretion. Any long-term assignment or assessment, which the student had been aware of prior to the absence, will be due on the date of return to class. In many instances, teachers may expect students to spend appropriate amounts of time after school in order to make up for work that was missed. During an extended illness, students or parents should email his/her teachers to stay connected with course work and missing work. If the student's absence is unexcused the student forfeits the work missed and will get a zero; other

disciplinary action may be taken as well.

Honor Roll

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
		X

The honor roll is calculated at the end of each semester. Those students whose average nine week grade is "B" or higher will be on the honor roll. The following point system is used to average grades.

A = 4.00 pts	B- = 2.67 pts	D+ = 1.33 pts	NC = 0.00 pts.
A- = 3.67 pts	C+ = 2.33 pts	D = 1.00 pts	
B+ = 3.33 pts	C = 2.00 pts	D- = 0.67 pts	
B = 3.00 pts	C- = 1.67 pts	F = 0.00 pts	

Grade points divided by the number of credits taken must equal at least 2.83 in order for a student to be listed on the "B" honor roll and 3.50 in order to be listed on the "A" honor roll. Grade point averages are printed on semester report cards.

Academic Effort and Attitude Honor Roll is a new honor roll developed to recognize student improvement. This two-tier honor roll: "Blue" = students improved their overall GPA in all classes between one-half and one-full letter grade and "Gold" = students improved their overall GPA in all classes by at least one-full letter grade. Students must be full-time HHS students in order to be calculated into the Academic Effort and Attitude Honor Roll.

Top Ten Eligibility

In order for a student to be considered for the Top Ten recognition, they must earn at least the minimum of credits required each year (in addition to qualifying based on GPA).

Freshman qualify by earning at least 6 credits each semester, at the beginning of the sophomore year, a student must have 12 credits & must earn at least 12 credits during their sophomore year. At the beginning of the junior year, a student must have at least 24 credits and must earn at least 10 credits during their junior year. Senior year, a student must have at least 34 credits and must earn at least 10 credits their senior year. A student may earn a Hastings High School diploma by transferring courses from accredited correspondence schools, but cannot be considered for top ten honors if they have not been attending HHS full-time. (Students enrolled in DCTC or PSEO are considered to be regular full-time students) Previous adopted policies included with home school guidelines also state: a student earning more than 12 credits in a non-accredited school cannot be included in class rank upon entering HHS. A student must be enrolled in HHS for a minimum of 1 semester of their senior year in order to participate in the graduation ceremony. Modification: students transferring in credits from accredited correspondence or other schools may be considered for a HHS diploma even if they are not currently attending HHS. They must meet all requirements for graduation and will not be included in rank or eligible for academic honors.

Incomplete Grades

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
		X

Incompletes will not be given without permission of the grade-level principal. Students receiving incompletes have 2 weeks from the end of the grading period to complete work, except when the teacher specifies more or less time.

Independent Study

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
		X

Independent study opportunities are available to students who desire to study coursework which is not offered in the regular curriculum. These opportunities are open only to those students who have shown an ability to carry out work independently. Students considering independent study are responsible for securing the voluntary cooperation of a faculty member to work with them. Please see your counselor for information about the independent study program.

National Honor Society

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
		X

HHS has maintained its commitment to the nationally recognized high school program. NHS seeks to recognize students for their leadership, character, service, and scholarship. Visit <https://www.nhs.us/> to find out more information or click on the link title below to find out about the HHS NHS program.

Hastings Honor Society

Parent Right to Know [*]

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

If a parent requests it, the school district will provide information regarding the professional qualifications of his/her child's classroom teachers, including, at a minimum, the following:

1. whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher is teaching under emergency or other provisional licensing status through which state qualification or licensing criteria have been waived;
3. the baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree;
4. whether the student is provided services by paraprofessionals and, if so, their qualifications.

In addition, the school district will provide parents with information as to the level of achievement of their child in each of the state academic assessments. The school district will provide notice to parents if their child has been assigned to, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.

Postsecondary Enrollment Options

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
		X

Ninth, tenth, eleventh, and twelfth grade students may apply to enroll in Postsecondary Enrollment Options (PSEO) and other advanced enrichment programs. Up-to-date information about the PSEO

program will be published on the district’s website and in materials that are distributed to parents and students by the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year.

Qualifying credits granted to a student through a PSEO course or program that meets or exceeds a graduation standard or requirement will be counted toward the graduation and credit requirements of the state academic standards. Interested students must fill out an application form and submit it to the counseling office by October 30 or May 30 to indicate the pupil’s intent to enroll in postsecondary courses during the following academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30. The application form must be signed by the student and his/her parent or guardian. Students wishing to take a PSEO course should contact the counseling office.

Additional information regarding PSEO is available on the Minnesota Department of Education’s Postsecondary Enrollment Options (PSEO) webpage.

Promotion and Retention

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #513 Student Retention, Promotion and Program Design

All students are expected to achieve an acceptable level of proficiency. Students who achieve at an acceptable level will be promoted to the next grade level at the completion of the school year. Retention of a student may be considered when professional staff and parents/guardians feel that it is in the best interest of the student. The superintendent’s decision will be final. The district has a variety of services to help students succeed in school. For more information, contact the building principal.

Special Education

Support Services

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Many students may benefit from additional academic support services throughout their educational journey. Through MTSS, there are a number of various options available, including: ADSIS, Title One, English Learner, Gifted and Talented, Tutoring and others. Contact your student’s teacher/building administrator for additional information.

Summer School

Testing

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Participating in statewide assessments helps families see a snapshot of their student’s learning so they can advocate for their success in school. The Hastings Testing Calendar is available [here](#).

High school students can use MCA results:

- For course placement at a Minnesota State College or university. If students receive a college-ready score, they may not need to take a remedial noncredit course for that subject.
- For Postsecondary Enrollment Options (PSEO) and College in the Schools programs.

English learners who take the ACCESS or Alternate ACCESS and meet certain requirements have the opportunity to exit from English learner programs. Statewide assessments also provide information to our schools and district about how all students are engaging with the content they learn in school.

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please complete the Opt Out Form which is available as appendix A in this handbook and is also available on our website as included below.

Students with an individualized education program, Section 504 accommodation plan, or limited English proficiency needs may be eligible for testing accommodations, modifications, and/or exemption. For additional information, contact the building principal and/or the director of teaching and learning.

Contact your student’s school to learn more about locally required assessments. learn more about the statewide required assessments by visiting the [MN Department of Education Statewide Testing webpage](#)

[Opt out form](#)

PART III — RULES AND DISCIPLINE

Attendance (**)

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

[Policy #503 Attendance](#)

Enrollment at **Kennedy, Pinecrest, and McAuliffe** is based on [attendance areas](#). The home address of the child determines which elementary school he/she will attend.

Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students and establishes regular habits of dependability important to the future of the student. We strongly encourage families to schedule appointments and vacations when school is not in session.

[The following is included to indicate excused and unexcused absences:](#)

Excused absences include:	Unexcused Absences Include:
• Illness • Serious illness in the student’s immediate family • Death or bereavement of a student’s immediate family member, relative or close friend • Medical, dental, or mental health appointments • Religious holidays	• Any absence by a student, which was not approved by the parent/legal guardian and / or the school district • Work at home • Work at a business, except under a school-sponsored work release program • Any other absence not included under the attendance procedures set out by the district

• Court appearances occasioned by family or personal action • Religious instruction not to exceed three hours in any week • Physical emergency conditions such as a fire, flood, storm, etc. • Official school field trip or other school-sponsored outing • Removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work. • Family emergencies • Active duty in any military branch of the United States • Pre-arranged and approved family vacations • College Visits • A student's condition that requires ongoing treatment for a mental health diagnosis • Any absences for which the student has been excused in writing by an administrator	
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Tardiness: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness. Students who participate in after school activities or athletics must be present for at least 50% of their scheduled school day in order to be eligible to participate on that given day. Additional information is included in the full policy.

Building Attendance Contact Information:

Kennedy Elementary Attendance: 651-480-7220	McAuliffe Elementary Attendance: 651-480-7391	Pinecrest Elementary Attendance: 651-480-7281
Hastings Middle School Attendance: 651-480-7061 / 651-480-7062	Hastings High School Attendance: 651-480-7485 (passes to leave school), 651-480-7477 (late or absent)	Hastings ALC Phone: 651-480-7690

For specific information regarding your child's attendance, please contact their school directly.

Behavior Practices and Discipline [*]

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #506, Student Discipline

The general policy of the Hastings School District is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. Hastings Public Schools works to ensure developmentally appropriate, age appropriate, and context appropriate interventions/consequences are applied as uniformly as possible. While the specific form

of discipline chosen in a particular case is solely within the discretion of the school district, the district has developed an Administrative Procedure-Continuum of Responses which establishes a range of intervention and consequence options commensurate with a violation of the Student Code of Conduct.

At a minimum, violation of school district rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. Administrators will use the Continuum of Response, in addition to the context and circumstances of a situation as a starting point in determining an appropriate intervention and/or consequence. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to the interventions and consequences listed in this document.

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the IEP or 504 plan specifies a necessary modification, or due to conditions/provisions consistent with federal law. Specifics can be found in district policy 506.

The Hastings Middle School is a proud participant in PBIS. The [Raider Way](#) guides our middle school students in expected behavior and protocols.

Bullying Prohibition [*]

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #514 Bullying Prohibition

The school district is committed to providing a safe and respectful learning environment for all students. Acts of bullying, in any form, by either an individual student or a group of students, are prohibited on school district property, at school-related functions or activities, on school transportation, and by misuse of technology. Bullying means repeated acts (verbal and non-verbal expressions and behaviors, including written statements and electronic transmissions and or cyber bullying that are coercive and intimidating and inhibit a positive and supportive learning environment.

The definition of bullying included in the district policy is as follows:

"Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

To report bullying, please use the [official form](#).

Bus Behavior Guidelines []**

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #709 Student Transportation Safety

Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students. The school district will not provide transportation for students whose transportation privileges have been revoked.

The school district is committed to transporting students in a safe and orderly manner. To accomplish this, student riders are expected to follow school district rules for waiting at a school bus stop and for riding on a school bus.

While waiting for the bus or after being dropped off at a school bus stop, all students must comply with the following rules:

- Get to the bus stop five minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- Respect the property of others while waiting at the bus stop.
- Keep your arms, legs, and belongings to yourself.
- Use appropriate language.
- Stay away from the street, road, or highway when waiting for the bus.
- Wait until the bus stops before approaching the bus.
- After getting off the bus, move away from the bus.
- If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- No fighting, harassment, intimidation, or horseplay.
- No use of alcohol, tobacco, or drugs.

While riding a school bus, all riders must comply with the following rules:

- Follow the driver's directions at all times.
- Remain seated facing forward while the bus is in motion.
- Talk quietly and use appropriate language.
- Keep all parts of your body inside the bus.
- Keep arms, legs, and belongings to yourself and out of the aisle.
- No fighting, harassment, intimidation, or horseplay.
- Do not throw any object.
- No eating, drinking, or use of alcohol, tobacco, or drugs.
- Do not bring any weapons or dangerous objects on the school bus.
- Do not damage the school bus.

Consequences for school bus/bus stop misconduct will be imposed by the school district under administrative discipline procedures. All school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

Cell Phones and Other Electronic Communication Devices

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #524 Internet Acceptable Use and Safety

Policy #524.1 Cell Phones and Electronic Devices

Policy #502 Search of Student Lockers, Desks, Personal Possessions and Student's Person

Policy #506 Student Discipline

District-Wide Device Restrictions

These rules apply across all buildings, regardless of individual school guidelines:

- **Prohibited Conduct:**
Students are strictly prohibited from using cell phones or electronic devices for any activities that violate school district policies.
- **Locker Rooms and Bathrooms:**
Devices with photo or video capabilities are *never* permitted in locker rooms or bathrooms. If such devices are found in these areas, they will be confiscated and searched according to district policies and applicable laws.
- **Lockdowns and Fire Drills:**
Cell phone use during lockdowns and fire drills is strictly prohibited to ensure safety and minimize distractions.
- **Unauthorized Recording:**
Recording or photographing others without their consent in any school setting, including on the bus, is strictly forbidden. Students who engage in unauthorized recording will face disciplinary action.

The school district is not responsible for lost or stolen cell phones or any other electronic devices, its programs or its contents.

Search of Student Devices:

Student cell phones and personal electronic devices may be searched by school officials when there is reasonable suspicion that the search will reveal evidence of a violation of school rules or the law. This includes, but is not limited to, cases involving unauthorized use in restricted areas (such as locker rooms or bathrooms), inappropriate recordings, or other conduct prohibited under district policy.

Cell Phone Guidelines by Building:

- **Elementary Schools:** Cell phones are not allowed during the school day. Smart watches, including all wearable electronic devices capable of sending/receiving messages and phone calls, or accessing the internet are prohibited for use in this capacity during the school day.
- **Middle School:** Cell phone use is not allowed during the school day. Students must keep cell phones in lockers or in the main office. Cell phone use is allowed before and after school. Smart watches, including all wearable electronic devices capable of sending/receiving messages and phone calls, or accessing the internet are prohibited for use in this capacity during the school day.
- **High School:** Students are encouraged not to bring cell phones or other electronic devices including smart watches, and earbuds/air pods to school. Cell phone use is not allowed in classrooms/instructional spaces, including the media center.

If students choose to bring a cell phone/device to school the expectations are as follows: **Cell phones, electronic devices (including smart watches) and earbuds/air pods will be silent and remain in student backpacks/lockers during instructional time.**

- Students who need to be in contact with their family during the academic day are to ask permission to use one of our school phones.
- Parents are welcome and encouraged to contact our student office (7484) or attendance line (7477) if there is a message that needs to be relayed.
- **Cell Phone use is allowed between classes and during lunch only.**
- Students assume the risk of damage, theft, or loss when choosing to bring a phone or electronic device to school.
- Cell phone use of any kind is not permitted in locker rooms or bathrooms.
- Phone usage during lockdown and fire drills is prohibited.

- Using a cell phone to record or take photos of staff members or other students is not allowed without permission.
- Recording or taking photos of classmates with the intent to bully or harass is not permitted. Students in violation are subject to the district's Bullying and Harassment Policies.
- Using social media, apps, or any other function of a cell phone/device to spread rumors, bully, make fun of, exclude, or create a disruption in school or outside of school is not permitted.
- Sharing or asking classmates for inappropriate content is not permitted.

Cheating and Plagiarism

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #506 Student Discipline

Cheating and plagiarism are prohibited.

Plagiarism

Plagiarism is to take and use as one's own thoughts, writings, etc., of another; take and use (a passage, plot, etc.) from the work of another writer and represent it as one's own. Examples of plagiarism are writing facts, quotations, or opinions that you got from someone else or from books, articles, movies, television, tapes, speeches or the internet without identifying your source.

Here are suggested methods to avoid plagiarism:

- When in doubt, always give credit for a fact, quotation, or opinion taken from a book or other source. This is true even when you use your own wording.
- When you use a writer's wording, even a phrase, always put quotation marks around the writer's exact words.
- Write with your books closed. Do not write with a book or magazine open next to you. Do not go back and forth taking ideas from a source and writing your paper.
- Do not let your sources take over the essay. Tell what you know well in your own style, stressing what you find most important.
- Never use someone else's work, in whole or in part, as your own.
- Never let someone else use your work.

Cheating

During any exam or assessment, a student has an ethical responsibility to do their own work and not gain improper information or assistance from other students or resources.

The following procedures will be followed for Academic Dishonesty:

- Teacher will notify administration through the referral process and the teacher will contact the student and parent regarding the incident.
- In order to determine mastery of content, the student will need to arrange a time with the teacher outside of the school day to redo the assignment or do an alternative assignment.
- Repeated infractions by the same student may result in additional consequences.

HS: **Academic Dishonesty**

Chemical Use/Abuse

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #417 Chemical Use and Abuse**Policy #418 Drug Free Workplace Drug Free School****Policy #502 Search of Student Lockers, Desks, Personal Possessions and Student's Person****Policy #506 Student Discipline**

Hastings Public Schools are a chemical free environment. Possession, use or distribution of illicit drugs, drug paraphernalia, and or alcohol, is prohibited at school or in any other school location or during school sponsored events before, during or after school hours. The school district will discipline or take appropriate action against anyone who violates these policies.

Discipline**Dress and Appearance**

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #504 Student Dress and Appearance

Students are encouraged to dress appropriately for school activities. Procedures for implementing this standard shall be applied in a non-discriminatory fashion.

Appropriate clothing includes, but is not limited to, the following:

- Clothing that does not create a health or safety hazard.
- Clothing appropriate for the activity (i.e., physical education, outdoor activities).

Inappropriate clothing includes, but is not limited to the following:

- Clothing that is unacceptable in the standard of dress expected in a school environment.
- Clothing bearing a message that is lewd, vulgar, or obscene.
- Apparel promoting products or activities that are illegal for use by minors.
- Objectionable emblems, badges, symbols, signs words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation or approves advances or provokes any form of religious, racial or sexual harassment and/or violence against other individuals.
- Any apparel or footwear that would damage school property.
- Flip flops are not allowed on the playground or in physical education classes.
- "Heelys" with or without the wheels are not to be worn at school.

If the administration believes a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities or poses a threat to the health or safety of the student or others, the student will be directed to make modifications.

Harassment and Violence Prohibition [*]

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #413 Harassment and Violence**Policy #506 Student Discipline**

The school district strives to maintain a learning and working environment free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, gender identity, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

Hazing Prohibition [*]

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #526 Hazing Prohibition

Policy #506 Student Discipline

Hazing is prohibited. No student will plan, direct, encourage, aid, or engage in hazing. Students who violate this rule will be subject to disciplinary action pursuant to the school district's "Student Discipline" policy.

Investigations

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Students are required to participate and answer questions on investigative matters regarding student conduct that involves a violation of the student code of conduct in accordance with [Minn. Stat. §13.04](#)

When allegations of violations of school rules, School Behavior Guidelines or School District Policy or Procedures have been brought to the administration's attention, the School or School District will conduct an investigation to find out the facts regarding the allegations and determine what action, if any, the school and/or school district will take. An individual asked to supply private or confidential data concerning the individual shall be informed of: (a) the purpose and intended use of the requested data within the collecting government entity; (b) whether the individual may refuse or is legally required to supply the requested data; (c) any known consequence arising from supplying or refusing to supply private or confidential data; and (d) the identity of other persons or entities authorized by state or federal law to receive the data. This requirement shall not apply when an individual is asked to supply investigative data, pursuant to section 13.82, subdivision 7, to a law enforcement officer.

Any information that is provided will be used to determine the facts and the subsequent action the School and/or School District will take. The information that is provided may also be shared with other School and/or School District officials, the School District's attorney, and may also be shared with law enforcement or other responsible agencies.

Parking on School District Property

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
		X

Policy #502 Search of Student Lockers, Desks, Personal Possessions and Student's Person **Students**

The school district allows limited use and parking of motor vehicles by students in school district locations subject to the following rules:

- Parking a motor vehicle on school property during the school day is a privilege;
- Parking is permitted in designated areas only, by permit.
- Students are not permitted to use motor vehicles during the school day in any school district locations unless an emergency occurs and/or permission has been granted to the student by school administration.
- Unauthorized vehicles parked on school district property may be towed at the expense of the owner or operator.

The school district may conduct routine patrols of school district properties and inspections of the exteriors of the motor vehicles of students. Interiors of students' vehicles in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. If a search yields contraband, school officials may seize the item and may turn it over to legal authorities when appropriate. A student who violates this policy may be subject to withdrawal of parking privileges and/or discipline according to the school district's "Student Discipline" policy.

Technology and Internet Acceptable Use

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #524 Internet Acceptable Use and Safety

Policy #506 Student Discipline

All school district students have conditional access to the school district's computer system, including Internet access, for limited educational purposes, including use of the system for classroom activities, educational research, and professional and career development. Use of the school district's system is a privilege, not a right. Unacceptable use of the school district's computer system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including, but not limited to, suspension, expulsion, or exclusion; or civil or criminal liability under other applicable laws.

Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:

1. identify each curriculum, testing, or assessment technology provider with access to educational data;
2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.

Students will receive a copy of the school district's "Internet, Technology, and Cell Phone Acceptable Use" policy and are expected to understand and agree to abide by the policy as a condition of use of the school district's computer system. **All students who wish to use the school district's computer system must sign the Internet Use Agreement form.**

Hastings Public Schools is proud to provide devices for our students. Families have the option to purchase a Student Device Protection Plan, which is available [here](#).

Tobacco-Free Schools; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices; Vaping Awareness and Prevention Instruction []**

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	

Policy #419 Tobacco Free Environment

School district students and staff have the right to learn and work in an environment that is tobacco free. School policy is violated by any individual's use of tobacco, tobacco-related devices, or carrying or using activated electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Students may not possess any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school, on school grounds, in any school-owned vehicles, or at any school events or activities. Any student who violates this policy is subject to school district discipline.

Toys, Dangerous and Nuisance Articles at School

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Please help us monitor the types of games and trinkets that your child brings to school. Items that do not directly relate to the child's educational needs should be left at home. The reasons for this are numerous:

- They act as a source of distraction for the child who brought the item and those around him/her.
- Many items are expensive and if lost or broken act as a source of distress for the child.

Dangerous and Nuisance Articles

Students are not to bring to school any articles which may be dangerous or which may be classified as nuisance articles. This includes such things as chains, squirt guns, rubber bands, pins; "stink" bombs, "poppers," etc. Such articles will be confiscated and disciplinary action will result.

Vandalism

Weapons Prohibition

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #501 Weapons Prohibition

No person will possess, use, or distribute a weapon when in a school location except as provided in school district policy. A "weapon" means any object, device, or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon. A weapon also includes look-alike weapons.

Appropriate discipline and action will be taken against any person who violates this policy. The school district does not allow the possession, use, or distribution of weapons by students. Discipline of students will include, at a minimum: immediate out-of-school suspension; confiscation of the weapon; immediate notification of police; parent or guardian notification; and recommendation to the superintendent of dismissal for a period of time not to exceed one year. The building principal shall, as soon as practicable, refer to the criminal justice or juvenile delinquency system, as appropriate, a student who brings a firearm to school unlawfully. A student who brings a firearm to school will be expelled for at least one year, subject to school district discretion on a case-by-case basis.

PART IV — HEALTH AND SAFETY/NOTIFICATIONS

Accidents

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

All student injuries that occur at school, at school-sponsored activities, or on school transportation should be reported to the respected office. Parents/guardians of an injured student will be notified as soon as possible. If the student requires immediate medical attention, the principal or other district leader will call 911 or seek emergency medical treatment and then contact the parent(s).

Asbestos Management Plan [*]

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Hastings Public Schools would like to inform all parents, staff, and community members that ISD #200 has a complete and updated Asbestos Management Plan dealing with asbestos containing building materials (ACBM) within the District’s buildings. As required by Federal law, the condition of all ACBM in our schools is thoroughly inspected every 3 years by a state certified inspector. In addition, asbestos containing building materials found in routine maintenance and other accessible areas are surveyed every six months as part of an ongoing operations and maintenance program. Identified concerns from these inspections are remedied by professional asbestos abatement contractors in a timely manner.

The most recent 3rd Year Re-inspection was completed in December 2021 by IEA. There were asbestos removal projects completed at Hastings Middle School during the 2023-2024 school year. The inspections, surveillance reports, and abatement reports are available for review at the District Office. Please contact the District’s “Designated Person” for asbestos management, **Scott Stockdale at 651-480-7053**.

Bicycles

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

When riding a bicycle to school, students are expected to follow all traffic rules, safety guidelines, utilize a bike rack and are encouraged to use a lock. Bikes brought to school are done so at the student’s own risk. All bikes and scooters are to be walked across the streets and not to be ridden in areas where other students/adults walk.

When riding a bike to school, we recommend:

- students are 9 years old or older before riding to school alone
- Wear bike helmets at all times when riding to school
- Utilize a safe cycling route to and from school
- Walk bikes through an intersection
- Obey all traffic signs and symbols
- Obey adult/student crossing guards
- Lock bikes in the bike rack

Elevator Usage

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Elevators are available for students with physical handicaps. The elevator is to be used only by staff members and students who have permission from authorized personnel. Students using the elevator without permission will be referred to a principal. Students with injuries must have permission from the nurse or principal in order to use the elevator.

Emergency Protocols/Crisis Management

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #806 Crisis Management

The school district has developed a “Crisis Management” policy. Each school building has its own building-specific crisis management plan.

We are proud to announce a new partnership with the I Love U Guys Foundation, which focuses on crisis response and post-crisis reunification. Their programs are used in more than 45,000 school districts and organizations around the world. Students and staff will be training, practicing and drilling the protocol.



STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



HOLD

"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



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

Health Information

Elementary	MS	HS
X	X	X

First Aid

The nurse's office in each building is equipped to handle minor injuries requiring first aid. If the nurse's office is not open, assistance can be sought from the building's administrative office. If a student experiences a more serious medical emergency at school, 911 will be called and/or a parent/guardian will be contacted depending on the situation.

The district has installed automated external defibrillators (AEDs) throughout the district. Tampering with any AED is prohibited and may result in discipline.

Communicable Diseases

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. If a parent or guardian suspects that his/her child has a communicable or contagious disease, the parent or guardian should contact the school nurse or principal so that other students who might have been exposed to the disease can be alerted.

Students with certain communicable diseases will not be excluded from attending school in their usual daily attendance settings as long as their health permits and their attendance does not create a significant risk of transmitting the illness to other students or school district employees. The school district will determine on a case-by-case basis whether a contagious student's attendance creates a significant risk of transmitting the illness to others.

Health Service

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Policy #516 Student Medication

Trained nurses have been assigned to each of our buildings. In the absence of a licensed nurse, school staff may work under the direction and supervision of a licensed school nurse.

A parent/guardian should notify the school if his/her child is unable to attend school because of illness.

Kennedy Elementary Health Office: 651-480-7224	McAuliffe Elementary Health Office: 651-480-7395	Pinecrest Elementary Health Office: 651-480-7286
Hastings Middle School Health Office: 651-480-7072	Hastings High School Health Office: 651-480-7486	Hastings ALC Health Office: 651-480-7486

If a student is sent home ill from school, they should be free of all symptoms for at least 24 hours before returning to school. Parents are reminded that board policy does not allow the administration of a prescribed medication unless the school is provided with a written permission from the doctor. The medication must be in a bottle/container that has the pharmacy information printed on it. If the medication is an "over-the-counter" type, a written permission from the parent is adequate, providing the medication is in its original container.

***Immunizations**

Policy #530 Immunization Requirements

According to State Law, students must have immunizations up to date and the records must be on file with the student's school in order for the student to attend. If your child should not have shots due to medical reasons or because of conscientious objection, you must provide a notarized waiver. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student

reaches the age of 18. For a copy of the immunization schedule or to obtain an exemption form or information, contact the health office of the respective building.

***Medications at School During the School Day**

The school district acknowledges that some students may require prescribed drugs or medication during the school day. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An "Administering Prescription Medications" form must be completed once a year and/or when a change in the prescription or requirements for administration occurs. Prescription medications must be brought to school in the original container labeled for the student by a pharmacist, and must be administered in a manner consistent with the instructions on the label. Prescription medications are not to be carried by the student, but will be left with the appropriate school personnel. Exceptions that may be allowed include: prescription asthma medications administered with an inhaler pursuant to school district policy and procedures, medications administered as noted in a written agreement between the school district and parent or as specified in an Individualized Education Program (IEP), a plan developed under Section 504 of the Rehabilitation Act (section 504 Plan), or an individual health plan (IHP). Marijuana is not allowed on school property even if prescribed. The school district is to be notified of any change in administration of a student's prescription medication.

Pesticide Application Notice [*]

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Hastings Public School District is continuing to work closely with its health and safety resources to ensure compliance with integrated pest management. A Minnesota state law requires schools to inform employees and parents if they apply pesticides and herbicides on school property. State law also requires that you be told that the long-term health effects on children from the application of such pesticides and herbicides, or the class of chemicals to which they belong, may not be fully understood. Hastings ISD #200 applies pesticides and herbicides on a limited basis when necessary.

An estimated schedule of application is available at the Joint Maintenance Facility. If you would like to be notified in advance of any applications made outside of this schedule, or if you have any questions or concerns, please address them to the Grounds Department at **(651) 480-7051**.

Safety

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

The safety of students on campus and at school-related activities is a high priority of the district. While district-wide safety procedures are in place, student and parent cooperation is essential to ensuring school safety.

Safety Patrol/Crossing Guards

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	

Adult crossing guards are present at all elementary buildings and the middle school. These guards are out in the morning and after school to help children safely navigate difficult corners. We ask that your child cross with one of these guards. Remind your children to cross at the designated crosswalks and

obey the crossing guards. The crossing guards are asked to report the license numbers of cars that drive carelessly near our elementary schools. Your understanding and cooperation will make for safer conditions for all students.

Suicide Prevention Information

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

The following crisis support lines are available:

- Crisis Lifeline Dial **988**
- Crisis Text Line **988**
- Dakota County Crisis Response Unit: **952-891-7171**

Telehealth

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

The district supports students with access to outside mental health services during the school day through telehealth therapy sessions. This process is designed to ensure privacy, safety, and strong coordination between families, outside providers, and school staff.

[Procedure for Telehealth at School](#)

Volunteers

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Volunteers are vital to the success of our school. The hundreds and hundreds of hours donated by adults can make a huge difference. Each of you has talent and interests that would make our school better. We ask that parents do not bring preschool children with them when they are volunteering. The little ones can be a distraction to the students and the academic process. Please bring your driver's license with you, it is used in our building sign-in process.

Walking Safety Tips

<i>Elementary</i>	<i>MS</i>	<i>HS</i>
X	X	X

Walking/biking to school is great exercise and gives kids a feeling of independence and confidence. Before the school year begins, take time to sit down with your children and discuss safety practices that will ensure a safe walk/ride to and from school. Here are some things that you can do:

- Choose the safest route to school and walk it with your child a few times before school starts.
- Teach your child to cross streets at a corner and to use crosswalks when available.
- Teach your child to look left-right-left again before crossing a street and to keep looking as they cross. Practice this behavior with them until they master it.
- Watch for turning cars at intersections.
- Warn your child to be extra alert in bad weather such as rain or snow.
- Teach your child never to enter the street from between parked cars.
- Obey our adult/student crossing guards when nearing the school.
- Teach your child to use the exact same route to and from school each day.
- Warn your child never to talk to strangers or accept a ride from strangers.

APPENDIX A



Statewide Assessments: Parent/Guardian Participation Guide and Refusal Information

Your student's participation in statewide assessments is important as it allows your school and district to ensure all students have access to a high-quality education. In the past, students with disabilities and English learners were often excluded from statewide assessments. By requiring that all students take statewide assessments, schools and teachers have more information to see how all students are doing. This helps schools to continuously improve the education they provide and to identify groups, grades, or subjects that may need additional support.

Assessments Connect to Standards

Statewide assessments are based on the [Minnesota Academic Standards](#) or the [WIDA English Language Development Standards](#). These standards define the knowledge and skills students should be learning in K–12 public and charter schools. Minnesota prioritizes high-quality education, and statewide assessments gives educators and leaders an opportunity to evaluate student and school success.

Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS)

MCA and MTAS are the annual assessments in reading, mathematics and science that measure a snapshot of student learning of the Minnesota K–12 Academic Standards.

ACCESS and Alternate ACCESS for English Learners

The ACCESS and Alternate ACCESS are the annual assessments for English learners that provide information about their progress in learning academic English based on the WIDA English Language Development Standards.

Statewide Assessments Help Families and Students

Participating in statewide assessments helps families see a snapshot of their student's learning so they can advocate for their success in school. High school students can use MCA results:

- For course placement at a Minnesota State college or university. If students receive a college-ready score, they may not need to take a remedial, noncredit course for that subject.
- For Postsecondary Enrollment Options (PSEO) and College in the Schools programs.

English learners who take the ACCESS or Alternate ACCESS and meet certain requirements have the opportunity to exit from English learner programs.

Taking Statewide Assessments Helps Your Student's School

Statewide assessments provide information to your school and district about how all students are engaging with the content they learn in school. This information helps:

- Educators evaluate their instructional materials.
- Schools and districts identify inequities between groups, explore root causes and implement supports.
- School and district leaders make decisions about how to use money and resources to support all students.

Student Participation in Statewide Assessments

Student participation in state and locally required assessments is a parent/guardian choice. If you choose to have your student not participate in a statewide assessment, please provide a reason for your decision on the form. Contact your student's school to learn more about locally required assessments.

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Consequences of Not Participating in Statewide Assessments

- The student will not receive an individual score. For ACCESS and Alternate ACCESS, the student would not have the opportunity to exit their English learner program.
- School and district assessment results will be incomplete, making it more difficult to have an accurate picture of student learning.
- Since all eligible students are included in some calculations even when they do not participate, school and district accountability results are impacted. This may affect the school's ability to be identified for support or recognized for success.

Check with your local school or district to see if there are any other consequences for not participating.



Additional Information

- On average, students spend less than 1 percent of instructional time taking statewide assessments each year.
- Minnesota statutes limit the total amount of time students can spend taking other district- or school-wide assessments to 11 hours or less each school year, depending on the grade.
- School districts and charter schools are required to publish an assessment calendar on their website by the beginning of each school year. Refer to your district or charter school's website for more information on assessments.

(Note: This form is only applicable for the 20__ to 20__ school year.)



Statewide Assessment: Parent/Guardian Decision Not to Participate

By completing this form, you are acknowledging that your student will not participate in statewide assessments and will not receive individual assessment results. This form must be returned to your student's school before the applicable test administration.

Student Information

First Name: _____ Middle Initial: _____ Last Name: _____

Date of Birth: ____/____/____ Current Grade in School: _____

School: _____ District: _____

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____ Date: _____

Reason for Refusal:

Please indicate the statewide assessment(s) you are opting the student out of this school year:

☐

MCA/MTAS Reading

☐

MCA/MTAS Science

☐

MCA/MTAS Mathematics

☐

ACCESS/Alternate ACCESS

Contact your school or district for more information on how to opt out of local assessments.

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Hastings
Public Schools

Education Association

Membership Options

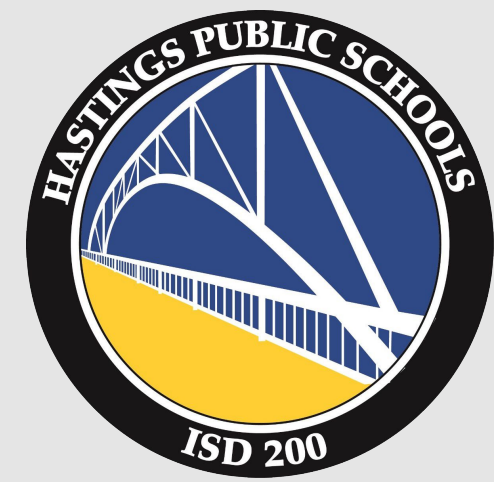
July 23, 2025

Students are the heart



of all we do

Membership Services



Association of Metropolitan School Districts (AMSD)

Website: <https://www.amsd.org/>

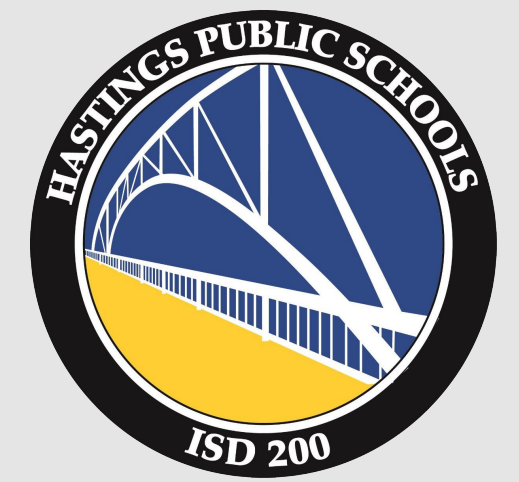
- Provides factual, concise and timely information on key issues affecting public schools.
- Provides access to key state policymakers. Legislative leaders, commissioners, and other state officials are often guest speakers.
- Provides in-depth research on education policy issues, ongoing financial analysis of pending legislation, and strategic advice and training for local school officials and parent groups.
- Advocates for state educational policy that makes it possible for metropolitan and regional schools districts to improve student achievement.

Schools Advocating for Fair Funding (SAFF)

Website: <https://saffmn.org/>

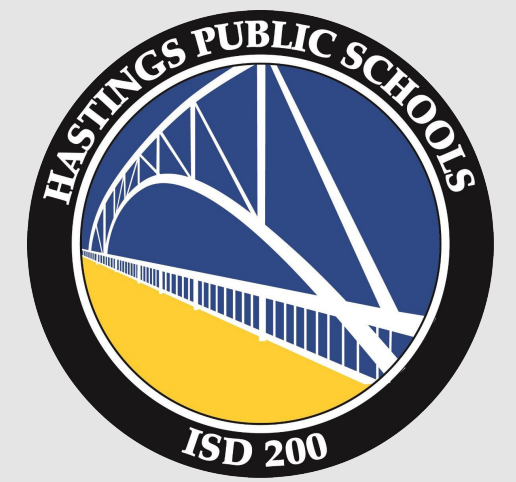
- Provides constant presence at the Minnesota Capitol lobbying on issues that impact your district.
- Provides understandable data and resources to support communication on the issues.
- Provides professional development and networking.
- Educates and engages a growing network of education advocates including parents, community members, and business leaders within SAFF districts and stands ready to support community engagement.

AMSD - 52 Member Districts



Anoka-Hennepin Schools	Intermediate District 917	Saint Paul Public Schools
BHM Schools	Inver Grove Heights Schools (ISD 199)	School District 197
Bloomington Public Schools	Janesville-Waldorf-Pemberton Public Schools	School District 622
Bright Works	Lakeville Area Public Schools	Shakopee Public Schools
Brooklyn Center Community Schools	Mahtomedi Public Schools	South St. Paul Public Schools
Centennial School District 12	Minneapolis Public Schools (MPS)	South Washington County Schools (833)
Columbia Heights Public Schools	Minnetonka Public Schools	Southwest Metro (Intermediate District 288)
District 196	Mounds View Public Schools	Spring Lake Park Schools (SLP)
Duluth Public Schools (ISD 709)	Northeast Metro ISD 916	St. Anthony - New Brighton (ISD 282)
Eastern Carver County Schools	Northwest Suburban Integration School District	St. Cloud Area School District (742)
Eden Prairie Schools (EPS)	One91 (Burnsville-Eagan-Savage)	St. Louis Park Public Schools
Edina Public Schools	Orono Schools	Stillwater Area Public Schools
Farmington Area Public Schools	Osseo Area Schools (ISD 279)	STMA (St. Michael-Albertville)
Fridley Public Schools	Prior Lake-Savage Area Schools	Wayzata Public Schools
Hastings Public Schools (ISD 200)	Richfield Public Schools	Westonka Public Schools
Hopkins Public Schools	Robbinsdale Area Schools	White Bear Lake Area Schools (WB 624)
Independent School District 728	Rochester Public Schools	
Intermediate District 287	Roseville Area Schools	

SAFF - 43 Member Districts



Albany #745	Faribault #656	Owatonna #761
Albert Lea #241	Forest Lake #831	Paynesville #741
Annandale #876	Fridley #14	Princeton #477
Austin #492	Hickley-Finlayson #2165	Rockford #883
Becker #726	Jordan #717	Rocori #750
Belle Plaine #716	Kasson-Mantorville #204	Rush City #139
Big Lake #727	Lake City #813	Sartell-St. Stephen #748
Blue Earth #2860	Litchfield #465	St. Francis #15
Braham #314	Medford #763	St. Michael-Albertville #885
Cambridge-Isanti #911	Melrose #740	Stewartville #534
Cannon Falls #252	Milaca #912	SouthWest Metro
Centennial #12	Mora #332	Tri-City United #2905
Central #108	New London-Spicer #345	Waconia #110
Delano #879	New Prague #721	
East Central #2580	North Branch #138	

Annual Membership Cost



AMSD

\$8,996

SAFF

\$6,240

Recommendation



Continue membership with AMSD

Rationale:

- Recently offered budget reduction collaboration series (attended by superintendents and business managers)
- Regularly hosts legislative leaders at meetings
- Creates opportunities for metro superintendents and board members to present a unified legislative platform
- Provides timely district runs during/after legislative sessions
- Provides informative newsletters on policy and funding issues
- Highly knowledgeable staff
- Conducts surveys on the impact of various issues across member districts and communicates the findings to all members



Association of Metropolitan School Districts

2 Pine Tree Drive, Suite 380, Arden Hills, MN 55112 • 612-430-7750 • www.amsd.org

May 22, 2025

To: AMSD Board of Directors

From: Scott Croonquist

RE: Annual Report

Once again, lawmakers need a special session to complete work on adopting the biennial state budget. Special sessions have become all too common over the last dozen years as legislators have needed one to complete work on the state budget following the 2021, 2019, 2017, 2015, and 2011 legislative sessions. A special session was widely predicted almost immediately following the November election produced an evenly divided Minnesota House and maintained a one vote DFL majority in the Senate. It was clear that the 2025 session would be a significant departure from the previous biennium when Democrats held control of the House, Senate, and Governor's office but nobody was prepared for just how challenging the start of the session would become.

Following the election, House Republican and DFL leaders reached a power-sharing agreement to reflect the evenly split House. However, a successful election challenge gave the Republicans a temporary 67-66 margin heading into the 2025 session. They attempted to use the temporary advantage to lock in control of the leadership positions, including the committee chairs, for the duration of the biennium. Democrats, confident they would win the special election and return to a 67-67 split, objected and boycotted the start of the session. Republicans asserted that their 67-66 vote margin gave them the authority to organize the House and proceed with the start of the session. Democrats argued that 68 members were needed for a quorum and any effort to organize the House and conduct business were unconstitutional. The Supreme Court eventually ruled that 68 House members are needed to constitute a quorum and invalidated the business that had taken place and directed the two sides to work out a compromise. A new power-sharing agreement was finally reached and the House officially convened on February 6. The power-sharing agreement stipulated that Rep. Lisa Demuth (R-Cold Spring) would be Speaker of the House for the full biennium and that committees would be evenly divided and co-chaired by Republican and DFL members. Rep. David Gottfried (DFL-Shoreview) won the March 11 special election returning the House to a 67-67 tie.

The Senate was also tied heading into the start of the session following the death of former Senate Majority Leader Kari Dziedzic. Democrat and Republican Senate Leaders had a much easier time reaching a temporary power-sharing agreement that remained in place until

Sen. Doron Clark (DFL-Minneapolis) won the special election to restore a 34-33 margin for Senate Democrats.

As we prepared for the 2025 session it was clear that most AMSD member districts were facing budget challenges. This was not a surprise as we had cautioned state policymakers during the 2023 session that the funding they were proposing would not be sufficient to meet inflationary cost pressures and the new programs and requirements they planned to adopt. The platform reflected that reality.

Legislative Platform

Preparation for the 2025 legislative session began last August when we conducted our annual survey of AMSD board members and district staff to identify funding and policy priorities. The feedback gathered from the survey was collected and analyzed for the AMSD Legislative Committee. The legislative committee used the information to draft a legislative platform focused on funding inflationary costs and mandates adopted during the last biennium, enhancing student-centered learning, ensuring safe schools, and restoring inherent managerial rights and local control. The Board adopted an updated, and streamlined, version of the platform at the March meeting to provide a focus for members attending our Day at the Capitol event on March 24. At the May meeting, the board of directors adopted a set of conference committee priorities focused on the issues that remained in play in the House or Senate Omnibus Education Finance or Policy bills. Specifically, the conference committee priorities focused on:

- Supporting the House budget target
- Opposing the Senate proposal to delink the formula from inflation
- Hold harmless funding for compensatory revenue
- Funding to implement the READ Act.
- An increase in local optional revenue
- Allowing locally elected school boards to renew an existing capital projects referendum one time at the same rate, following a public hearing
- Allowing all school districts to include roof repair costs under the long-term facilities maintenance (LTFM) program
- Greater flexibility with the food service fund
- Fully funding or repealing summer unemployment insurance for hourly school workers
- Modifying the Earned Sick and Safe Time law to reduce administrative burden and ensure adequate staffing
- Setting the employer contribution for the Paid Leave program at 50 percent in state law
- Allowing school districts to begin the year prior to Labor Day in the 26-27 and 27-28 school years

As I write this, the education bills are still being negotiated. Some of our priorities are included in the House bill but not the Senate bill and vice versa. The projected state budget shortfall, along with the evenly divided House, created a very challenging environment. At the start of the session, Democrats indicated that their top priority was to protect the legislation they passed during the previous biennium while the top priority for Republicans was to repeal or modify many of the very same laws.

A few of our priority issues have already passed. The Judiciary Finance Bill includes a provision allowing a government entity to suspend its response to a public data request if, after five business days, the requester fails to inspect or retrieve data that has been prepared. The State Government Finance Bill includes language amending the open meeting law to allow more flexibility for members of a public body to participate remotely in a meeting. It removes the current requirement that a board member's remote location be posted three days in advance. In addition, a standalone bill appropriating \$100 million to cover the cost of unemployment insurance for hourly school workers for the next two years has passed. The Omnibus Pension Bill, which includes an enhancement to teacher pension benefits, also passed. Under the pension bill, eligibility for the enhanced early retirement benefit is lowered from age 62 to age 60 with 30 years of service and the reduction percentage is lowered from 6 percent to 5 percent. To partially cover the cost of the benefit enhancement, the employer contribution to TRA is increased from 9.5 percent to 9.81 percent for each coordinated member and from 13.5 percent to 13.81 percent for each basic member. The state will cover this cost by increasing pension adjustment aid from 2.0 percent to 2.31 percent.

AMSD Budget Survey

We conducted what has become an annual budget survey of our member districts in March. The survey showed that our members faced over \$280 million in combined shortfalls for FY26 assuming an inflationary increase in the formula and no other changes. The survey also asked our members to project their budget shortfall under the Governor's budget proposal which included a hold harmless for compensatory revenue but also cut special education transportation in FY26 and made changes to the literacy incentive aid formula. The Governor also proposed to eliminate the Q Comp program but that was effective in FY27, so it did not impact the survey. Under the Governor's proposed budget, the cumulative shortfall was slightly lower but most of our districts projected a bigger shortfall. The survey results were reported widely in the media and recited by legislators throughout the remainder of the session in committee hearings and on the floor of the House and Senate. The survey results played a significant role in protecting linking an inflationary increase to the formula which was finally adopted in the 2023 session after years of advocacy by AMSD members. We knew linking the formula to inflation was a major victory and it was evident just how important that change was this year. Even though the February State Budget Forecast showed a nearly \$6 billion projected shortfall for the 28-29 biennium, a 2.74 percent increase to the formula was built into the forecast. Had the formula not been linked to inflation, we would have likely struggled to secure a one percent per year increase in the formula this session.

Below is a recap of other activities and events from the past year.

AMSD Election Guide

We developed and distributed our biannual Election Guide for use by AMSD members last summer. The guide included information about education funding and policy issues as well as tips on holding effective candidate forums and sample questions to ask legislative candidates. We also used the guide to educate candidates and the public about the impact of the new expectations and requirements that were placed on schools during the 23-24 biennium and why school districts were facing budget challenges even after a "historic" funding increase. We heard from numerous members that they found the guide an effective tool in educating political candidates about important education issues and engaging their staff and communities in the electoral process.

Superintendent Zoom Meetings

We continued to support regular AMSD superintendent Zoom meetings. The Zoom calls are regularly attended and valued by our superintendents. The meetings provide a time and space for the superintendents to share information, discuss challenges and opportunities, and strategize solutions while supporting each other. Thanks to Anoka-Hennepin Supt. Cory McIntyre for facilitating the superintendent Zoom meetings over the last year.

Together in Partnership Student Conferences

We continued our work with the MN State High School League and other education organizations to lift the voices of our students and work to ensure safe, welcoming, and respectful environments in athletics and activities. The MSHSL hosted four regional meetings across the state including a meeting at the Marriott Northwest in Brooklyn Park and one in Rochester. Osseo Area Schools Superintendent Kim Hiel facilitated the conferences and provided stellar leadership.

Student-Centered Learning

We continued our work with KnowledgeWorks, a national education nonprofit, to advance policy changes that support innovative, student-centered learning. The initial phases of the project identified potential changes to state-level policies and regulations that could enhance student-centered learning. This led to the release of a final report:

<https://www.amsd.org/knowledgeworks/>. We made tremendous progress on one of our legislative priorities — providing more flexibility with required hours of instruction. We had compelling testimony from several AMSD members in support of the legislative proposal and the bill was included in the House Omnibus Education Policy Bill but had to be removed after MDE determined that bill had a fiscal note — an impact on the state budget. We are well positioned to bring the bill back next session and advocate for its passage.

Annual Conference

More than 150 attendees enjoyed an inspiring day of learning and networking at our annual conference in November. The conference kicked off with a keynote address from Dr. Darrius Stanley from the University of Minnesota who issued a call to school leaders to engage their communities to leverage the expertise of students, families, and community members. Dr. Stanley stressed the importance of intentionally partnering with historically under-served communities to address policies, structures, and practices that reproduce school-community inequities along the lines of race, class, gender, and ability.

The program also included a student panel discussion with five students from the MN Alliance With Youth who issued their own call to action to engage students and value their voice. In addition, the conference agenda included eight outstanding breakout sessions featuring AMSD members and amazing student leaders. You can access the conference materials using the link below:

[LINK: Conference Presentations](#)

Legislative Session Preview

About 170 education leaders — superintendents, school board members and district staff — were joined by 35 state legislators on Jan. 10 for the AMSD Legislative Session Preview, an annual event that highlights AMSD's legislative priorities for the upcoming legislative session. The preview featured compelling presentations from AMSD Chair Laura Oksnevad, St. Anthony-New Brighton Supt. Renee Corneille, Anoka-Hennepin Supt. Cory McIntyre, and Prior Lake-Savage Supt. Michael Thomas. Minnesota Department of Education Commissioner Willie Jett spoke as well, acknowledging a challenging budget environment for the upcoming session and urging legislators and education leaders to collaborate to prioritize student outcomes.

This year's AMSD presentations highlighted key points from the 2025 legislative platform, with specific examples from each of the presenters' home districts. The platform focused on several themes including:

- Funding to stabilize school district budgets, including increases in the formula allowance and local optional revenue which has been frozen for the last decade;
- Enhancing local control to give locally elected school boards and their administrators the ability to respond to their respective communities' needs;
- Enhancing student-centered learning by broadening the definition of hours of instruction to allow students to earn credit for learning wherever it occurs; and
- Enhancing school safety.

Chair Laura Oksnevad and St. Anthony-New Brighton Supt. Renee Corneille detailed how their district — the smallest geographically in the state — faces many of the same challenges that larger districts do, such as the percentage of students requiring special education services, and the percentage of students in poverty. They also noted that state equalization aid has deteriorated greatly over the last decade creating significant property tax inequities. Anoka-Hennepin Supt. Cory McIntyre, representing the state's largest school district, shared how a convergence of several factors including historic inflation, rising labor costs, and new requirements and expectations for schools, have caused expenditures to outpace revenue by a significant margin. He noted that his district has already begun trimming \$26 million from its budget even before the Legislature met this year. Prior Lake-Savage Supt. Michael Thomas reinforced how inflationary costs have outpaced revenue. He also noted that the sheer number of new requirements placed on school districts, even though they come with the best of intentions, have taken a heavy toll on school district budgets and district staff.

The AMSD presentation was followed by a legislative panel discussion of key leaders in the E-12 legislative arena. Representatives Ron Kresha (R-Little Falls) and Cheryl Youakim (DFL-Hopkins), and Senators Michael Kreun (R-Blaine) and Mary Kunesh (DFL-New Brighton) each offered their perspective on AMSD's priorities as well as highlighting issues they hope to address. The legislators cautioned that the projected state budget shortfall in 2028-29 created a significant challenge to providing new funding for schools.

AMSD Day at the Capitol

More than 170 AMSD members turned out for AMSD's Day at the Capitol on Monday, March 24. We again partnered with MASA Region 9 to host the event. AMSD annually hosts the Day at the Capitol to encourage our members to meet with legislators, attend committee hearings, and advocate for our legislative priorities. Rep. Cheryl Youakim, Rep. Elliot Engen (R-White Bear Township), Sen. Mary Kunesh, and Sen. Michael Kreun spoke to the attendees to kick off the day. From there, AMSD members attended committee hearings and met with their local legislators to advocate for our collective priorities.

Board of Directors Meetings

AMSD Board of Directors and committee meetings continue to be conducted in a hybrid format with the option to attend in person or participate remotely via Zoom. Below is a summary of the board meetings over the past year:

- Last August, in addition to electing new officers and committee members, Dr. Lucy Payne and Amy Jones, who serves on the MN State Advisory Council on Mental Health, shared a presentation and facilitated a discussion on student mental health.
- In September, we commemorated AMSD's 50th anniversary. I shared a history of some of AMSD's significant accomplishments and advocacy efforts and we acknowledged AMSD's past chairs. We were also pleased to hear from Peter Leatherman from the Morris Leatherman Company who shared an informative overview of their most recent polling data. Peter and Dr. Bill Morris have graciously shared polling data with AMSD board members for several years at our September board meeting.
- We heard from a great panel of AMSD members at the October meeting. Bloomington Supt. Eric Melbye and Board Members Mia Olson and Matt Dymoke; Orono Supt. Kristi Flesher and Board Members Wendy Lundsgaard and Laura Wallander; and Hopkins Supt. Rhoda Mhiripiri Reed and Legislative Action Coalition members Steve Adams and Catherine Callahan provided informative overviews of their respective legislative advocacy efforts and answered questions from board members. We also heard an update on the Elevate Teaching initiative from Dr. Rose Chu.
- In November, we heard an update on the transition to the new Dept. of Children, Youth, and Families from Commissioner Tikki Brown. We also heard from Supt. Renee Corneille, Supt. Wayne Kazmierczak, and Supt. Stacie Stanley who shared an overview of their respective Portraits of a Graduate. The board also reviewed a draft of the 2025 legislative platform and approved updates to a few of the position papers.
- The board adopted the 2025 legislative platform as well as updates to additional position papers at the December meeting. In addition, Eden Prairie Supt. Josh Swanson, Dr. Robb Virgin, and Ms. Felicia Thames shared an overview of their work to modernize student accountability including the use of the ACT for high school accountability.
- The January meeting was used for the 2025 Session Preview program which is summarized earlier in this report.
- At the February meeting we heard an informative presentation, *Lessons from the Field: The Strategic Use of AI in Shaping Future Ready School Communities*, from Supt. Dr. Laurie Putnam, Justin Skaalerud, Matthew Stockinger, and Donna Roper from St. Cloud Area Schools. The Board also approved a new position paper on Student-Centered Learning.

- At the March meeting we heard from a legislative panel of Rep. Patricia Mueller (R-Austin), Rep. Sydney Jordan (DFL-Minneapolis), Sen. Julia Coleman (R-Waconia), and Sen. Steve Cwodzinski (DFL-Eden Prairie) who provided an update on the session. The Board also approved a new position paper on Student Mental Health.
- Rep. Julie Greene (DFL-Edina) and Rep. Danny Nadeau (R-Rogers) provided a legislative update at the April meeting. In addition, Rockford Supt. Jeff Ridlehoover shared an informative presentation on fiscal implications related to the Teachers Retirement Fund.
- On May 2 the Board approved its 2025 Conference Committee Priorities to guide our advocacy work over the final weeks of the session. We also heard an update from Vice Chair Dr. Lucy Payne and Executive Director Dr. Yelena Bailey from the Professional Educator Licensing and Standards Board. Dr. Payne and Dr. Bailey also facilitated small group discussions about potential changes to teacher licensure.
- At the May 23 meeting we are hearing from Adosh Unni and Cathy Erickson from MDE who will share an overview of the 2025 Omnibus Education Bills and other education related legislation.

Member Services

I am grateful for our dedicated team working on behalf of AMSD members. AMSD Office Manager Kimberly Jansa and Communications Director Troy Melhus continue to provide important and valuable services to AMSD board members and school district staff. We are also fortunate to have legislative consultants Kris Amundson and Lori Grivna advocating for our legislative priorities. They provided valuable assistance in developing our legislative platform, covering committee hearings, and lobbying legislators and members of the Walz administration.

Below is a list of some of the services the AMSD team provides to our members:

- The AMSD website provides comprehensive information and resources for our member school districts. Communications Director Troy Melhus worked with our website consultant over the last year to refresh the site to improve our engagement, offerings, and information. This included establishing a searchable database of local legislators by district, a redesign of the calendar to be more mobile and member friendly and migrating the current site to a new host and network to streamline the user/member experience. The advocacy page includes important tools to help AMSD members advocate and engage in the legislative process. In addition to the searchable database of legislators, the page includes a searchable bill tracker and links to pertinent education bills; summaries, and spreadsheets.
- We continue to distribute comprehensive weekly email updates to keep our members updated on activity at the Capitol. The updates provide important and timely information and include links to resources, legislation, bill summaries, research, presentations, and recorded video of legislative hearings and board meetings. We also use the email updates to share news from MDE, PELSB and BOSA and to deliver legislative alerts and calls to action.
- Kimberly continued to work with the Board of School Administrators to enable us to offer continuing education credits for our board meetings and our annual conference.
- I enjoy the opportunity to support the activities of local legislative action coalitions. We are always happy to provide guidance and offer advocacy tips to our LACs. I was invited to speak to some of our member district LACs over the past year and am always happy to do so.

- The Connections Newsletter continues to be a great tool and serves as a vehicle to share success stories in our member school districts, highlight new research, and advocate for AMSD's legislative priorities throughout the legislative session. The newsletter is distributed in electronic format to all AMSD school board members, superintendents, district staff, legislators, legislative staff, and members of the media.

Voice For Metro and Regional Center Schools

AMSD continues to be the voice for metropolitan and regional center school districts. Over the years, AMSD has led the charge on a wide variety of issues including allowing school boards to renew an existing referendum, linking the formula to inflation, addressing the special education and English learner cross-subsidies, diversifying the educator workforce, enactment of the local optional revenue program, and allowing referendum questions to increase referendum revenue by inflation. In 2018, AMSD led the effort to establish the pension adjustment mechanism in the funding formula to make sure AMSD members had their increased employer cost covered when the pension stabilization legislation was passed. The importance of that effort was made clear again this year when the employer contribution was increased in the Omnibus Pension Bill.

AMSD members play a leading role in shaping state education policy and building support for public education among policymakers and the public. It continues to be a privilege to work with AMSD board members and district staff.

Building Construction Fund Projects as of 6/30/2025

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

Contingency	2,007,858	-	-	-	-	2,007,858	Contingency
Reallocations from/to projects	(9,731,222)	-	-	-	-	(9,731,222)	Reallocation
Interest Earnings		-	-	-	-	2,638,575	Interest Earnings
Subtotal	47,747,918	42,316,814	42,312,815	3,239,540	4,439,355	394,783	

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

	A	B	C	D	E	A-C-D-E	
Interior Locks Allowance-Door Hardware Upgrades	420,000	379,619	271,288	37,619	2,026	109,067	In Process
High School Deferred Maintenance (Storefront/Shower Valves)	264,386	227,515	219,484	36,172	242	8,488	In Process
Middle School Pod Redesign	235,000	57,045	57,045	-	118,725	59,230	In Process
Subtotal	919,386	664,179	547,817	73,791	120,993	176,785	

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

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

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

Other District Projects	A	B	C	D	E	A-B-E	
Radio Replacement	100,000	-	-	-	97,347	2,653	Not Completed
Flexible Learning Furniture	600,000	-	-	-	576,202	23,798	Not Completed
Subtotal	700,000	-	-	-	673,549	26,451	

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

Total	49,367,304	42,980,994	42,860,632	3,313,331	5,233,896	598,019	
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Complete and In Process (does not include contingency)	50,748,615
Project Total	49,367,304
%	103%

Transfers from/(to) Contingency:

- \$445,000 Early Childhood Improvements (High School)
 \$ 87,000 High School Athletic Field Parking Lot
 \$ 44,300 High School Retaining Wall
 \$113,024 Middle School Bathrooms near Auditorium
 \$300,000 Technology
 \$244,500 Water Coolers (\$50,000 Tilden, \$62,500 McAuliffe, \$132,000 Middle School)
 \$746,250 High School Privacy Improvements (Athletic Locker Rooms)
 \$160,476 Kennedy Deferred Maintenance
 \$167,131 McAuliffe Deferred Maintenance
 \$290,000 Middle School Storage Building
 \$542,000 High School Tennis Court Replacement
 \$330,000 District Office Renovations
 \$100,000 Board Room Renovations
 \$85,000 Entrance Security Improvements
 \$503,750 Additional to HHS Privacy Improvements (Bathrooms)
 \$362,500 Middle School Privacy Improvements
 \$140,000 High School Lecture Hall
 \$200,000 HHS Baseball Field Drainage
 \$493,750 Middle School Track Replacement
 \$856,563 HS Team Locker Privacy Improvements
 \$1,421,640 ALC Renovation
 \$397,500 Transferred from HHS Privacy Improvements to Middle School Storage Building
 \$160,100 Additional to Middle School Improvements
 (\$38,200) from Middle School Privacy Improvements
 (\$600,000) from High School Privacy Improvements
 (\$50,000) from High School Carpet
 \$86,000 Additional to Kennedy Deferred Maintenance
 \$400,000 Technology
 \$200,000 Monument Signs
 \$500,000 Grounds/Site Improvements

- \$300,000 Additional to Safety & Security Improvements
 \$202,000 Additional to Monument Signs
 (\$52,000) from District Office Renovation
 (\$96,000) from HS Privacy
 (\$89,000) from MS Track
 (\$235,000) from Storage Building
 (\$160,000) from DW Fire Alarm/Alert System
 (\$25,000) from HS Fire Alarm/Alert System
 \$324,713 Safety & Security Improvements
 \$120,000 Interior Locks Allowance (Middle School add)
 \$629,625 Technology
 \$ 50,000 Gymnastics
 \$160,000 Middle School Media Center
 \$ 90,000 Tilden Preschool Classroom
 \$ 5,000 High School Student Entrance Bollards
 \$ 50,000 Nature Preserve Gravel Parking Lot
 \$ 17,000 High School Shower Valves
 \$235,000 Middle School Pod Redesign
 (\$85,900) from Nature Preserve Parking Lot & Monument Sign



SUPERINTENDENT NOTES

ISD 917 SCHOOL BOARD WEEKLY UPDATE

JULY 11, 2025

As we look ahead to the upcoming school year, I want to assure you that our teams are diligently focused on preparations to ensure a successful start. Every effort is purposeful, aligning with our district's mission to provide high-quality, equitable, and specialized programming.

We remain committed to our vision of modeling an innovative culture, ensuring that we continue to deliver personalized pathways for all students in strong partnership with our member districts. We are excited about the progress being made and look forward to a productive year ahead.

GOAL #1

Dr. Faver

Create and strengthen strategic partnerships to innovate academic programming and increase opportunities for staff and students during and beyond pK-age 22 education.

- Worked with Leadership team on MEGS grant for the Adult Pathways Cohort.
- Met with DCALs regarding CTE programming.
- Scheduling a meeting with Humboldt High School with Mr. Herman and the principal - they are interested in sending students to our DCALS program.

GOAL #2

Lead the ISD 917 district leadership team to collaboratively prioritize staff recruitment, staff retention, core values, and strategic directions, and support a sense of belonging for all students, staff, and families.

- Met with the Auditors
- Continue to meet with HR regarding staffing. We are close to being fully staffed with teachers. We will continue to find innovative ways to staff ESPs.
- DCALS is hiring additional staff to replace those who have moved on.

RECOMMENDATION OF THE WEEK

The Small and the Mighty - McMahon, Sharon
(local author)

The stories share portraits of twelve ordinary Americans whose courage formed the character of our country.



OPENING DAYS WORKSHOP

ISD 917 will jumpstart the 2025-2026 school year together as one at Simley High School, Performing Arts Center on 8/28/25.

7:30 am - 8:00am Arrival; coffee and donuts

10:00 am - Adjourn

MONTHLY MEETINGS

.....

AUGUST

5

4:30pm School Board Work Session & 5:45pm Regular Board Meeting

SEPTEMBER

2

4:30pm School Board Work Session & 5:45pm Regular Board Meeting

GOAL #3

Engage students, staff, families, local communities, organizations, businesses, and governmental agencies to support students' successful transition into resident districts, workforce, and community.

- Attended the Member District Summer Retreat.
- Met with Superintendents.
- Continue to meet with Arican American Leadership to problem solve and meet the needs of the community we serve.
- Offering '15 With Favor' starting in September.
- Meeting with Hastings new Superintendent to discuss services we provide.

SAVE THE DATE 7.22.25

.....

You are cordially invited to an open house style SURPRISE on 7/22/25, from 3-5:30pm, at Fireside's community room.

Join us as we honor and give a special thank you to Linda for her service of 28 years at ISD 917.

Please extend the invitation to a former staff/board team member to be included.

Linda's last day is Wednesday, July 30.

UPCOMING DATES

.....

JULY 31 Last day of ESY for DASH and TESA

AUGUST Professional Development for 1st Year Teachers (19th) and Returning Teachers (25th) & ESPs (27th) begins at all locations

AUGUST 28 Opening Days Workshop



BRIDGE TO SUCCESS

Hastings Public Schools

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

Native American Parent Advisory Council: Summary of June 12, 2025

- I. Call to Order**
- II. Old Business**
 - A. Hastings NAPAC's past
 - B. Current state and future goals
- III. New Business**
 - A. Two-year term for the current chair is coming to a close.
 - B. Two-year term for the current secretary is coming to a close.
 - C. Reviewing NAPAC Bylaws in advance of upcoming elections.
- IV. District Updates**
 - A. Strategic Plan is complete
 - B. Dr. Kristine Wehrkamp Herman | Superintendent: Introduction
 - C. Andrew Hodges | Director of Teaching & Learning
 - 1. Interviews for Native American Education Liaison
 - a) Six applicants
 - b) Three invited for interviews
 - 2. FY26 will have a focus on curriculum
- V. Questions to Take Back**
 - A. How do we communicate involvement on the Curriculum Committee for families?
- VI. Future Events**
 - A. July 12, 2025: Powwow at Prairie Island Indian Community
 - B. August 7, 2025: August Meeting
 - C. August 12, 2025: Career Fair at Prairie Island Community Center



Policy Committee Mission

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

Next Policy Committee Meetings

August 6, 2025 at 12:00pm

July 10, 2025 Policy Committee Summary

[Review Cycle Tracker](#)

Remaining 600 Series Policies

The committee spent time updating ISD 200 Policy 613 Graduation Requirements and the board can expect to see this policy in August (all legislative revisions will be reflected in the 1st reading of this policy).

1st Reading to Sunset/ Remove

616 School District System Accountability

- Committee Discussion: Rationale for sunseting/removing; this is one of six 600 series policies containing language from Minnesota Statute 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness). Section IV is the only substantive section of this policy and it is represented in other 600 series policies as outlined below
- IV(A)(1-3): District wide curriculum & instructional goals are outlined in ISD 200 Policies 601 & 603
- IV(B): The district's system for reviewing curriculum is outlined in ISD 200 Policy 606.1
- IV(C): Graduation requirements are in ISD 200 Policy 613
- IV(D): Continuous Improvement of Student Achievement is addressed in ISD 200 Policy 601, 603, 606.1
- IV(E): Reporting was moved to ISD 200 Policy 601
 - Committee Recommendation: **1st Reading to Sunset/Remove**

623 Mandatory Summer School Instruction

- Committee Discussion: Rationale for sunseting/removing, ISD 200 does not have mandatory summer school
 - Committee Recommendation: **Sunset/Remove after two readings**

2nd Reading Updates

601 School District Curriculum, and Instructional Goals

- Committee Discussion: Section VII(D) Added "*Reporting*" from Policy 616
- Rationale for Two Redlined Versions: Upon further review, I determined the following concerns:
 - Incorrect Statutory Reference: Section VII(D)(1) cites Minnesota Statutes, section 120B.36, which directs the commissioner—not the school board—to report. Therefore, I recommend replacing this reference with Minnesota Statutes, section 120B.11, subdivision 5, which more accurately reflects district-level responsibilities.
 - Redundancy in Section VII(D)(1): The strikethrough language, "The school board shall hold an annual public meeting..." is already captured in Section VII(A)(1-8), and therefore does not need to be repeated.
 - Inclusion of Commissioner's Directives in District Policy: The following subsections include directives intended for the commissioner or for district reporting to the commissioner, and are already required by statute. They do not belong in district-level policy:

- (D)(2) – From §120B.36, pertains to the commissioner’s reporting responsibilities.
- (D)(3) – From §126C.12, addresses class size reporting to the commissioner, unrelated to the district’s CACR plan.
- (D)(4) – From §126C.15, addresses reporting on compensatory revenue programs, again a state-level requirement.
- Because we do not have another committee meeting or a July work session, I am requesting that the board approve my recommended revisions during the second reading. I did not feel comfortable advancing Policy 601 knowing it would still need corrections at a third reading.
 - Committee Recommendation: ***2nd Reading***

620 Credit for Learning

- Legislative update: Section VII: replaced (7) with (8) to update the statutory reference
 - Committee Recommendation: ***2nd Reading***

707 Transportation of Public School Students

- Legislative update:
 - Section VII(A&B): Replaced “*students with a disability*” to “*students with disabilities*”
 - Section VII(B) replaced “*whose disabling conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is*” with “*who are*”
- We are recommending adoption at 2nd reading to align with admin timeline
 - Committee Recommendation: ***2nd Reading/Consent***

3rd Readings Updates

609 Religion and Cultural Observances

- Committee Discussion: Added the Addendum “Guidelines for Teaching Religion Related Content”
 - Committee Recommendation: ***3rd Reading/Consent***

Legislative Revisions

- Committee Recommendation: ***Consent Agenda for all Legislative revisions***

414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse

- Section III(M):Threatened injury definition/Updated language/ added Minnesota Statutes references
- Updated legal reference

416 Drug and Alcohol Testing

- Section IV(B)(4)(d): added “1”

418 Drug-Free Workplace/Drug-Free School

- Section IV (D): Updated language and added two paragraphs regarding: registry program participant protection
- Section VII(A): added (1) & revised language in (3)
- Updated legal references & cross references
- Added “*Resources*”

501 School Weapons Policy

- Section III: added definitions for Active shooter incident & Active shooter threat
- Section VII: Updated title
- Section VII(A): revised language/(B): added language regarding “after-action review report”

503 Student Attendance

- Section II(B)(1)(a) updated language for “excused absence process”
- Added Section III “Religious Observance Accommodation”
- Section IV: added(B)

514 Bullying Prohibition Policy

- Section V(D): Replace "shall take into account the factors specified in Section II.F. of this policy" with "the student's developmental age and behavioral history"
- Section V(E): added "For purposes of notification presumed under this paragraph, a parent or legal guardian may designate in writing to the school another individual to be notified of the prohibited conduct."
- Section VI: Deleted "Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy."
- Section VIII: added (H) "The school district designates the building principal or designee the primary contact person in the school building to receive reports of prohibited conduct."

515 Protection and Privacy of Pupil Records

- Revisions to how Parent contact information is handled/ how student health and census data is handled

516 Student Medication and Telehealth

- Replace "auto-injector" with "delivery system" throughout
- Section III(D): updated title/ added (1)(a-c)/ (2)(b) added last paragraph
- Updated legal references

516.5 Overdose Medication

- Provides optional provision for boards to consider. Section IV(D): "The school district allows a student in grades 9 through 12 to possess and administer an opiate antagonist to another high school student. The protections of Minnesota Statutes, section 604A.04 apply to the possession and administration of opiate antagonists according to Minnesota Statutes, section 121A.224."
- Added: Resources section with link

534 Unpaid Meal Charges

- New provisions on second breakfast and/or second lunch
- Section II (B): Added (1 & 2)
- Section II (B)(4): Added (c)
- Section II: Added (F & G)

621 Literacy and the Read Act

- Section III(G): replaced "spoken language" with "expressive language or receptive language"
- Section III(I): Added last sentence
- Section IV: Updated language in (A, C, & D)
- Section V: Updated language in (A, D, & F(1)) and added (C)(1-5)
- Section VI: Updated language in (A & D)
- Section VII(A)(6): added timeline language
- Section VII(A): Added (10-13)
- Section VII(B): Added "Annually by June 15"
- Section VII: Added (C)
- Section VIII: Updated language throughout this section
- Section X: updated Title and language/ deleted A-D reflects changes to Literacy Aid Uses
- Updated Legal References

709 Student Transportation Safety Policy

- Section II: Deleted Deadlines language
- Updated Cross References

802 Disposition of Obsolete Equipment and Materials

- Section IV(I) Surplus books provision added

806 Crisis Management Policy

- Section VI(G)(2)(c): added "including providing information about the Department of Public Safety's statewide

anonymous threat reporting system and any local threat reporting systems”

- Added Resources section

July 23, 2025 Board Meeting

1st Reading to sunset/remove:

616 School District System Accountability

623 Mandatory Summer School Instruction

2nd Readings:

540 High School Student Council

601 School District Curriculum, and Instructional Goals

603 Curriculum Development New

618 Assessment, Grading, and Reporting of Student Progress

620 Credit for Learning

Consent Agenda:

- 2nd Reading/Fast tracked
 - 707 Transportation of Public School Students
- 2nd Reading to Sunset/Remove
 - 603 Curriculum Development
 - 604 Instructional Curriculum
 - 606 Textbooks and Instructional Materials
 - 619 Staff Development for Standards
 - 630 Grading
- 3rd Reading
 - 425 Staff Development and Mentoring
 - 602 Organization of School Calendar and School Day
 - 609 Religion and Cultural Observances
- 2025 Legislative Revisions
 - 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse
 - 416 Drug and Alcohol Testing
 - 418 Drug-Free Workplace/Drug-Free School
 - 501 School Weapons Policy
 - 503 Student Attendance
 - 514 Bullying Prohibition Policy
 - 515 Protection and Privacy of Pupil Records
 - 516 Student Medication and Telehealth
 - 516.5 Overdose Medication
 - 534 Unpaid Meal Charges
 - 621 Literacy and the Read Act
 - 709 Student Transportation Safety Policy
 - 802 Disposition of Obsolete Equipment and Materials
 - 806 Crisis Management Policy



616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic K-12 Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members **through the Curriculum Advisory Committee**. The school district will be accountable to the public and the state through annual reporting of **Comprehensive Achievement and Civic Readiness goals and progress**.

III. DEFINITIONS

- A. **"Academic standard"** means a summary description of student learning in a required content area or elective content area.
- B. **"Benchmark"** means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. **"College and Career Readiness"** means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment.
- D. **"Comprehensive Achievement and Civic Readiness"** means striving to: meet school readiness goals; close the academic achievement and opportunity gaps among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain ~~career and college~~ **and career** readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.
- E. **"Credit"** means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

- F. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and college and career readiness.
- G. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.

IV. ESTABLISHMENT OF CACR GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district’s Advisory Committee.
2. The Curriculum ~~District~~ Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school district-wide improvement goals should address recommendations identified through the Curriculum ~~District~~ Advisory Committee process. The school district’s goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, or through some other locally determined process.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district’s progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40 or 122A.41. The Curriculum ~~District~~ Advisory Committee meets at a minimum of three times a year.

C. Implementation of Graduation Requirements

1. The Curriculum ~~District~~ Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues.

Recommendations of the Curriculum~~District~~ Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.

2. The school board shall annually review and determine if student achievement levels at each school site meet state and federal expectations. If the school board determines that student achievement levels at a school site do not meet state and federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Curriculum~~District~~ Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet state and federal expectations. The Curriculum~~District~~ Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By October 15 of each year, the Curriculum Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The Curriculum Advisory Committee, working in cooperation with other committees of the school district, will provide active community participation in:
 - a) Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
 - b) Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c) Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
 - d) Advising the school board about development of the annual budget.
3. The Curriculum~~District~~ Advisory Committee shall meet the following criteria:

- a) The Curriculum ~~District~~ Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b) The Curriculum ~~District~~ Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c) Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d) A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Curriculum ~~District~~ Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. Translation services should be provided to the extent appropriate and practicable.

E. Reporting

1. Consistent with Minnesota Statutes, section 120B.36, subdivision. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.
2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to

the commissioner of education in the form and manner specified by the commissioner.

4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Legal References: *Minn. Stat. § 120B.018 (Definitions)*
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
Minn. Stat. § 120B.36 (School Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References: *ISD 200 Policy 601 (School District Curriculum and Instruction Goals)*
ISD 200 Policy 603 (Curriculum Development)
ISD 200 Policy 606 (Textbooks and Instruction Materials)
ISD 200 Policy 613 (Graduation Requirements)
ISD 200 Policy 614 (School District Testing Plan and Procedure)
ISD 200 Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
ISD 200 Policy 618 (Assessment of Student Achievement)
ISD 200 Policy 619 (Staff Development for Standards)
ISD 200 Policy 620 (Credit for Learning)

Policy Reviewed: 07.10.2025

Policy Adopted: 07.31.2024

Policy Revised: 07.01.2024

Sunset/removed 08.27.2025



623 MANDATORY SUMMER SCHOOL INSTRUCTION

I. PURPOSE

The purpose of this policy is to establish program parameters and student attendance guidelines and requirements for the school district relating to the provision of mandatory summer school educational services. ~~if the district implements mandatory summer school educational services as outlined in MN Statute.~~

II. GENERAL STATEMENT OF POLICY

Summer school educational services and instruction shall be directed toward the fulfillment of the goals and objectives of the educational program and graduation standards of the school district.

III. PROCEDURES

- A. All services of the summer school program will be free to residents of the school district whose need for a summer program has been identified by teachers or the school principal and who are required to attend pursuant to established school district criteria and the provisions of this policy.
- B. The summer school curriculum will be established in line with the needs of students and in accordance with rules of the Minnesota Department of Education. Remedial, make-up, and review courses shall provide opportunities for students to qualify for promotion and/or credit in areas and subjects where previous work has not met promotion/credit standards. It shall further be designed to assist students who have not passed one or more basic requirements tests and who are in need of remediation services relating to the school district's graduation standards or who have been identified as at risk of not learning to read before the end of second grade.
- C. Summer school provides the opportunity for students to improve basic skills, further their academic progress, and/or accelerate in designated academic areas. The intent of the school district is to ensure that courses taught during the summer session are of the same level of instructional breadth and difficulty as provided during the regular school year.

IV. MANDATORY SUMMER SCHOOL INSTRUCTION

The school board will direct the administration to identify and develop specific criteria and

standards for determining which students must receive summer school instruction. These will be provided to the school board for review and approval on no less than an annual basis. Following school board approval, the criteria and standards for mandatory summer school instruction will be included in this policy as Attachment A and incorporated herein by reference.

V. TRANSPORTATION SERVICES

A. The school district shall make available transportation services for all students required to receive instruction in the school district's summer school program in accordance with Minn. Stat. § 120A.22, Subd. 5(b). The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

~~B. The school board shall retain sole discretion, control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.~~

VI. SCHOOL BOARD REVIEW

The superintendent or designated representative shall report at least annually to the school board regarding the status and utilization of programs under this policy. All summer school programs will be subject to annual review and approval by the school board.

Legal References: *Minn. Stat. § 120A.20 (Admission to Public School)*
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)
Minn. Rules Part 3501 (Graduation Standards)

Cross References: *None*

Policy Reviewed: 07.10.2025

Policy Adopted: 01.25.2023

Policy Revised: 01.25.2023

Sunset/ Remove: 08.27.2025



539 HIGH SCHOOL STUDENT COUNCIL

I. PURPOSE

The purpose of this policy is to identify the position and philosophy of the school district and school board related to the high school's student council.

II. GENERAL STATEMENT OF POLICY

The Hastings Public Schools Board of Education recognizes the importance of student leadership, voice, and engagement. The high school student council, under the guidance of two advisors, shall operate to promote student interests, enhance school culture, and encourage civic responsibility.

Specific details of membership, eligibility, and elections are outlined in the student council protocol document.

III. DECISION-MAKING

- A. All final decisions made by the student council must have the support of both the advisors and the building principal. Decisions that affect the entire student body are expected to be made through a collaborative process that considers diverse perspectives and actively seeks input from all students;
- B. Decisions should be supported by relevant data—such as survey results or other forms of stakeholder feedback—to ensure they reflect the needs and perspectives of the entire student body; and
- C. Any decisions that represent a significant change should be reviewed in consultation with the superintendent.

IV. RESPONSIBILITIES

- A. School Board & Superintendent will:
 - 1. Review the student council policy once every three (3) years.
- B. Principal will:
 - 1. Ensure that the student council events and activities are in compliance with district policies;
 - 2. Assign, supervise, and evaluate student council advisors;
 - 3. Communicate event decisions with district administration; and
 - 4. The principal may delegate responsibilities to other school district personnel but shall

continue to be accountable for actions taken under such delegation.

C. Advisors will:

1. Provide leadership and complete the duties of student council advisor as assigned and defined by the building principal or designee;
2. Adhere to district policies including Policy 713 (*Student Activity Accounting*); and
3. Maintain records of meeting minutes as determined by building administration.

V. OVERSIGHT

The superintendent maintains the ability to veto any decision.

VI. DISTRICT AND SCHOOL POLICIES

All events and initiatives organized by the student council must comply with all ISD 200 Policies and the Student Code of Conduct, which includes safety protocols and behavior standards.

VII. POLICY REVIEW AND RECONSIDERATION

If changes occur that affect how the student council operates, the change must be communicated by email to the superintendent.

Legal References: *MN Statute 123B.147 Subd.1 (Supervision of school building)*
 MN Statute 123B.147 Subd. 3 (Duties; evaluation)
 MN Statute 123B.02 (General Powers of Independent School districts)
 MN Statute 123B.49 Subd.4 (Board control of extracurricular activities)

Cross Reference: *ISD 200 Policy 713 (Student Activity Accounting)*

Policy Reviewed: 06.18.2025

Policy Adopted:

Policy Revised:



601 SCHOOL DISTRICT CURRICULUM, AND INSTRUCTIONAL GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum **and instructional** parameters for the school district that encompass the Minnesota Academic Standards, state and federal laws, and are aligned with **creating** comprehensive achievement and civic readiness.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to strive for creating comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable. Whenever available, **instructionally sound and outcomes-focused** curriculum will be used. **Instructionally sound and outcomes-focused** curriculum shall be supported with ongoing professional development to ensure it is implementation with integrity and alignment.

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Antiracist” means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. **“College and Career Readiness” means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment.**
- E. “Comprehensive Achievement and Civic Readiness” means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain college and career readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.
- F. “Culturally sustaining” means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- G. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and college and

career readiness;

- H. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- I. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.

IV. CURRICULUM AND INSTRUCTIONAL GOALS

- A. Quality Curriculum and Instructional Materials: Curriculum and instructional materials will be outcomes-focused, high quality and research-based;
- B. Alignment with Academic Standards: Curriculum must align with Minnesota K-12 academic standards and benchmarks, and the districts’ established academic standards and benchmarks, and provide consistent scope and sequence that provides a coherent progression of knowledge and skills across grade levels to support vertical and horizontal alignment ensuring consistency across content areas;
- C. Comprehensive Achievement to Increase Proficiency: Curriculum and instruction must promote mastery of academic standards, development of critical thinking skills, and increase proficiency in core academic subjects (reading, math, and science) as measured by state and district assessments;
- D. Clear Learning Objectives: Curriculum and instruction must define what students should know and be able to do at the end of each unit or course using SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound);
- E. Civic Readiness: Curriculum and instruction must foster the development of students’ knowledge, skills, and the dispositions necessary to be responsible, informed, and productive citizens;
- F. Opportunity, Access and Excellence: Curriculum and instruction must provide rigorous, high-quality learning experiences and access to necessary support for all students, ensuring learners, including those with disabilities and English learners, have the opportunity to achieve academic success and reach their full potential;
- G. Continuous Improvement: The school district’s process for ongoing curriculum and instructional review and improvement, will be informed by data, educational research, best practices, and community input. Curriculum and instructional practices will be supported with ongoing professional development to ensure implementation with integrity and alignment;

- H. Accountability: Student performance data will be regularly reviewed to measure progress toward achieving curriculum and instructional goals, with necessary adjustments made to ensure comprehensive achievement and civic readiness for all learners.

V. IMPLEMENTATION

- A. The superintendent and the director of teaching and learning are responsible for overseeing the development, implementation, and evaluation of curriculum and instructional practices in alignment with this policy.
- B. The administration will provide regular reports to the school board on curriculum effectiveness, instructional improvements, student achievement, and civic readiness initiatives.

VI. PERFORMANCE MEASURES

Measures to determine school district and school site progress in striving for comprehensive achievement and civic readiness must include at least:

- A. the size of the academic achievement gap, rigorous course taking under section 120B.35, subdivision 3, paragraph (c), clause (2), and enrichment experiences by student subgroup;
- B. student performance on the Minnesota Comprehensive Assessments;
- C. high school graduation rates; and
- D. college and career readiness under Minnesota Statutes, section 120B.307.

VII. COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS PLAN

- A. The school board, at a public meeting, must adopt a comprehensive achievement and civic readiness plan to support and improve teaching and learning that is aligned with Minnesota Statutes, section 120B.11 subdivision 2 which includes:
 - 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2);
 - 2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students to participate in gifted and talented programs and accelerate their instruction, and adopt early admission procedures for admission to kindergarten or first grade consistent with Minnesota Statutes, section 120B.15 and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward college and career readiness and leading to comprehensive achievement and civic readiness;

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, subdivision 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes section 122A.40, subdivision 8, or 122A.41, subdivision 5;
 4. strategies for improving instruction, curriculum, and student achievement, including English and, where practicable, the native language development and the academic achievement of English learners;
 5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
 6. education effectiveness practices that:
 - a) integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining; and
 - b) provide a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness.
 7. an annual budget for continuing to implement the school district plan; and
 8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.
- B. The school district is not required to include information regarding literacy in the Comprehensive Achievement and Civic Readiness plan or report required under Minnesota Statutes, section 120B.11, except with regard to the academic achievement of English learners.
- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy 621 (Literacy and the READ Act).

D. Reporting

1. Consistent with Minnesota Statutes, section 120B.36, subdivision. 1, the school board

shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Legal References: *Minn. Stat. § 120B.018 (Definitions)*
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.12 (Read Act Goal and Intervention)
Minn. Stat. § 120B.15 (Gifted and Talented Students Programs and Services)
Minn. Stat. § 120B.25 (Ethnic Studies)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)
20 U.S.C. § 5801, et seq. (National Education Goals)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References: *ISD 200 Policy 613 (Graduation Requirements)*
ISD 200 Policy 614 (School District Testing Plan and Procedures)
ISD 200 Policy 615 (Basic Standards Testing)
ISD 200 Policy 616 (School District System Accountability)
ISD 200 Policy 621 (Literacy and the READ Act)

Policy Reviewed: 06.05.2025
Policy Adopted:
Policy Revised: 07.01.2024

This statement signifies that the current policy fully integrates all mandatory components outlined in the (Mandatory) MSBA Model Policy 616.



601 SCHOOL DISTRICT CURRICULUM, AND INSTRUCTIONAL GOALS

I. PURPOSE

The purpose of this policy is to establish broad curriculum **and instructional** parameters for the school district that encompass the Minnesota Academic Standards, state and federal laws, and are aligned with **creating** comprehensive achievement and civic readiness.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to strive for creating comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable. Whenever available, **instructionally sound and outcomes-focused** curriculum will be used. **Instructionally sound and outcomes-focused** curriculum shall be supported with ongoing professional development to ensure it is implementation with integrity and alignment.

III. DEFINITIONS

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- B. “Antiracist” means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. **“College and Career Readiness” means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment.**
- E. “Comprehensive Achievement and Civic Readiness” means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain college and career readiness before graduating from high school; have all students graduate from high school; and prepare students to be lifelong learners.
- F. “Culturally sustaining” means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- G. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and college and

career readiness;

- H. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
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- C. Comprehensive Achievement to Increase Proficiency: Curriculum and instruction must promote mastery of academic standards, development of critical thinking skills, and increase proficiency in core academic subjects (reading, math, and science) as measured by state and district assessments;
- D. Clear Learning Objectives: Curriculum and instruction must define what students should know and be able to do at the end of each unit or course using SMART criteria (Specific, Measurable, Achievable, Relevant, Time-bound);
- E. Civic Readiness: Curriculum and instruction must foster the development of students’ knowledge, skills, and the dispositions necessary to be responsible, informed, and productive citizens;
- F. Opportunity, Access and Excellence: Curriculum and instruction must provide rigorous, high-quality learning experiences and access to necessary support for all students, ensuring learners, including those with disabilities and English learners, have the opportunity to achieve academic success and reach their full potential;
- G. Continuous Improvement: The school district’s process for ongoing curriculum and instructional review and improvement, will be informed by data, educational research, best practices, and community input. Curriculum and instructional practices will be supported with ongoing professional development to ensure implementation with integrity and alignment;

- H. Accountability: Student performance data will be regularly reviewed to measure progress toward achieving curriculum and instructional goals, with necessary adjustments made to ensure comprehensive achievement and civic readiness for all learners.

V. IMPLEMENTATION

- A. The superintendent and the director of teaching and learning are responsible for overseeing the development, implementation, and evaluation of curriculum and instructional practices in alignment with this policy.
- B. The administration will provide regular reports to the school board on curriculum effectiveness, instructional improvements, student achievement, and civic readiness initiatives.

VI. PERFORMANCE MEASURES

Measures to determine school district and school site progress in striving for comprehensive achievement and civic readiness must include at least:

- A. the size of the academic achievement gap, rigorous course taking under section 120B.35, subdivision 3, paragraph (c), clause (2), and enrichment experiences by student subgroup;
- B. student performance on the Minnesota Comprehensive Assessments;
- C. high school graduation rates; and
- D. college and career readiness under Minnesota Statutes, section 120B.307.

VII. COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS PLAN

- A. The school board, at a public meeting, must adopt a comprehensive achievement and civic readiness plan to support and improve teaching and learning that is aligned with Minnesota Statutes, section 120B.11 subdivision 2 which includes:
 - 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2);
 - 2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students to participate in gifted and talented programs and accelerate their instruction, and adopt early admission procedures for admission to kindergarten or first grade consistent with Minnesota Statutes, section 120B.15 and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward college and career readiness and leading to comprehensive achievement and civic readiness;

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, subdivision 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes section 122A.40, subdivision 8, or 122A.41, subdivision 5;
 4. strategies for improving instruction, curriculum, and student achievement, including English and, where practicable, the native language development and the academic achievement of English learners;
 5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
 6. education effectiveness practices that:
 - a) integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining; and
 - b) provide a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness.
 7. an annual budget for continuing to implement the school district plan; and
 8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.
- B. The school district is not required to include information regarding literacy in the Comprehensive Achievement and Civic Readiness plan or report required under Minnesota Statutes, section 120B.11, except with regard to the academic achievement of English learners.
- C. Every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy 621 (Literacy and the READ Act).

D. Reporting

1. Consistent with requirements for school performance reports under Minnesota Statutes,

~~section 120B.36, subdivision. 1, Section 120B.11 subdivision 5, the school board shall publish the district's a comprehensive achievement and civic readiness plan report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.~~

- ~~2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.~~
- ~~3. The school district must annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the commissioner.~~
- ~~4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.¶¶~~

Legal References: *Minn. Stat. § 120B.018 (Definitions)*
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.12 (Read Act Goal and Intervention)
Minn. Stat. § 120B.15 (Gifted and Talented Students Programs and Services)
Minn. Stat. § 120B.25 (Ethnic Studies)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)

20 U.S.C. § 5801, et seq. (National Education Goals)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References: *ISD 200 Policy 613 (Graduation Requirements)*
ISD 200 Policy 614 (School District Testing Plan and Procedures)
ISD 200 Policy 615 (Basic Standards Testing)
ISD 200 Policy 616 (School District System Accountability)
ISD 200 Policy 621 (Literacy and the READ Act)

Policy Reviewed: 06.05.2025

Policy Adopted:

Policy Revised: 07.01.2024

This statement signifies that the current policy fully integrates all mandatory components outlined in the (Mandatory) MSBA Model Policy 616.



603 CURRICULUM DEVELOPMENT

I. PURPOSE

The purpose of this policy is to provide a framework for the development of course offerings for students and to establish methods for continuous improvement of the district's instructional curriculum. This policy ensures that all students have access to high-quality, standards-aligned curriculum that promotes academic achievement and prepares students for career and/or college success.

II. GENERAL STATEMENT OF POLICY

The district is committed to providing a rigorous, coherent, and relevant curriculum that supports best instructional practices, and meets or exceeds both state and district academic standards. The curriculum must be designed to engage all learners, promote critical thinking, and prepare students to be responsible, informed, and productive citizens.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area;
- B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band;
- C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness;
- D. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- E. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning. Including the instructional program, the instructional approach, and instructional materials.
- F. "Instructional Curriculum" means the district or school-adopted programs, written plans and instructional practices designed to provide all K–12 students with meaningful, standards-based learning experiences. It integrates both the content to be taught (curriculum) and the methods of delivery (instruction), ensuring alignment with the Minnesota K–12 Academic Standards and graduation requirements, through a variety of

approaches, including applied and experiential learning.

- G. “Instructional Materials” means the materials used to advance student proficiency, these materials must accommodate every student, including English Language learning and students with disabilities.
- H. “Textbook” means a curriculum-aligned book, or workbook that provides structured lessons and content to support student learning in a specific subject and grade level.

IV. INSTRUCTION

- A. Instruction will be provided for all courses required for each grade level by the Minnesota Department of Education (MDE) and courses required in all elective subject areas;
- B. The instructional approach will advance student proficiency, promote critical thinking, and will be nonsexist, multicultural, and free of bias;
- C. The school board, at its discretion, may adopt additional courses for instruction at any grade level;
- D. Minnesota Statutes section 120A.22 Subd.9 (Knowledge and skills) and Minnesota Statutes section 120B.022 Subd.1 (Elective standards) outline that instruction must be provided in at least the following subject areas:
 - 1. basic communication skills including reading and writing, literature, and fine arts;
 - 2. mathematics and science;
 - 3. social studies, including history, geography, economics, government, and citizenship;
 - 4. health and physical education;
 - 5. career and technical education:
 - a) The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

Instruction, textbooks, and materials must be in the English language. Another language may be used pursuant to sections 124D.59 to 124D.61.

- E. Minnesota Statutes section 120A.22 Subd.9 (Knowledge and skills) and Minnesota Statutes section 120B.022 Subd.1 (Elective standards) outline that instruction may be provided in at least the following subject area:
 - 1. world languages:

- a) A district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.
- F. Instruction will be planned for optimal benefit, taking into consideration the financial condition of the school district and other relevant factors. Each course plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- G. The superintendent and the director of teaching and learning have discretionary authority to develop guidelines and directives to implement school board policy relating to instruction.
- H. Instructional Materials
 - 1. Instructional materials must advance student proficiency;
 - 2. Materials must accommodate every student, including English learners and students with disabilities;

V. CURRICULUM

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent or designee and the director of teaching and learning the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials that:
 - 1. support the goals and objectives of the education programs;
 - 2. consider the needs, age, and maturity of students;
 - 3. foster respect and appreciation for cultural diversity and varied opinion;
 - 4. fit within the constraints of the school district budget;
 - 5. are in the English language. Another language may be used, pursuant to Minnesota Statutes sections 124D.59 to 124D.61;
 - 6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and

7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.
- D. Curriculum Alignment
1. All curriculum must align with Minnesota standards and benchmarks and the district's established standards and benchmarks; and
 2. Curriculum shall be vertically and horizontally articulated to ensure consistency across grade levels and content areas.
- E. Curriculum Review & Development
1. The district's curriculum development and review cycle is aligned with MDE's Curricula Review Cycle and is outlined in ISD 200 Policy 606.1PR Curriculum Development and Review;
 2. Through the district's Curriculum Advisory Committee, the development and review procedure shall involve educators, administrators, parents/guardians, community members, students and where appropriate, consultants; and
 3. New curriculum proposals must be evidence-based and demonstrate effectiveness in increasing student achievement.
- F. Parent and Community Involvement
1. The district encourages parent and community input in curriculum decisions through the district's Curriculum Advisory Committee.
- G. Teacher Autonomy and Professional Development
1. Teachers are expected to deliver the adopted curriculum with integrity while using their professional expertise to differentiate instruction; and
 2. Professional development will be provided to support implementation of new or revised curriculum.
- H. Monitoring and Accountability

1. The district shall use multiple measures (including student assessments, surveys, and observations) to evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices for improving student outcomes; and
2. Curriculum implementation shall be monitored by building and district-level administrators.

VI. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.
- C. The district shall have a procedure to document all core instructional materials and resources utilized by staff and students.
- D. Gift resources will be judged by the same criteria and will be accepted or rejected based on those criteria.
- E. Textbooks and other instructional materials will be updated by removing resources no longer appropriate or accurate and replacing resources that have been lost or damaged.

VII. REQUIRED ACADEMIC STANDARDS

- A. The following subject areas are required in Minnesota for statewide accountability:
 1. language arts;
 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
 5. physical education;
 6. health, for which locally developed academic standards apply; and
 7. the arts.

- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

VIII. PARENTAL CURRICULUM REVIEW

The school district procedure for a parent/guardian, or an adult student (18 years of age or older), to review the content of the instructional materials to be provided to a student and, if there is an objection to the content, to make reasonable arrangements for alternative instruction are outlined in ISD 200 Policy 604.1PR (Parent/Guardian or Adult Student Objection to Instructional Content and Request for Alternative Instruction).

- A. Alternative instruction may be provided by the parent/guardian, or adult student if the alternative instruction offered by the school district does not meet the concerns of the parent, guardian, or adult student.

The school board is not required to pay for the costs of alternative instruction provided by a parent/guardian, or adult student.

- B. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

IX. CPR AND AED INSTRUCTION

In accordance with Minnesota Statutes section 120B.236 Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction, the school district will provide one time cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

X. COLLEGE AND CAREER PLANNING

- A. Consistent with Minnesota Statutes section 120B.125, the school district assists all students beginning in grade 9, through its Pathways program to explore their educational, college, and career interests, aptitudes, and aspirations, and develops a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
 - 1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
 - 2. emphasize academic rigor and high expectations and inform the student, and the student's parent/guardian if the student is a minor, of the student's achievement level

score on the Minnesota Comprehensive Assessments that are administered during high school;

3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. help students access education and career options;
 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
 9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student on track for graduation, making adequate progress to meet state and district academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial coursework.
- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.

- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes section 120A.20, subdivision 1(c). A student's plan under this section shall continue while the student is enrolled

Legal References: *Minn. Stat. § 120A.20 (Admission to Public School)*
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.101 (Curriculum)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.20 (Parental Curriculum Review)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: *ISD 200 Policy 604.1 (Procedure for Parent/Guardian or Adult Student's Objection to Instructional Content and Request for Alternative Instruction)*
ISD 200 Policy 606.1PR (Curriculum Review)

Policy Reviewed: 06.05.2025

Policy Adopted:

Policy Revised:

This statement signifies that the current policy fully integrates all mandatory components outlined in the MSBA Model Policies 604 and 606.



618 ASSESSMENT, GRADING, AND REPORTING OF STUDENT PROGRESS ~~ACHIEVEMENT~~

I. PURPOSE

In order to achieve the district's mission, communication of student achievement and progress must be meaningful, accurate, consistent and supportive of learning. Teachers shall use a standards referenced grading system designed to accurately report student achievement of academic standards through providing consistency in grading practices across schools and classrooms, and aligning grading and reporting with standards based instruction and graduation requirements supports student learning and provides the most meaningful, accurate and consistent communication of a student's progress.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete graduation requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of graduation requirements.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.
- D. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.

~~"Cultural competence," for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.~~

- E. “Elective standards” means a locally adopted expectation for student learning in career and technical education and world languages.
- F. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- H. “Required standard” means (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The director of teaching and learning will establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. GRADING

- A. The purpose of student grading includes:
 - 1. Communicating the achievement status of students to parents/guardians and others.
 - 2. Providing information that students can use for self-evaluation.
- B. Grading should reflect student performance as measured by several forms of assessment. Student performance and achievement should be assessed on classroom subject or course-determined curriculum standards and objectives.
- C. Grades shall only reflect a combination of student achievement, student progress in learning, and other student learning factors.
- D. Student understanding of scoring criteria is a hallmark of quality standards based instruction and grading.

- E. Course or subject objectives are aligned with state standards. Grading practices will be based on assessment of students against a standard for learning.
- F. The grading system at the high school involves non-weighted grading values.
- G. Each school program level (elementary, middle school, and high school) will establish standardized grading criteria. The grading criteria will be reflective of the age of the student and the level of content learning.
- H. A procedure must be in place to address maximum attempts, timeline, and performance thresholds in student assessment retakes.

VI. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing curriculum and assessment tests to measure student academic knowledge and skills.

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a) computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b) high school reading in grade 10, mathematics in grade 11, and a high school writing test, (when it becomes available); and
 - c) science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally-constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.

4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
5. ~~For students in grade 8, t~~The school district must record on the high school transcript a student's progress toward career and college readiness. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The Minnesota Commissioner of Education must create and publish a form for parents and guardians that:
 - a) explains the need for state academic standards;
 - b) identifies the state assessments that are aligned with state standards;
 - c) identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
 - d) states that students who receive a college-ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e) summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and
 - f) notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.
3. The school district ~~may~~will provide a student's parent/guardian access to the student's individual student performance data and achievement report that is made available under paragraph (b), clause (1), when the performance data and report is available to the

school district.

VII. RIGOROUS COURSE OF STUDY WAIVER

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
 - 1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
 - 2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
 - 3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VIII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and

partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

- C. All students, except those eligible for alternative assessments, will be encouraged to participate in a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References: *Minn. Stat. § 120B.018 (Definitions)*
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)

Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.3520 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References: *ISD 200 Policy 601 (School District Curriculum and Instruction Goals)*
ISD 200 Policy 613 (Graduation Requirements)
ISD 200 Policy 614 (School District Testing Plan and Procedure)
ISD 200 Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
ISD 200 Policy 616 (School District System Accountability)

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620 CREDIT FOR LEARNING

I. PURPOSE

This policy recognizes student achievement that occurs in postsecondary enrollment options and other advanced enrichment programs. This policy also recognizes student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.

~~“Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minnesota Statutes section 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).~~

~~“Concurrent enrollment” means nonsectarian courses in which an eligible pupil under Minnesota Statutes, section 124D.09, subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.~~

- B. “Course” means a course or program.
- C. “Curriculum” means district or school-adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness:
- D. “Eligible institution” means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities

industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

- E. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- F. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- G. “Weighted grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
2. *Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least [insert number] credits from the school district*

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. *Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least [insert number] credits from the school district.*
 - c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school

district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.

- d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
 - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
 - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.
3. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or non-final grades earned during the academic term.

V. POSTSECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Statutes section 124D.09 that has been approved as meeting the

necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.

- B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation requirements and subject area requirements of the district.
 - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 - 2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.
 - 3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 - 4. In the event the content of the postsecondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 - 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 - 6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the school district in planning, a pupil must inform the district by

October 30 or May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following school year academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30.

- E. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

VII. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

In the event that a medical pathways program exists in Hastings Public Schools, then consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VIII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide

elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

IX. WEIGHTED GRADES

- A. The school district does not offer weighted grades.

X. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section X.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: *Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)*
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum,

Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)

Minn. Stat. § 120B.14 (Advanced Academic Credit)

Minn. Stat. § 123B.02 (General Powers of Independent School Districts)

Minn. Stat. § 123B.445 (Nonpublic Education Council)

Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)

Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)

Minn. Stat. § 124D.094 (Online Instruction Act)

Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References: *ISD 200 Policy 601 (School District Curriculum and Instruction Goals)*
ISD 200 Policy 613 (Graduation Requirements)
ISD 200 Policy 614 (School District Testing Plan and Procedure)
ISD 200 Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
ISD 200 Policy 616 (School District System Accountability)
ISD 200 Policy 618 (Assessment of Student Achievement)

Policy Reviewed: 06.05.2025

Policy Adopted: 07.31.2024

Policy Revised: 07.01.2024

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

A Regular Meeting of the School Board of Independent School District No. 200, Hastings, Minnesota, was held on Wednesday, June 25, 2025 at the Hastings Middle School Media Center.

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

The following board members were present: Philip Biermaier, Matt Bruns, Jessica Dressely, Elaine Mikel-Mulder, Melissa Millner, Carrie Tate, and Mark Zuzek. Roll call attendance was taken by Melissa Millner. Superintendent Champa was also present at the meeting.

A motion to amend the agenda by adding a discussion about the hockey arena was made by Mark Zuzek and seconded by Philip Biermaier. With 5 ayes, 2 nays, the motion carried. Voting nay were Jessica Dressely and Carrie Tate.

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

Superintendent Champa presented the Raider Spotlight, which recognized the Imagine Foundation and the Friend of Education Award by EDMN recipient, Jessie Holm.

Superintendent Champa provided the Board with the Superintendent Report.

A motion was made by Carrie Tate to amend the agenda to add public comment and seconded by Mark Zuzek. With 7 ayes, 0 nays, the motion carried unanimously.

The Public Comment Session was held with one person speaking.

The Smart Choices Student Wellness Annual Report was provided by Mary Ellen Fox.

The Fastbridge Results and Literacy Plan was provided by Andrew Hodges, Director of Teaching and Learning.

The Building and Construction Fund Project update was provided by Jennifer Seubert.

The Legal Data Request Update was provided by Cathy Moen.

A discussion was had about the SRO Agreement Amendment.

The ISD 917 update was provided by Mark Zuzek.

The AMSD update was provided by Matt Bruns.

The Community Collaboration Committee update was provided by Melissa Millner, no meetings held since the last update.

The Facilities, Finance and Joint Powers Committee update was provided by Mark Zuzek.

The NAPAC Committee update was provided by Matt Bruns.

The Student School Board Committee update was provided by Matt Bruns, no meetings held since the last update.

The Policy Committee update was provided by Jessica Dressely.

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

- Meeting Minutes from 5/21/25 Regular Meeting and 5/28/25 Special Meeting
- Personnel Report
- May Bills Payable
- Policies after Third Reading: 422, 522, 523, 607, 611
- 2025 Sternau Contract
- 2024-2025 School Board Fundraising Report
- Cancel July 9, 2025 School Board Work Session

A discussion about the Hockey Arena was held.

A motion was made by Mark Zuzek to approve the Property & Liability, Workers Comp and was seconded by Elaine Mikel-Mulder. With a vote of 7 ayes and 0 nays, the motion carries.

A motion was made by Mark Zuzek to approve the Community Education Census Certification Resolution and to waive the reading and was seconded by Jessica Dressely. Roll call vote was taken by Melissa Millner. With a vote of 7 ayes and 0 nays, the motion carries.

A motion was made by Elaine Mikel-Mulder to approve the FY2027 LTFM Ten-Year Revenue Projection and was seconded by Philip Biermaier. With a vote of 7 ayes and 0 nays, the motion carries.

A motion was made by Mark Zuzek to approve the Special Election 2025 Resolution for Candidate Filing Dates and to waive the reading and was seconded by Matt Bruns. With a vote of 7 ayes and 0 nays, the motion carries.

A motion was made by Jessica Dressely to approve the verbiage of the Strategic Plan knowing that the visual would come later and seconded by Elaine Mikel-Mulder. With a vote of 7 ayes and 0 nays, the motion carries.

A motion was made by Mark Zuzek to approve the Iowa Designation Resolution and waive the reading and was seconded by Matt Bruns. Roll call vote was taken by Melissa Millner. With a vote of 7 ayes and 0 nays, the motion carries.

A motion was made by Mark Zuzek to approve the Food Service MOU and seconded by Melissa Millner. With a vote of 7 ayes and 0 nays, the motion carries.

A motion was made by Mark Zuzek to approve the Educational Support Professionals (ESP) MOU and seconded by Melissa Millner. With a vote of 7 ayes and 0 nays, the motion carries.

Future meetings were presented and discussed by Chair Tate.

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

The meeting was adjourned at 8:41 PM.

HASTINGS ISD #200 BOARD REPORT FOR THE MONTH ENDING: June 2025

Results are not final; audit entries will be posted.

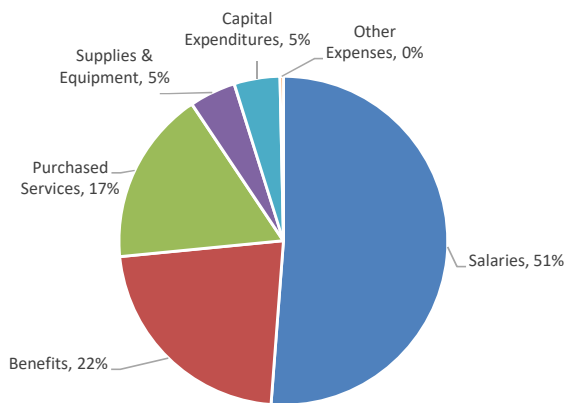
EXPENDITURE TOTALS

	<u>FY 2025 Budget (REV)</u>	<u>**Monthly Expenditures</u>	<u>Year-to-Date Expenditures</u>	<u>Remaining Balance</u>	<u>% Spent</u>
General Fund (01)					
100 Salaries	34,391,243	6,760,108	33,489,005	902,238	97%
200 Benefits	14,940,629	2,794,864	14,538,284	402,344	97%
300 Purchased Services	12,392,304	1,444,364	11,218,232	1,174,072	91%
400 Supplies & Equipment	2,934,459	430,133	2,986,833	(52,374)	102%
500 Capital Expenditures	2,777,663	695,962	2,947,136	(169,474)	106%
800 Other Expenses	391,068	7,487	212,129	178,939	54%
	<u>67,827,366</u>	<u>12,132,918</u>	<u>65,391,620</u>	<u>2,435,746</u>	<u>96%</u>
Food Service Fund (02)	3,530,227	396,821	3,507,176	23,051	99%
Community Service Fund (04)	2,864,210	387,490	3,001,739	(137,530)	105%
Building Construction Fund (06)	2,699,440	147,304	2,109,806	589,635	78%
Debt Service Fund (07)	20,619,675	575	20,620,450	(775)	100%
Student Activities Fund (10)	250,000	14,717	280,354	(30,354)	112%
Deferred Accounts- Donations/Misc Fund (11)	640,619	182,848	739,761	(99,142)	115%
Scholarships Fund (12)	120,000	0	127,140	(7,140)	106%
Totals	\$98,551,537	\$13,262,674	\$95,778,046	\$2,773,492	

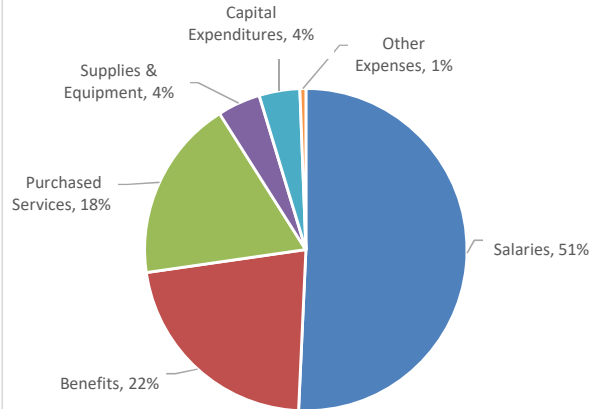
** Monthly expenditures include payroll, finance and encumbrances.

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

YTD General Fund Expenditures



General Fund Budget



PAYROLL DISBURSEMENTS

Checks & Direct Deposits	6/1/2025	6/30/2025	2,451,103	Pay dates 6/5 and 6/20
Liability Checks & Wires	6/1/2025	6/30/2025	1,741,650	Bd. Share \$447,032
Total			\$4,192,752	

FINANCE DISBURSEMENTS

Checks & Wires	6/1/2025	6/30/2025	3,075,283
Total			\$3,075,283

SELF-FUNDED INSURANCE

	<u>Revenue YTD</u>	<u>Expenses YTD</u>	<u>YTD Balance</u>
Dental	852,275	660,813	\$191,462
Health	11,018,843	8,946,511	\$2,072,332

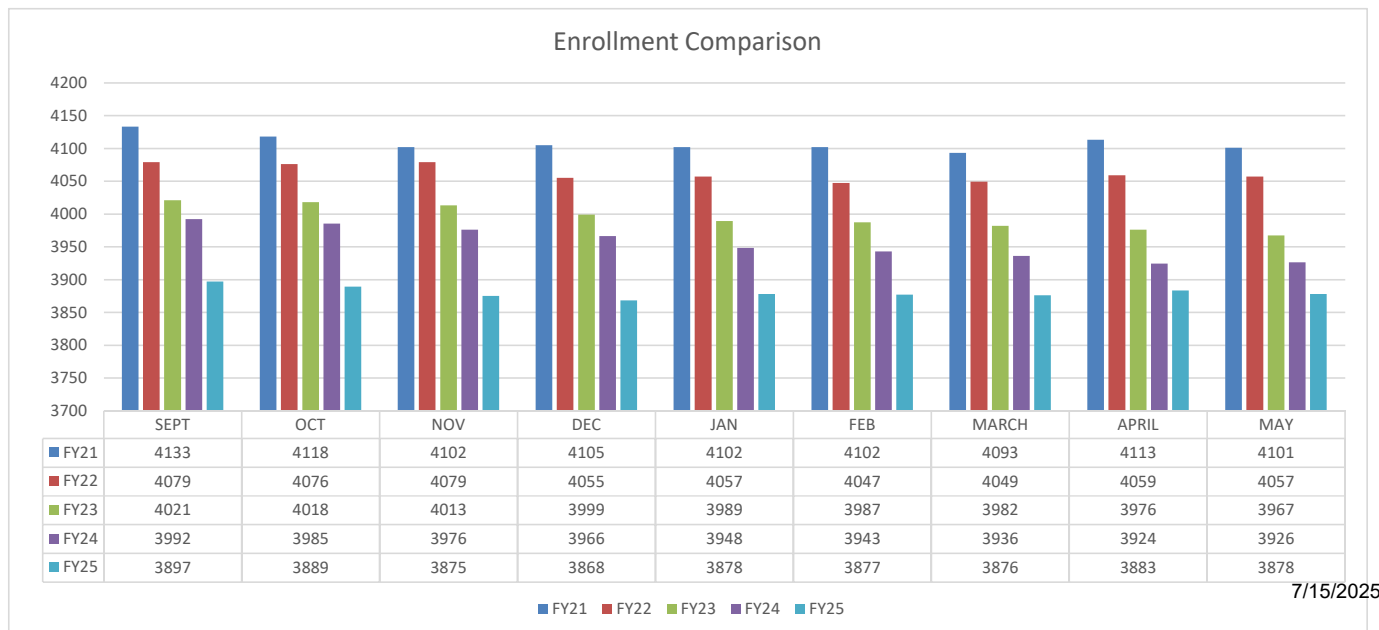
7/15/2025

ELECTRONIC FUND TRANSFERS

<u>Date</u>	<u>From</u>	<u>To</u>	<u>Amount</u>	<u>Description</u>
6/2/2025	Merchants Bank	MSDLAF General	50,000.00	Local Receipts
6/5/2025	MSDLAF General	MSDLAF Health Self Funded	8,116.49	Health Insurance
6/5/2025	MSDLAF General	MSDLAF GeneralMAX	5,000,000.00	Exchange
6/5/2025	MSDLAF General	MSDLAF Flex	1,918.24	Payroll
6/5/2025	MSDLAF General	MSDLAF Payroll	2,652,001.81	Payroll
6/5/2025	MSDLAF Scholarship	MSDLAF ScholarshipMAX	30,000.00	Exchange
6/6/2025	MSDLAF General	MSDLAF AP	515,676.08	Accounts Payable
6/6/2025	MSDLAF General	MSDLAF Health Self Funded	779,101.43	Health Insurance
6/9/2025	MSDLAF Bond ProceedsMAX	MSDLAF Bond Proceeds	200,000.00	Exchange
6/10/2025	Merchants Bank	MSDLAF General	75,000.00	Local Receipts
6/12/2025	MSDLAF Flex	MSDLAF General	5,205.89	Payroll
6/12/2025	MSDLAF General	MSDLAF AP	1,110,744.42	Accounts Payable
6/12/2025	MSDLAF General	Vermillion Bank	11,484.73	Local Receipts
6/13/2025	MSDLAF General	MSDLAF Health Self Funded	508.38	Health Insurance
6/13/2025	MSDLAF General	MSDLAF AP	34,245.70	Accounts Payable
6/17/2025	MSDLAF General	MSDLAF AP	535,464.00	Accounts Payable
6/17/2025	Merchants Bank	MSDLAF General	25,000.00	Local Receipts
6/17/2025	MSDLAF GeneralMAX	MSDLAF General	2,500,000.00	Exchange
6/18/2025	MSDLAF General	MSDLAF AP	228,005.06	Accounts Payable
6/20/2025	MSDLAF General	MSDLAF Payroll	1,536,412.15	Payroll
6/20/2025	MSDLAF General	MSDLAF Flex	2,564.79	Payroll
6/20/2025	MSDLAF General	MSDLAF Health Self Funded	6,248.53	Health Insurance
6/27/2025	MSDLAF General	Vermillion Bank	170.88	Local Receipts
6/27/2025	MSDLAF General	MSDLAF AP	23,919.02	Accounts Payable
6/27/2025	Merchants Bank	MSDLAF General	25,000.00	Local Receipts
6/27/2025	MSDLAF General	MSDLAF AP	278,665.29	Accounts Payable
6/30/2025	MSDLAF General	MSDLAF Payroll	5,440.31	Payroll
6/30/2025	MSDLAF General	MSDLAF AP	340,731.10	Accounts Payable
6/30/2025	MSDLAF General	MSDLAF Scholarship	1,122.00	Local Receipts
			\$15,982,746.30	

ENROLLMENT

<u>GRADE</u>	<u>COUNT</u>	<u>SCHOOL</u>	<u>COUNT</u>
K	260	HALC	33
1	260	High School	1294
2	281	Middle School	1177
3	283	Kennedy Elementary	466
4	290	Pinecrest Elementary	431
5	282	McAuliffe Elementary	477
6	297		3878
7	307		
8	291		
9	302		
10	331	Elementary	1374
11	359	Middle School	1177
12	335	High School/HALC	1327
	3878	Total District	3878



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, 2025
Current Statement as of 6/30/2025

Crs Code	Activity Account	Balance 7/1/2024	Receipts	Disbursements	Subtotal (Less Interest)	Interest Earned	Balance 6/30/2025
601	Art Club	389.29	5,647.00	5,719.30	316.99	25.6208	342.61
608	AVID	3,537.27	50.00	1,389.97	2,197.30	111.7822	2,309.08
602	Band	12,069.74	14,403.10	24,987.39	1,485.45	367.4862	1,852.94
605	Basketball - Boys	3,375.11	3,680.00	1,861.21	5,193.90	82.3664	5,315.57
609	Choir Tour	1,713.20	0.00	0.00	1,713.20	56.2364	1,769.44
610	Cross Country Running	290.32	1,173.00	934.00	529.32	20.2814	549.60
613	Fellowship Christian Athletes (FCA)	2,478.49	3,885.00	2,997.11	3,366.38	114.7360	3,481.12
615	Gymnastics	4,376.24	2,912.00	3,215.50	4,072.74	140.5863	4,213.33
616	French Honor Society (FHS)	1,453.27	804.00	760.30	1,496.97	51.1059	1,548.08
622	Marching Band	36,853.69	76,164.07	66,888.47	46,129.29	896.1381	47,025.43
675	INTEREST EARNED	0.00	6,394.17	45.00	6,349.17	-	0.00
623	National Honor Society (NHS)	2,356.95	9,043.00	8,664.16	2,735.79	107.1615	2,842.95
625	Nordic Skiing	382.57	147.00	180.67	348.90	11.6742	360.57
626	Orchestra	278.74	0.00	74.54	204.20	8.9615	213.16
618	Peer Helpers	18.55	185.00	103.36	100.19	3.1405	103.33
632	Show Choir	36,140.07	85,824.96	79,118.00	42,847.03	1,645.9010	44,492.93
647	Spanish Club	6,498.83	6,679.45	7,892.57	5,285.71	204.2315	5,489.94
650	Student Council	57,778.41	38,018.00	53,597.22	42,199.19	1,730.0559	43,929.25
652	Tennis - Boys	3,733.32	370.00	998.53	3,104.79	109.0942	3,213.88
653	Tennis - Girls	918.97	2,303.35	1,948.70	1,273.62	48.1385	1,321.76
655	Thespians	565.57	0.00	440.24	125.33	16.3418	141.67
656	Track	14,031.40	8,032.20	11,861.04	10,202.56	422.3472	10,643.97
654	Ultimate Frisbee	25.23	2,301.19	1,692.52	633.90	13.0033	646.90
659	Wrestling	629.12	-629.12	0.00	0.00	19.0626	0.00
665	Middle School Yearbook	14.01	0.00	0.00	14.01	0.4599	14.47
666	Middle School Student Council	4,821.46	6,191.62	4,983.79	6,029.29	143.2566	6,172.55
		194,729.82	273,578.99	280,353.59	187,955.22	6,349.1700	187,955.22

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

June 2025 Investment Reconciliation - %-104-%

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	BALANCE END OF MONTH
GENERAL FUND - 01	11,000,000.00	5,000,000.00	5,000,000.00	11,000,000.00
SCHOLARSHIP FUND - 12	10,000.00	0.00	0.00	10,000.00
DENTAL SELF FUNDED - 20	488,000.00	0.00	0.00	488,000.00
HEALTH SELF FUNDED - 21	2,000,000.00	0.00	0.00	2,000,000.00
TOTALS	13,498,000.00	5,000,000.00	5,000,000.00	<u>13,498,000.00</u>

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	11,000,000.00	0.00	11,000,000.00
Scholarship CD	10,000.00	0.00	10,000.00
Certificates of Deposit - MSDLAF - Dental	488,000.00	0.00	488,000.00
Term - MSDLAF - Health	2,000,000.00	0.00	2,000,000.00
TREASURER'S BALANCE	13,498,000.00	0.00	<u>13,498,000.00</u>

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

June 2025 Bank Reconciliation

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	JOURNAL ENTRIES	BALANCE END OF MONTH
GENERAL FUND- 01	30,853,799.82	7,648,015.45	(4,675,624.35)	(5,791,576.57)	28,034,614.35
FOOD SERVICE FUND - 02	454,642.50	351,111.01	(28,071.40)	(158,707.64)	618,974.47
COMMUNITY ED - 04	441,654.03	178,355.16	(21,582.53)	(16,358.24)	582,068.42
BUILDING CONSTRUCTION - 06	742,870.42	2,453.01	(45,733.73)	0.00	699,589.70
DEBT REDEMPTION - 07	2,527,796.32	0.00	(575.00)	1,693,612.99	4,220,834.31
STUDENT ACTIVITY FUND -10	179,207.46	23,955.14	(14,578.26)	(629.12)	187,955.22
DEFERRED ACCOUNTS - 11	640,130.63	53,731.18	(140,033.14)	(17,734.10)	536,094.57
SCHOLARSHIP - 12	287,480.62	2,132.12	0.00	0.00	289,612.74
TRUST - 18	0.00	0.00	0.00	0.00	0.00
DENTAL SELF FUNDED - 20	930,371.43	3,147.23	(40,118.60)	128,008.47	1,021,408.53
HEALTH SELF FUNDED -21	3,127,058.73	9,240.46	(863,342.41)	1,822,707.66	4,095,664.44
OPEB PERA/CE TRUST - 45	6,933,493.43	0.00	0.00	23,115.66	6,956,609.09
TOTALS	47,118,505.39	8,272,140.76	(5,829,659.42)	(2,317,560.89)	47,243,425.84

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	89,012.73	0.00	0.00	50.00	89,062.73
MSDLAF AP	1,728,309.73	(1,624,626.30)	0.00	0.00	103,683.43
MSDLAF Payroll	115,925.27	(14,209.69)	0.00	0.00	101,715.58
MSDLAF Scholarship	292,112.74	(2,500.00)	0.00	0.00	289,612.74
MSDLAF General	35,488,776.30	0.00	33,073.19	0.00	35,521,849.49
MSDLAF Flex	144,402.90	0.00	0.00	0.00	144,402.90
MSDLAF Dental Self Funded	893,400.06	0.00	0.00	0.00	893,400.06
MSDLAF Health Self Funded	2,508,016.29	(220,919.49)	0.00	0.00	2,287,096.80
MSDLAF Bond Proceeds	683,113.15	0.00	0.00	0.00	683,113.15
Vermillion Bank	178,075.89	(6,774.02)	0.00	0.00	171,301.87
MidAmerica - CE Trust	0.00	0.00	0.00	0.00	0.00
OPEB PERA/CE Trust Account	6,958,187.09	0.00	0.00	0.00	6,958,187.09
TREASURER'S BALANCE	49,079,332.15	(1,869,029.50)	33,073.19	50.00	47,243,425.84

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
											Void	Date	
MB	P512MB	111173		Wire	1	10229	MERCHANTS BANK FEES		No	Yes	No	06/10/2025	72.33
MB	P2512M	111529		Wire	1	10229	MERCHANTS BANK FEES		No	Yes	No	06/29/2025	47.52
Bank Total:													\$119.85
USAP	P51215	111265		Wire	1	9860	MINNESOTA STATE RETIREMENT SYST		No	Yes	No	06/12/2025	73,824.80
USAP	P511A	111266		Wire	1	11387	AMAZON CAPITAL SERVICES, INC		No	Yes	No	06/12/2025	34,181.99
USAP	P511A	111268		Wire	1	11387	AMAZON CAPITAL SERVICES, INC		No	Yes	No	06/12/2025	(179.99)
USAP	P51203	111296		Wire	1	10920	AFFINETY - MERCH BANK FEES (WIRE)		No	Yes	No	06/18/2025	3,685.47
USAP	P51203	111297		Wire	1	2976	SALES TAX (MN DEPT REVENUE)		No	Yes	No	06/18/2025	110.00
USAP	P51203	111298		Wire	1	9012	PITNEY BOWES POSTAGE BY PHONE		No	Yes	No	06/18/2025	3,000.00
USAP	P51203	111299		Wire	1	9935	ELEYO FEES		No	Yes	No	06/18/2025	4,617.81
USAP	p511b	111319		Wire	1	9557	BMO HARRIS BANK NA		No	Yes	No	06/26/2025	22,145.21
USAP	P51230	111396		Wire	1	3167	MSDLAF BANK FEES		No	Yes	No	06/29/2025	244.62
USAP	P50902	110313	837398	Check	1	3813	MN DEPT OF PUBLIC SAFETY		Yes	Yes	Yes	06/12/2025	(100.00)
USAP	P51115	110915	837840	Check	1	6643	MATZEK, KATIE		Yes	Yes	Yes	06/06/2025	(116.48)
USAP	P51201	111151	838024	Check	1	5596	BARNES & NOBLE INC		Yes	Yes	No	06/06/2025	6,706.28
USAP	P51201	111136	838025	Check	1	11558	BATAGLIA, KATHERINE		Yes	Yes	No	06/06/2025	42.70
USAP	P51201	111142	838026	Check	1	1235	CITY OF HASTINGS		Yes	Yes	No	06/06/2025	6,901.18
USAP	P51201	111134	838027	Check	1	10980	DRUSZCZAK, PHIL		Yes	No	No	06/06/2025	294.99
USAP	P51201	111156	838028	Check	1	9880	GUSTAFSON, JILL		Yes	Yes	No	06/06/2025	36.96
USAP	P51201	111135	838029	Check	1	11233	ISD 742 - ST CLOUD AREA SCHOOLS		Yes	Yes	No	06/06/2025	3,131.20
USAP	P51201	111152	838030	Check	1	5828	JIM CARLSON LEASING CO.		Yes	Yes	No	06/06/2025	730.00
USAP	P51201	111139	838031	Check	1	11726	JOHNSON, STEFANIE		Yes	Yes	No	06/06/2025	37.52
USAP	P51201	111143	838032	Check	1	1863	MACKIN EDUCATIONAL RESOURCES		Yes	Yes	No	06/06/2025	1,368.83
USAP	P51201	111153	838033	Check	1	6643	MATZEK, KATIE		Yes	Yes	No	06/06/2025	116.48
USAP	P51201	111154	838034	Check	1	8687	R2 MN INSURANCE SCHOLASTIC TRUST		Yes	No	No	06/06/2025	445,215.55
USAP	P51201	111137	838035	Check	1	11590	NELSON, TARA		Yes	Yes	No	06/06/2025	106.82
USAP	P51201	111144	838036	Check	1	2163	R1 PAN-O-GOLD BAKING CO		Yes	Yes	No	06/06/2025	221.10
USAP	P51201	111149	838037	Check	1	3070	PINECREST PETTY CASH ACCOUNT		Yes	Yes	No	06/06/2025	435.44
USAP	P51201	111140	838038	Check	1	11776	REARDON, JOSEPH		Yes	Yes	No	06/06/2025	73.57
USAP	P51201	111148	838039	Check	1	2819	REPUBLIC SERVICES #923		Yes	Yes	No	06/06/2025	11,284.87
USAP	P51201	111155	838040	Check	1	9415	RIVER CITY STITCH		Yes	Yes	No	06/06/2025	1,774.39
USAP	P51201	111150	838041	Check	1	4344	ROWAN, MARY		Yes	Yes	No	06/06/2025	16.73
USAP	P51201	111145	838042	Check	1	2314	RYAN MECHANICAL		Yes	Yes	No	06/06/2025	4,268.57
USAP	P51201	111138	838043	Check	1	11669	RYAN, CASSIE		Yes	No	No	06/06/2025	16.38
USAP	P51201	111141	838044	Check	1	12034	TEACHERS ON CALL, INC		Yes	Yes	No	06/06/2025	32,315.30
USAP	P51201	111146	838045	Check	1	2548	R1 T-MOBILE		Yes	Yes	No	06/06/2025	60.00
USAP	P51201	111147	838046	Check	1	2677	XCEL ENERGY		Yes	Yes	No	06/06/2025	637.70

HASTINGS PUBLIC SCHOOLS

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USAP	P51215	111205	838047	Check	1	12117	ACCESS DISPLAY GROUP INC		Yes	Yes	No	06/12/2025	5,817.87
USAP	P51215	111185	838048	Check	1	10919	R1 ARVIG		Yes	Yes	No	06/12/2025	1,205.95
USAP	P51215	111188	838049	Check	1	11204	ASLIS		Yes	Yes	No	06/12/2025	151.00
USAP	P51215	111249	838050	Check	1	6190	R3 AVIBEN LLC		Yes	Yes	No	06/12/2025	566.86
USAP	P51215	111237	838051	Check	1	3155	BEHNKE, RON		Yes	Yes	No	06/12/2025	43.40
USAP	P51215	111194	838052	Check	1	1156	BIX PRODUCE COMPANY LLC		Yes	Yes	No	06/12/2025	1,059.11
USAP	P51215	111246	838053	Check	1	5226	BJORKLUND COMPENSATION CONSUL		Yes	Yes	No	06/12/2025	150.00
USAP	P51215	111256	838054	Check	1	8681	CANVAS HEALTH		Yes	Yes	No	06/12/2025	5,707.02
USAP	P51215	111208	838055	Check	1	1214	CDW GOVERNMENT		Yes	Yes	No	06/12/2025	92,795.70
USAP	P51215	111254	838056	Check	1	7911	CENTURYLINK		Yes	Yes	No	06/12/2025	80.52
USAP	P51215	111247	838057	Check	1	6081	CINDY'S FLORAL CREATIONS		Yes	No	No	06/12/2025	250.00
USAP	P51215	111242	838058	Check	1	4073	R3 COLLEGE BOARD		Yes	Yes	No	06/12/2025	23,585.00
USAP	P51215	111202	838059	Check	1	11977	R1 CORDANCE OPERATIONS LLC		Yes	Yes	No	06/12/2025	24,558.32
USAP	P51215	111176	838060	Check	1	10245	CSTMN LLC		Yes	Yes	No	06/12/2025	23,169.55
USAP	P51215	111250	838061	Check	1	6745	CULLIGAN OF STILLWATER		Yes	Yes	No	06/12/2025	466.70
USAP	P51215	111193	838062	Check	1	11555	CUSTOM COMMUNICATIONS INC		Yes	Yes	No	06/12/2025	711.00
USAP	P51215	111257	838063	Check	1	8840	DEFINITIVE TECHNOLOGY SOLUTIONS		Yes	Yes	No	06/12/2025	697.66
USAP	P51215	111258	838064	Check	1	8840	R2 DEFINITIVE TECHNOLOGY SOLUTIONS		Yes	Yes	No	06/12/2025	214.00
USAP	P51215	111251	838065	Check	1	7631	EF EDUCATIONAL TOURS		Yes	Yes	No	06/12/2025	51.65
USAP	P51215	111239	838066	Check	1	3775	Elementary Summer Schl Petty Cs		Yes	Yes	No	06/12/2025	600.00
USAP	P51215	111260	838067	Check	1	9411	ELLSON, NICOLE		Yes	Yes	No	06/12/2025	288.14
USAP	P51215	111177	838068	Check	1	10275	ELTHON, CRYSTAL		Yes	No	No	06/12/2025	104.82
USAP	P51215	111262	838069	Check	1	9582	ERICKSON, ANGILEE		Yes	Yes	No	06/12/2025	84.00
USAP	P51215	111200	838070	Check	1	11858	FAMILY ACHIEVEMENT CENTER		Yes	Yes	No	06/12/2025	3,208.63
USAP	P51215	111212	838071	Check	1	1409	FISHER SCIENTIFIC		Yes	Yes	No	06/12/2025	91.12
USAP	P51215	111264	838072	Check	1	9863	R2 GENUINE PARTS COMPANY		Yes	Yes	No	06/12/2025	382.11
USAP	P51215	111213	838073	Check	1	1478	GOPHER SPORT		Yes	Yes	No	06/12/2025	544.04
USAP	P51215	111191	838074	Check	1	11220	GOPHERMODS LLC		Yes	Yes	No	06/12/2025	99.00
USAP	P51215	111214	838075	Check	1	1482	GRAINGER, W.W..		Yes	Yes	No	06/12/2025	32.51
USAP	P51215	111215	838076	Check	1	1483	GRAPHIC DESIGN INC		Yes	Yes	No	06/12/2025	2,514.00
USAP	P51215	111238	838077	Check	1	3721	GRASP		Yes	Yes	No	06/12/2025	1,012.00
USAP	P51215	111232	838078	Check	1	3030	GROTH MUSIC		Yes	Yes	No	06/12/2025	2,425.10
USAP	P51215	111216	838079	Check	1	1555	R1 HAWKINS, INC.		Yes	Yes	No	06/12/2025	988.39
USAP	P51215	111195	838080	Check	1	11582	HEWITT, SARA		Yes	Yes	No	06/12/2025	60.13
USAP	P51215	111241	838081	Check	1	3883	HIDDEN GREENS GOLF COURSE INC.		Yes	Yes	No	06/12/2025	700.00
USAP	P51215	111192	838082	Check	1	11239	R1 HLS OUTDOOR		Yes	Yes	No	06/12/2025	786.42
USAP	P51215	111181	838083	Check	1	10645	HOFMEISTER, KRISTEN		Yes	No	No	06/12/2025	159.32
USAP	P51215	111218	838084	Check	1	1845	HORIZON COMMERCIAL POOL SUPPLY		Yes	Yes	No	06/12/2025	337.73

HASTINGS PUBLIC SCHOOLS

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USAP	P51215	111201	838085	Check	1	11943	IMPERIAL DADE		Yes	Yes	No	06/12/2025	1,516.80
USAP	P51215	111259	838086	Check	1	9202	R1 INFINITE CAMPUS, INC.		Yes	Yes	No	06/12/2025	67,809.25
USAP	P51215	111190	838087	Check	1	11207	INFINITE HEALTH COLLABORATIVE		Yes	Yes	No	06/12/2025	400.00
USAP	P51215	111252	838088	Check	1	7721	R3 INNOVATIVE OFFICE SOLUTIONS		Yes	Yes	No	06/12/2025	5,135.33
USAP	P51215	111217	838089	Check	1	1679	R1 J.W. PEPPER & SON INC		Yes	Yes	No	06/12/2025	1,149.25
USAP	P51215	111203	838090	Check	1	11983	R22 JESS PETTIT		Yes	No	No	06/12/2025	67.10
USAP	P51215	111243	838091	Check	1	4276	JONELY, LINDSAY		Yes	No	No	06/12/2025	165.03
USAP	P51215	111248	838092	Check	1	6156	JOSTENS		Yes	Yes	No	06/12/2025	410.88
USAP	P51215	111234	838093	Check	1	3071	KENNEDY PETTY CASH ACCOUNT		Yes	Yes	No	06/12/2025	67.33
USAP	P51215	111210	838094	Check	1	12157	KLUCCHAR, STEPHANIE		Yes	Yes	No	06/12/2025	323.08
USAP	P51215	111261	838095	Check	1	9459	R1 KONICA MINOLTA/LOFFLER		Yes	Yes	No	06/12/2025	2,054.00
USAP	P51215	111207	838096	Check	1	12136	LIFECORE FITNESS, LLC		Yes	No	No	06/12/2025	2,198.00
USAP	P51215	111263	838097	Check	1	9776	R1 LOFFLER COMPANIES		Yes	Yes	No	06/12/2025	587.00
USAP	P51215	111219	838098	Check	1	1863	MACKIN EDUCATIONAL RESOURCES		Yes	Yes	No	06/12/2025	12,632.80
USAP	P51215	111235	838099	Check	1	3072	MCAULIFFE PETTY CASH ACCOUNT		Yes	Yes	No	06/12/2025	329.18
USAP	P51215	111197	838100	Check	1	11760	MCSAS PRODUCTIONS LLC		Yes	Yes	No	06/12/2025	250.00
USAP	P51215	111220	838101	Check	1	1942	MENARDS		Yes	Yes	No	06/12/2025	29.77
USAP	P51215	111236	838102	Check	1	3150	MIDDLE SCHOOL PETTY CASH FUND		Yes	Yes	No	06/12/2025	195.74
USAP	P51215	111221	838103	Check	1	1977	MINNESOTA COACHES INC		Yes	Yes	No	06/12/2025	621,599.51
USAP	P51215	111222	838104	Check	1	1988	MINNESOTA HISTORICAL SOCIETY		Yes	Yes	No	06/12/2025	1,612.00
USAP	P51215	111240	838105	Check	1	3813	MN DEPT OF PUBLIC SAFETY		Yes	Yes	No	06/12/2025	100.00
USAP	P51215	111180	838106	Check	1	10500	R4 MRI SOFTWARE LLC		Yes	Yes	No	06/12/2025	2.00
USAP	P51215	111230	838107	Check	1	2795	MTI DISTRIBUTING, INC.		Yes	Yes	No	06/12/2025	888.83
USAP	P51215	111253	838108	Check	1	7883	R1 NAC MECHANICAL & ELECRICAL SERV		Yes	Yes	No	06/12/2025	1,303.25
USAP	P51215	111182	838109	Check	1	10721	R4 NORTHFIELD SOLAR LLC		Yes	Yes	No	06/12/2025	36,554.82
USAP	P51215	111199	838110	Check	1	11771	NOVA EDUCATION CONSULTANTS		Yes	Yes	No	06/12/2025	1,875.00
USAP	P51215	111206	838111	Check	1	12119	PANEL SYSTEMS MANUFACTURING		Yes	Yes	No	06/12/2025	3,100.00
USAP	P51215	111186	838112	Check	1	11186	R2 PERFORMANCE FOOD SERVICE		Yes	Yes	No	06/12/2025	1,875.15
USAP	P51215	111178	838113	Check	1	10357	PETTY CASH - SPECIAL SERVICES		Yes	Yes	No	06/12/2025	77.28
USAP	P51215	111196	838114	Check	1	11740	PRAIRIE FARMS - WOODBOURY, MN		Yes	Yes	No	06/12/2025	4,428.48
USAP	P51215	111255	838115	Check	1	7918	RIESTER REFRIGERATION		Yes	Yes	No	06/12/2025	386.00
USAP	P51215	111223	838116	Check	1	2306	ROSEMOUNT HIGH SCHOOL		Yes	Yes	No	06/12/2025	125.00
USAP	P51215	111244	838117	Check	1	4344	ROWAN, MARY		Yes	No	No	06/12/2025	45.71
USAP	P51215	111204	838118	Check	1	12041	SANVILLE, BRYCE		Yes	Yes	No	06/12/2025	84.70
USAP	P51215	111211	838119	Check	1	12161	SCHMITZ, BRIAN		Yes	No	No	06/12/2025	114.24
USAP	P51215	111224	838120	Check	1	2347	R1 SCHOLASTIC BOOK FAIRS		Yes	Yes	No	06/12/2025	3,511.07
USAP	P51215	111231	838121	Check	1	2850	R1 SCHOOL SPECIALTY		Yes	No	No	06/12/2025	827.92
USAP	P51215	111233	838122	Check	1	3069	SENIOR HIGH PETTY CASH		Yes	Yes	No	06/12/2025	336.17

HASTINGS PUBLIC SCHOOLS

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USAP	P51215	111187	838123	Check	1	11196	R1 SHRED IT USA - C/O STERICYCLE INC.		Yes	Yes	No	06/12/2025	103.17
USAP	P51215	111198	838124	Check	1	11768	R1 TAHER INC		Yes	Yes	No	06/12/2025	14,375.00
USAP	P51215	111245	838125	Check	1	4836	R1 TEACHING STRATEGIES LLC		Yes	Yes	No	06/12/2025	5,977.50
USAP	P51215	111225	838126	Check	1	2519	TEAM SPORTING GOODS		Yes	Yes	No	06/12/2025	2,958.65
USAP	P51215	111226	838127	Check	1	2546	TK ELEVATOR CORPORATION		Yes	Yes	No	06/12/2025	648.09
USAP	P51215	111227	838128	Check	1	2559	TRIO SUPPLY		Yes	Yes	No	06/12/2025	306.61
USAP	P51215	111228	838129	Check	1	2567	U.S. BANK		Yes	Yes	No	06/12/2025	575.00
USAP	P51215	111189	838130	Check	1	11205	R1 VEX ROBOTICS INC		Yes	Yes	No	06/12/2025	974.73
USAP	P51215	111183	838131	Check	1	10722	R4 WALCOTT SOLAR LLC		Yes	Yes	No	06/12/2025	18,740.44
USAP	P51215	111184	838132	Check	1	10723	R4 WARSAW SOLAR LLC		Yes	Yes	No	06/12/2025	17,174.23
USAP	P51215	111179	838133	Check	1	10452	WAYNE PETERSON ENTERPRISES		Yes	Yes	No	06/12/2025	2,453.40
USAP	P51215	111229	838134	Check	1	2635	WENGER CORPORATION		Yes	Yes	No	06/12/2025	1,866.36
USAP	P51215	111209	838135	Check	1	12146	WNAV INC		Yes	Yes	No	06/12/2025	1,000.00
USAP	p51202	111270	838136	Check	1	12107	IDEAL ENERGIES LLC		Yes	No	No	06/17/2025	535,464.00
USAP	P51203	111288	838137	Check	1	5223	AGL CONSULTING		Yes	Yes	No	06/18/2025	2,520.00
USAP	P51203	111293	838138	Check	1	9262	CENTER FOR RESPONSIVE SCHOOLS		Yes	No	No	06/18/2025	4,295.00
USAP	P51203	111277	838139	Check	1	12002	COLUMN SOFTWARE PBC		Yes	Yes	No	06/18/2025	210.14
USAP	P51203	111273	838140	Check	1	10860	DEPARTMENT OF TRANSPORTATION		Yes	Yes	No	06/18/2025	2,229.75
USAP	P51203	111272	838141	Check	1	10787	DOWNTOWN TIRE AND AUTO INC		Yes	Yes	No	06/18/2025	158.42
USAP	P51203	111294	838142	Check	1	9863	R2 GENUINE PARTS COMPANY		Yes	Yes	No	06/18/2025	76.15
USAP	P51203	111295	838143	Check	1	9880	GUSTAFSON, JILL		Yes	Yes	No	06/18/2025	45.22
USAP	P51203	111291	838144	Check	1	7724	HASTINGS AUTOMOTIVE		Yes	Yes	No	06/18/2025	828.49
USAP	P51203	111276	838145	Check	1	11943	IMPERIAL DADE		Yes	Yes	No	06/18/2025	226.68
USAP	P51203	111280	838146	Check	1	1665	INTERMEDIATE SCHOOL DIST 917		Yes	Yes	No	06/18/2025	8,283.58
USAP	P51203	111290	838147	Check	1	6681	KENNEDY & GRAVEN, CHARTERD		Yes	Yes	No	06/18/2025	5,505.00
USAP	P51203	111279	838148	Check	1	12160	LITTFIN		Yes	Yes	No	06/18/2025	1,790.55
USAP	P51203	111292	838149	Check	1	8342	M JUDGE ELECTRIC LLC		Yes	Yes	No	06/18/2025	445.00
USAP	P51203	111274	838150	Check	1	11295	MAJESKI PLUMBING INC		Yes	Yes	No	06/18/2025	160.00
USAP	P51203	111281	838151	Check	1	1894	MASSP		Yes	No	No	06/18/2025	6,195.00
USAP	P51203	111282	838152	Check	1	1914	MCEA EXECUTIVE OFFICE		Yes	No	No	06/18/2025	49.00
USAP	P51203	111283	838153	Check	1	1977	MINNESOTA COACHES INC		Yes	Yes	No	06/18/2025	129,431.40
USAP	P51203	111284	838154	Check	1	1993	MINNESOTA SCHOOL BOARDS ASS'N.		Yes	Yes	No	06/18/2025	12,795.00
USAP	P51203	111275	838155	Check	1	11590	NELSON, TARA		Yes	Yes	No	06/18/2025	97.30
USAP	P51203	111285	838156	Check	1	2146	ORKIN PEST CONTROL INC.		Yes	Yes	No	06/18/2025	387.25
USAP	P51203	111286	838157	Check	1	2393	SIEMENS INC.		Yes	Yes	No	06/18/2025	3,455.00
USAP	P51203	111287	838158	Check	1	2476	STERNAU & ASSOCIATES		Yes	Yes	No	06/18/2025	1,890.00
USAP	P51203	111289	838159	Check	1	5445	r2 SUMMIT FIRE PROTECTION		Yes	Yes	No	06/18/2025	315.00
USAP	P51203	111278	838160	Check	1	12034	TEACHERS ON CALL, INC		Yes	Yes	No	06/18/2025	41,254.84

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USAP	P51204	111337	838161	Check	1	5510	ACCELERATED TECHNOLOGIES		Yes	No	No	06/27/2025	983.86
USAP	P51204	111325	838162	Check	1	12158	AMPLIFY EDUCATION INC		Yes	No	No	06/27/2025	109,999.97
USAP	P51204	111339	838163	Check	1	7120	BSN SPORTS LLC	R2	Yes	No	No	06/27/2025	732.44
USAP	P51204	111324	838164	Check	1	1214	CDW GOVERNMENT		Yes	No	No	06/27/2025	137,771.55
USAP	P51204	111323	838165	Check	1	11982	DANIELLE LYONS	R8	Yes	No	No	06/27/2025	80.00
USAP	P51204	111326	838166	Check	1	1319	DEMCO		Yes	No	No	06/27/2025	171.13
USAP	P51204	111334	838167	Check	1	3131	DIST OFFICE PETTY CASH FUND		Yes	No	No	06/27/2025	8.35
USAP	P51204	111320	838168	Check	1	10582	FENTON, ALYSA		Yes	No	No	06/27/2025	60.34
USAP	P51204	111327	838169	Check	1	1409	FISHER SCIENTIFIC		Yes	No	No	06/27/2025	20.94
USAP	P51204	111335	838170	Check	1	3800	FOX, MARY ELLEN		Yes	No	No	06/27/2025	90.62
USAP	P51204	111321	838171	Check	1	11938	GREAT MINDS PBC	R1	Yes	No	No	06/27/2025	15,100.00
USAP	P51204	111336	838172	Check	1	4980	HANSON, TRENT		Yes	No	No	06/27/2025	346.36
USAP	P51204	111344	838173	Check	1	9329	HOMETOWN ACE HARDWARE		Yes	No	No	06/27/2025	297.69
USAP	P51204	111322	838174	Check	1	11943	IMPERIAL DADE		Yes	No	No	06/27/2025	635.56
USAP	P51204	111341	838175	Check	1	7721	INNOVATIVE OFFICE SOLUTIONS	R3	Yes	No	No	06/27/2025	73.80
USAP	P51204	111338	838176	Check	1	6156	JOSTENS		Yes	No	No	06/27/2025	2,370.72
USAP	P51204	111346	838177	Check	1	9776	LOFFLER COMPANIES	R1	Yes	No	No	06/27/2025	1,567.50
USAP	P51204	111328	838178	Check	1	1942	MENARDS		Yes	No	No	06/27/2025	2,579.94
USAP	P51204	111343	838179	Check	1	9051	MERIDIAN CONSULTING GROUP		Yes	No	No	06/27/2025	650.00
USAP	P51204	111329	838180	Check	1	1993	MINNESOTA SCHOOL BOARDS ASS'N.		Yes	No	No	06/27/2025	99.00
USAP	P51204	111342	838181	Check	1	8152	PITNEY BOWES		Yes	No	No	06/27/2025	82.99
USAP	P51204	111340	838182	Check	1	7314	REGENTS OF UNIVERSITY OF MN		Yes	No	No	06/27/2025	455.00
USAP	P51204	111330	838183	Check	1	2275	RENT & SAVE		Yes	No	No	06/27/2025	730.00
USAP	P51204	111333	838184	Check	1	2850	SCHOOL SPECIALTY	R1	Yes	No	No	06/27/2025	3,462.75
USAP	P51204	111331	838185	Check	1	2522	TERRY'S HARDWARE		Yes	No	No	06/27/2025	200.01
USAP	P51204	111345	838186	Check	1	9481	WELCH, MARISSA		Yes	No	No	06/27/2025	35.97
USAP	P51204	111332	838187	Check	1	2658	WILLIAMS, MELISSA		Yes	No	No	06/27/2025	58.80
USAP	P51230	111361	838188	Check	1	11772	AMY BROWN COUNSELING SERVICES		Yes	No	No	06/29/2025	12,500.00
USAP	P51230	111368	838189	Check	1	12148	ANATOMAGE INC		Yes	No	No	06/29/2025	119,885.00
USAP	P51230	111356	838190	Check	1	11204	ASLIS	R1	Yes	No	No	06/29/2025	151.00
USAP	P51230	111355	838191	Check	1	11161	BENCO EQUIPMENT		Yes	No	No	06/29/2025	394.00
USAP	P51230	111382	838192	Check	1	3748	CENTERPOINT ENERGY		Yes	No	No	06/29/2025	8,145.36
USAP	P51230	111388	838193	Check	1	7295	CENTURYLINK		Yes	No	No	06/29/2025	172.36
USAP	P51230	111389	838194	Check	1	7332	CENTURYLINK		Yes	No	No	06/29/2025	3,773.51
USAP	P51230	111365	838195	Check	1	11978	CHARPENTIER ENTERPRISES LLC		Yes	No	No	06/29/2025	245.70
USAP	P51230	111395	838196	Check	1	9966	CHROMEBOOKPARTS.COM		Yes	No	No	06/29/2025	1,147.00
USAP	P51230	111386	838197	Check	1	6687	CLARK, DAVID		Yes	No	No	06/29/2025	48.93
USAP	P51230	111363	838198	Check	1	11846	CONQUER NINJA GYMS-ROSEMOUNT		Yes	No	No	06/29/2025	458.40

HASTINGS PUBLIC SCHOOLS

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
											Void	Date	
USAP	P51230	111380	838199	Check	1	3055	CONTINENTAL CLAY COMPANY		Yes	No	No	06/29/2025	438.60
USAP	P51230	111348	838200	Check	1	10245	CSTMN LLC		Yes	No	No	06/29/2025	5,425.63
USAP	P51230	111393	838201	Check	1	8840	DEFINITIVE TECHNOLOGY SOLUTIONS		Yes	No	No	06/29/2025	122.23
USAP	P51230	111394	838202	Check	1	9863	R2 GENUINE PARTS COMPANY		Yes	No	No	06/29/2025	238.08
USAP	P51230	111384	838203	Check	1	4115	R2 HANSON SPORTS		Yes	No	No	06/29/2025	856.80
USAP	P51230	111357	838204	Check	1	11239	R1 HLS OUTDOOR		Yes	No	No	06/29/2025	186.50
USAP	P51230	111349	838205	Check	1	10420	HOPE ENGLISH-SPANISH INTERPRETE		Yes	No	No	06/29/2025	1,425.00
USAP	P51230	111364	838206	Check	1	11943	IMPERIAL DADE		Yes	No	No	06/29/2025	1,304.21
USAP	P51230	111381	838207	Check	1	3584	INFOPRO LEGAL RESOURCES INC		Yes	No	No	06/29/2025	4,273.50
USAP	P51230	111391	838208	Check	1	7721	R3 INNOVATIVE OFFICE SOLUTIONS		Yes	No	No	06/29/2025	7,632.59
USAP	P51230	111370	838209	Check	1	1665	INTERMEDIATE SCHOOL DIST 917		Yes	No	No	06/29/2025	5,671.27
USAP	P51230	111385	838210	Check	1	6681	KENNEDY & GRAVEN, CHARTERD		Yes	No	No	06/29/2025	7,544.00
USAP	P51230	111358	838211	Check	1	11261	R2 LAFORCE LLC		Yes	No	No	06/29/2025	480.00
USAP	P51230	111374	838212	Check	1	2093	METRO EAST CONFERENCE		Yes	No	No	06/29/2025	1,521.12
USAP	P51230	111390	838213	Check	1	7494	MIDWEST SPECIAL INSTRUMENTS		Yes	No	No	06/29/2025	1,211.50
USAP	P51230	111379	838214	Check	1	2984	MIDWEST TECHNOLOGY PRODUCTS		Yes	No	No	06/29/2025	3,133.34
USAP	P51230	111372	838215	Check	1	1977	MINNESOTA COACHES INC		Yes	No	No	06/29/2025	1,024.30
USAP	P51230	111373	838216	Check	1	1999	MN STATE HIGH SCHOOL LEAGUE		Yes	No	No	06/29/2025	5.00
USAP	P51230	111378	838217	Check	1	2795	MTI DISTRIBUTING, INC.		Yes	No	No	06/29/2025	565.30
USAP	P51230	111392	838218	Check	1	7883	R1 NAC MECHANICAL & ELECRICAL SERV		Yes	No	No	06/29/2025	1,036.50
USAP	P51230	111351	838219	Check	1	10721	R4 NORTHFIELD SOLAR LLC		Yes	No	No	06/29/2025	45,270.42
USAP	P51230	111371	838220	Check	1	1882	OFFICE OF MN IT SERVICES		Yes	No	No	06/29/2025	91.35
USAP	P51230	111362	838221	Check	1	11776	REARDON, JOSEPH		Yes	No	No	06/29/2025	51.73
USAP	P51230	111377	838222	Check	1	2579	R1 REGENTS OF THE UNIVERSITY OF MN		Yes	No	No	06/29/2025	1,188.00
USAP	P51230	111387	838223	Check	1	7210	REINDERS INC		Yes	No	No	06/29/2025	6,497.00
USAP	P51230	111375	838224	Check	1	2352	R1 SCHOOL HEALTH CORPORATION		Yes	No	No	06/29/2025	361.21
USAP	P51230	111360	838225	Check	1	11745	SCHREIBER MULLANEY CONSTRUCTIC		Yes	No	No	06/29/2025	20,537.20
USAP	P51230	111359	838226	Check	1	11699	SCOTT NELSON COACHING INC		Yes	No	No	06/29/2025	1,800.00
USAP	P51230	111367	838227	Check	1	12106	SHAW/STEWART LUMBER CO		Yes	No	No	06/29/2025	9,167.35
USAP	P51230	111350	838228	Check	1	10538	SPORTSGRAPHICS INC		Yes	No	No	06/29/2025	7,528.00
USAP	P51230	111354	838229	Check	1	10898	R1 SYMMETRY ENERGY SOLUTIONS		Yes	No	No	06/29/2025	4,594.96
USAP	P51230	111366	838230	Check	1	12034	TEACHERS ON CALL, INC		Yes	No	No	06/29/2025	6,349.54
USAP	P51230	111376	838231	Check	1	2548	R1 T-MOBILE		Yes	No	No	06/29/2025	147.90
USAP	P51230	111369	838232	Check	1	1280	UNITED RENTALS (NORTH AMERICA) II		Yes	No	No	06/29/2025	1,633.72
USAP	P51230	111383	838233	Check	1	4015	R1 VIRCO		Yes	No	No	06/29/2025	3,549.00
USAP	P51230	111352	838234	Check	1	10722	R4 WALCOTT SOLAR LLC		Yes	No	No	06/29/2025	22,388.51

HASTINGS PUBLIC SCHOOLS
Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Pay/Void					
									Print	Recon	Void	Date	Amount	
USAP	P51230	111353	838235	Check	1	10723	R4	WARSAW SOLAR LLC		Yes	No	No	06/29/2025	21,992.24
										Bank Total:				\$3,075,163.53
										Report Total:				\$3,075,283.38

HASTINGS PUBLIC SCHOOLS

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
											Void	Date	
USPR	p512p1	111164		Wire	1	10929	AVIBEN LLC		No	Yes	No	06/09/2025	112,324.23
USPR	p512p1	111165		Wire	1	1984	MINNESOTA DEPT. OF REVENUE		No	Yes	No	06/09/2025	90,326.11
USPR	p512p1	111166		Wire	1	2016	MN TRA		No	Yes	No	06/09/2025	308,744.16
USPR	p512p1	111167		Wire	1	2705	EFTPS - TAX PAYMENT		No	Yes	No	06/09/2025	529,637.95
USPR	p512p1	111168		Wire	1	3880	MII LIFE		No	Yes	No	06/09/2025	0.00
USPR	p512p1	111169		Wire	1	7771	MINNESOTA PERA (WIRE TRANSFER)		No	Yes	No	06/09/2025	62,924.07
USPR	p512p2	111300		Wire	1	10929	AVIBEN LLC		No	Yes	No	06/23/2025	61,901.75
USPR	p512p2	111301		Wire	1	1984	MINNESOTA DEPT. OF REVENUE		No	Yes	No	06/23/2025	49,701.82
USPR	p512p2	111302		Wire	1	2016	MN TRA		No	Yes	No	06/23/2025	145,158.95
USPR	p512p2	111303		Wire	1	2705	EFTPS - TAX PAYMENT		No	Yes	No	06/23/2025	295,333.91
USPR	p512p2	111304		Wire	1	3166	BREMER BANK FEES		No	Yes	No	06/23/2025	215.70
USPR	p512p2	111305		Wire	1	3880	MII LIFE		No	Yes	No	06/23/2025	0.00
USPR	p512p2	111306		Wire	1	7771	MINNESOTA PERA (WIRE TRANSFER)		No	Yes	No	06/23/2025	65,398.11
USPR	p512p1	111170	105901	Check	1	12077	GURSTEL LAW FIRM PC		Yes	No	No	06/09/2025	302.55
USPR	p512p1	111172	105902	Check	1	1974	MINNESOTA CHILD SUPPORT PYMT C		Yes	No	No	06/09/2025	11.00
USPR	p512p1	111171	105903	Check	1	12152	VISION SERVICE PLAN		Yes	No	No	06/09/2025	135.28
USPR	p512p2	111309	105904	Check	1	12077	GURSTEL LAW FIRM PC		Yes	No	No	06/23/2025	330.91
USPR	p512p2	111315	105905	Check	1	7384	HIGH SCHOOL FACULTY SCHOLARSHII		Yes	No	No	06/23/2025	122.00
USPR	p512p2	111311	105906	Check	1	1974	MINNESOTA CHILD SUPPORT PYMT C		Yes	No	No	06/23/2025	11.00
USPR	p512p2	111312	105907	Check	1	2002	MINNESOTA TEAMSTERS LOCAL 320		Yes	No	No	06/23/2025	2,547.15
USPR	p512p2	111310	105908	Check	1	12079	NATIONAL D.R.I.V.E.		Yes	No	No	06/23/2025	12.00
USPR	p512p2	111313	105909	Check	1	2010	NCPERS GROUP LIFE INS -157410		Yes	No	No	06/23/2025	32.00
USPR	p512p2	111308	105910	Check	1	11853	RIVERVIEW LAW OFFICE, PLLC		Yes	No	No	06/23/2025	568.60
USPR	p512p2	111314	105911	Check	1	6780	SEIU LOCAL 284		Yes	No	No	06/23/2025	1,880.06
USPR	p512p2	111307	105912	Check	1	11741	ST. CROIX VALLEY FOUNDATION		Yes	No	No	06/23/2025	80.00
USPR	p512p3	111347	105913	Check	1	11734	THE HARTFORD		Yes	No	No	06/30/2025	13,950.41

Bank Total: \$1,741,649.72

Report Total: \$1,741,649.72

HASTINGS PUBLIC SCHOOLS
Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Pay/Void				Amount
									Print	Recon	Void	Date	
USBP	P512B1	111159	1355	Check	1	11745	SCHREIBER MULLANEY CONSTRUCTI		Yes	No	No	06/06/2025	929.85
USBP	P512B1	111160	1356	Check	1	11868	VINCO INC		Yes	No	No	06/06/2025	21,866.82
USBP	P512B2	111267	1357	Check	1	4015	R1 VIRCO		Yes	No	No	06/12/2025	22,937.06
Bank Total:													\$45,733.73
Report Total:													\$45,733.73

HASTINGS PUBLIC SCHOOLS

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Pay/Void			Amount
									Print	Recon	Void Date	
ACTV	P11ASA	111122		Wire	1	11387	AMAZON CAPITAL SERVICES, INC		No	No	No 06/06/2025	63.71
ACTV	P11ASB	111175		Wire	1	9557	BMO HARRIS BANK NA		No	Yes	No 06/12/2025	1,773.81
ACTV	P12AS1	111123	38366	Check	1	1015	ACT		Yes	Yes	No 06/06/2025	522.00
ACTV	P12AS1	111126	38367	Check	1	1977	MINNESOTA COACHES INC		Yes	Yes	No 06/06/2025	1,201.60
ACTV	P12AS1	111124	38368	Check	1	10822	MN ULTIMATE		Yes	Yes	No 06/06/2025	750.00
ACTV	P12AS1	111127	38369	Check	1	2198	PETERSON, NICOLE		Yes	Yes	No 06/06/2025	118.12
ACTV	P12AS1	111125	38370	Check	1	12041	SANVILLE, BRYCE		Yes	No	No 06/06/2025	74.54
ACTV	P12AS1	111129	38371	Check	1	8225	SHELHAMER, JODI		Yes	Yes	No 06/06/2025	375.00
ACTV	P12AS1	111128	38372	Check	1	3626	THE WEXFORD AT EMERALD GREENS		Yes	No	No 06/06/2025	4,000.00
ACTV	P12AS2	111174	38373	Check	1	12159	SCOTT THORKILDSON		Yes	No	No 06/12/2025	15.10
ACTV	P12AS3	111271	38374	Check	1	12163	AFFORDABLE INFLATABLES LLC		Yes	Yes	No 06/18/2025	3,000.00
ACTV	P12AS4	111317	38375	Check	1	12149	CRAVEN, KOREY		Yes	No	No 06/26/2025	2,000.00
ACTV	P12AS4	111318	38376	Check	1	9842	FAIRBANKS, DEREK		Yes	No	No 06/26/2025	252.42
ACTV	P12AS4	111316	38377	Check	1	12033	MELISSA SLAPNICHER		Yes	No	No 06/26/2025	431.96

Bank Total:

\$14,578.26

Report Total:

\$14,578.26

HASTINGS PUBLIC SCHOOLS

Dental Self-Funded Summary

Period Ending June 30, 2025

Sequence: Crs, Org, Fd

										25REV			% YTD			Remaining
										Annual Budget	Period 202513	Year To Date	% YTD	Encumbrances	+ Enc	Balance
Description																
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	(40,000.00)	(10,325.95)	(63,626.82)	159%	0.00	159%	23,626.82
R	20	000	000	000	095	000	422	000	Employer Share/Premiums	(485,023.00)	0.00	(551,333.35)	114%	0.00	114%	66,310.35
R	20	000	000	000	097	000	422	000	Employee Share/Premiums	(99,342.00)	0.00	(111,220.73)	112%	0.00	112%	11,878.73
R	20	000	000	000	098	000	422	000	Retiree-Cobra Share/Premium	(122,310.00)	0.00	(126,094.05)	103%	0.00	103%	3,784.05
E	20	005	105	000	236	000	422	000	Dental Insurance Claims	615,081.00	0.00	624,327.88	102%	0.00	102%	(9,246.88)
E	20	005	105	000	301	000	422	000	Fees-Carrier & Consultant	35,964.00	0.00	36,484.80	101%	0.00	101%	(520.80)
000 Districtwide										(95,630.00)	(10,325.95)	(191,462.27)	200%	0.00	200%	95,832.27
Report Totals:										(95,630.00)	(10,325.95)	(191,462.27)	200%	0.00	200%	95,832.27

HASTINGS PUBLIC SCHOOLS

Health Self-Funded Summary

Period Ending June 30, 2025

Sequence: Crs, Org, Fd

										25REV				% YTD			Remaining
										Annual Budget	Period 202513	Year To Date	% YTD	Encumbrances	+ Enc		Balance
R	21	000	000	000	087	000	422	000	EE Unpaid Premiums	0.00	0.00	125.00	0%	0.00	0%		(125.00)
R	21	000	000	000	095	000	422	000	Employer Share/Premiums	(8,166,826.00)	0.00	(7,694,491.30)	94%	0.00	94%		(472,334.70)
R	21	000	000	000	097	000	422	000	Employee Share/Premiums	(1,220,330.00)	0.00	(1,934,209.73)	158%	0.00	158%		713,879.73
R	21	000	000	000	098	000	422	000	Retiree-Cobra Share/Premium	(444,961.00)	0.00	(437,704.37)	98%	0.00	98%		(7,256.63)
R	21	000	000	000	099	000	422	000	ER/Trust Share for Retirees	(27,899.00)	0.00	(82,751.00)	297%	0.00	297%		54,852.00
R	21	000	000	000	092	000	422	000	Interest -Health	(165,000.00)	(18,506.30)	(202,972.14)	123%	0.00	123%		37,972.14
E	21	005	105	000	314	000	422	000	Springbuk Fee \$1/pm/pm	4,968.00	0.00	4,899.00	99%	0.00	99%		69.00
E	21	005	105	000	317	000	422	000	Network Fees	0.00	0.00	2,291.65	0%	0.00	0%		(2,291.65)
E	21	005	105	000	322	000	422	000	PaydHealth Fees	0.00	0.00	0.00	0%	0.00	0%		0.00
E	21	005	105	000	223	000	422	000	Medical Insurance Claims	7,990,000.00	0.00	5,369,715.51	67%	0.00	67%		2,620,284.49
E	21	005	105	000	224	000	422	000	Pharmacy Claims	1,410,000.00	0.00	2,697,810.77	191%	0.00	191%		(1,287,810.77)
E	21	005	105	000	300	000	422	000	Pharmacy Rebates/Admin Fee	(100,000.00)	0.00	(459,122.69)	459%	0.00	459%		359,122.69
E	21	005	105	000	301	000	422	000	Veba/Flex/Health	20,000.00	0.00	172,990.02	865%	0.00	865%		(152,990.02)
E	21	005	105	000	305	000	422	000	Claims-Pharmacy/RX	0.00	0.00	0.00	0%	0.00	0%		0.00
E	21	005	105	000	307	000	422	000	Health Carrier TPA	243,829.00	0.00	0.00	0%	0.00	0%		243,829.00
E	21	005	105	000	308	000	422	000	StopLoss	506,134.00	0.00	470,487.51	93%	0.00	93%		35,646.49
E	21	005	105	000	309	000	422	000	Fitness reimbursements	0.00	0.00	0.00	0%	0.00	0%		0.00
E	21	005	105	000	312	000	422	000	Consultant-OneDigital \$40,00	41,200.00	0.00	20,600.00	50%	0.00	50%		20,600.00
000 Districtwide										91,115.00	(18,506.30)	(2,072,331.77)	(2274%)	0.00	(2274%)		2,163,446.77
R	21	000	000	000	094	326	422	000	Employer-VEBA Trust Rev	(654,000.00)	0.00	(663,518.52)	101%	0.00	101%		9,518.52
R	21	000	000	000	089	326	422	000	Employer-PCORI-ACA	(3,321.00)	0.00	(3,321.00)	100%	0.00	100%		0.00
E	21	005	105	000	301	326	422	000	Employer-VEBA Trust Pmt.	654,000.00	0.00	663,518.52	101%	0.00	101%		(9,518.52)
E	21	005	105	000	313	326	422	000	Employer-PCORI- ACA	3,321.00	0.00	3,321.00	100%	0.00	100%		0.00
326 District Additional R/E										0.00	0.00	0.00	0%	0.00	0%		0.00
Report Totals:										91,115.00	(18,506.30)	(2,072,331.77)	(2274%)	0.00	(2274%)		2,163,446.77

HR PERSONNEL REPORT**Board Meeting Date:****7.23.25****RETIREMENT/RESIGNATION/TERMINATION**

NAME	STATUS	ASSIGNMENT	EMPLOYEE GROUP	EFFECTIVE DATE
Bartkey, Tricia	Retirement	Intervention Teacher; 1.0 FTE Pinecrest Elementary	ED MN - Teachers	June 6, 2025
Samuelson, Lindsay	Resignation	Paraprofessional; 6.25 Hours / Day Kennedy Elementary	ED MN - ESP	June 5, 2025
Swanson, Sydney	Resignation	Paraprofessional; 6.25 Hours / Day McAuliffe Elementary	ED MN - ESP	June 5, 2025
Wilson, Amanda	Resignation	Special Education Teacher; 1.0 FTE STAARS	ED MN - Teachers	June 6, 2025

NEW HIRES

NAME	ASSIGNMENT	SALARY PLACEMENT/HOURLY RATE	EMPLOYEE GROUP	EFFECTIVE DATE
Anger, Stella	ESY Instructional Assistant SpEd; 3.75 Hours / Day District Wide	\$22.00 / Hour	N/A	June 9, 2025 - July 3, 2025
Connell, Caitlyn	Special Education Teacher; 1.0 FTE Pinecrest Elementary	\$46,143 Annually (Based on 23-25 Teacher Master Agreement)	ED MN - Teachers	August 21, 2025
Devlin, Molly	Occupational Therapist; 1.0 FTE McAuliffe & Pinecrest Elementary	\$64,406 Annually (Based on 23-25 Teacher Master Agreement)	ED MN - Teachers	August 21, 2025
Emond, Brynn	EL Teacher; 1.0 FTE McAuliffe Elementary	\$47,571 Annually (Based on 23-25 Teacher Master Agreement)	ED MN - Teachers	August 21, 2025
Garrison, Karrissa	Special Education Teacher; 1.0 FTE Hastings Middle School	\$46,143 Annually (Based on 23-25 Teacher Master Agreement)	ED MN - Teachers	August 25, 2025
Gronseth, Deanna	Director of Special Services District Wide	\$141,812 Annually	Administrators	July 10, 2025
Harvey, Jennifer	STEM Teacher; 1.0 FTE Pinecrest Elementary	\$56,232 Annually (Based on 23-25 Teacher Master Agreement)	ED MN - Teachers	August 21, 2025
Hovland, Racheal	Speech Pathologist, .6 FTE Tilden	\$50,457 Annually (Based on 23-25 Teacher Master Agreement)	ED MN - Teachers	August 21, 2025
Jensen, Jill	STEM Teacher; 1.0 FTE Kennedy Elementary	\$88,525 Annually (Based on 23-25 Teacher Master Agreement)	ED MN - Teachers	August 21, 2025
Kullman, Noah	Special Education Teacher; 1.0 FTE Hastings High School	\$49,943 Annually (Based on 23-25 Teacher Master Agreement)	ED MN - Teachers	August 21, 2025
Marsh, Lori	Substitute Secretary; Hours Vary Hastings Middle School	\$17.84 / Hour	N/A	August 7, 2025
Mettling, Benjamin	Special Education Teacher; 1.0 FTE Hastings Middle School	\$68,731 Annually (Based on 23-25 Teacher Master Agreement)	ED MN - Teachers	August 21, 2025
Newhouse, Lillian	Camp Horizons Summer Asst Staff; Hours Vary Tilden	\$15.30 / Hour	N/A	July 7, 2025 - August 22, 2025
Nicol, Caitlin	Kindergarten Teacher; 1.0 FTE Kennedy Elementary	\$51,132 Annually (Based on 23-25 Teacher Master Agreement)	ED MN - Teachers	August 21, 2025
Orlich-Sullivan, Megan	Special Services Supervisor District Wide	\$94,721 Annually	Supervisors	July 10, 2025

Poellinger, Kristin	Summer School Admin Asst; 24 Total Hours Hastings High School	\$25.48 / Hour	HESA	June 18, 2025
Pottinger, Cole	Social Studies Teacher; 1.0 FTE Hastings High School	\$65,220 Annually (Based on 23-25 Teacher Master Agreement)	ED MN - Teachers	August 25, 2025
Retka, Garrett	PE Teacher; 1.0 FTE Pinecrest Elementary	\$77,181 Annually (Based on 23-25 Teacher Master Agreement)	ED MN - Teachers	August 21, 2025
Ryan, Rachel	EL Teacher; 1.0 FTE Hastings Middle School	\$53,996 Annually (Based on 23-25 Teacher Master Agreement)	ED MN - Teachers	August 21, 2025
Schimschock, Gina	Special Education Teacher; 1.0 FTE Hastings Middle School	\$77,181 Annually (Based on 23-25 Teacher Master Agreement)	ED MN - Teachers	August 21, 2025
Schumacher, Erynn	Special Education Teacher; 1.0 FTE Kennedy Elementary	\$46,143 Annually (Based on 23-25 Teacher Master Agreement)	ED MN - Teachers	August 21, 2025
Servais, Sydney	Grade 2 Teacher; 1.0 FTE McAuliffe Elementary	\$67,613 Annually (Based on 23-25 Teacher Master Agreement)	ED MN - Teachers	August 21, 2025
Shofner, Beth	Administrative Assistant II; 8 Hours / Day Kennedy Elementary	\$23.44 / Hour	HESA	July 15, 2025
Woltjer, Tera	Grade 2 Teacher; 1.0 FTE Kennedy Elementary	\$67,613 Annually (Based on 23-25 Teacher Master Agreement)	ED MN - Teachers	August 21, 2025

ASSIGNMENT CHANGES

NAME	FROM	TO	EMPLOYEE GROUP	EFFECTIVE DATE(S)
Anderson, Collin	Business Ed Teacher; 1.0 FTE \$94,518 Annually Hastings High School	Business Ed Teacher; .8 FTE \$75614.40 Annually Hastings High School	ED MN - Teachers	August 25, 2025
Hoffman, Ashley	Spanish Teacher; 1.0 FTE \$88,525 Annually Hastings High School	Spanish Teacher; .8 FTE \$70,820 Annually Hastings High School	ED MN - Teachers	August 25, 2025
Nielsen, Rochelle	Spanish Teacher; 1.0 FTE \$97,825 Annually Hastings High School	Spanish Teacher; .8 FTE \$78,260 Annually Hastings High School	ED MN - Teachers	August 25, 2025
Schmitz, Brian	Business Ed Teacher; 1.0 FTE \$94,518 Annually Hastings High School	Business Ed Teacher; .5 FTE \$47,259 Annually Hastings High School	ED MN - Teachers	August 25, 2025
Schultz, Annie	Grounds Worker; 8 Hours / Day \$25.10 / Hour District Wide	Grounds Lead; 8 Hours / Day \$27.73 / Hour District Wide	Custodian	July 14, 2025
Swanson, Sydney	Paraprofessional; 6.25 Hours / Day McAuliffe Elementary	Paraprofessional Substitute; Hours Vary District Wide	N/A	July 14, 2025

LEAVE APPROVAL

NAME	STATUS	ASSIGNMENT	EMPLOYEE GROUP	EFFECTIVE DATE(S)
Dean-Kautto, Bridget	Approve	Special Education Teacher; 1.0 FTEHastings Middle School	ED MN - Teachers	August 25, 2025 - November 21, 2025 (Approximate Dates)
Hermanson, Samantha	Approve	teacher; 1.0 FTEHastings Middle School & Hastings High School	ED MN - Teachers	June 2, 2025 - October 15, 2025 (Approximate Dates)
Jonas, Kallie	Approve	English Teacher; 1.0 FTEHastings High School	ED MN - Teachers	August 25, 2025 - October 20, 2025 (Approximate Dates)

Policy Service Newsletter- 2025 Legislative Updates

1. 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse

- Section III(M):Threatened injury definition: Updated language & added Minnesota Statutes references
- Updated legal reference

2. 416 Drug and Alcohol Testing

- Section IV(B)(4)(d): added “1” to Statutory reference/ MSBA update

3. 418 Drug-Free Workplace/Drug-Free School

- Section IV (D): Updated language and added two paragraphs regarding “registry program participant protection”
- Section VII(A): added (1) & revised language in (3)
- Updated legal references & cross references
- added “*Resources*”

4. 425 Staff Development and Mentoring

- 3rd reading/Consent 07.23.2025/ Paragraph E was not included in the recommended policy because it would not have been relevant once adopted.
- [NOTE: The 2024 Minnesota legislature added these provisions. Paragraph E is in effect for the 2024-25 school year only.]
- Added to MSBA model policy, No change to ISD 200 policy ***no action needed***

5. 501 School Weapons Policy

- Section VII: Updated title
- Section VII(A): updated commissioner language and added (B)(1&2) regarding “*Active shooter incidents*”

6. 503 Student Attendance

- Section II(B)(1)(a) updated language for “*excused absence process*”
- Added Section III “*Religious Observance Accommodation*”
- Section IV: added(B)
- Updated legal reference

7. 514 Bullying Prohibition Policy

- Section V(D):Replace “*shall take into account the factors specified in Section II.F. of this policy*” with “*the student’s developmental age and behavioral history*”
- Section V(E): added “*For purposes of notification presumed under this paragraph, a parent or legal guardian may designate in writing to the school another individual to be notified of the prohibited conduct.*”
- Section VI:Deleted “*Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.*”
- Section VIII: added (H) “*The school district designates [insert name of staff member] as the primary contact person in the school building to receive reports of*

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prohibited conduct.” Requires the district to designate primary contact person

8. 515 Protection and Privacy of Pupil Records

- Parent contact information; student health and census data

9. 516 Student Medication and Telehealth

- Replace “*auto-injector*” with “*delivery system*” throughout
- Section III(D): updated title/ added (1)(a-c)/ (2)(b) added last paragraph
- Updated legal references

10.516.5 Overdose Medication

- Provides optional provision for boards to consider. Section IV(D): “*The school district allows a student in grades 9 through 12 to possess and administer an opiate antagonist to another high school student. The protections of Minnesota Statutes, section 604A.04 apply to the possession and administration of opiate antagonists according to Minnesota Statutes, section 121A.224.*”
- Added: Resources section with link

11. Internet and Technology Acceptable Use and Safety Policy

- [NOTE: The 2025 Minnesota legislature amended Minnesota Statutes 125B.15 as follows: “A school district must prohibit, including through use of available software filtering technology or other effective methods, adult access to material that under federal or state law is reasonably believed to be obscene or child pornography.”]
- Added to MSBA model policy, No change to ISD 200 policy ***no action needed***

12.534 Unpaid Meal Charges

- Section II (B): Added (1 & 2)
- Section II (B)(4): Added (c)
- Section II: Added (F & G)
- New provisions on second breakfast and/or second lunch

13.602 Organization of School Calendar and School Day

- [NOTE: The 2025 Minnesota legislature enacted the following: Notwithstanding Minnesota Statutes, section 120A.40, paragraph (a), or other law to the contrary, for the 2026-2027 and 2027-2028 school years only, a school board may vote to begin the school year on September 1 or later. Nothing in this section limits a district's authority to begin the school year on any day before Labor Day under section 120A.40, paragraph (b).]
- Added to MSBA model policy, No change to ISD 200 policy ***no action needed***

14.613 Graduation Requirements

- Updated Statutory reference change. This policy is in the process of being reviewed with Possible 1st reading 07.23.2025, this change will be reflected for 1st reading

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15.620 Credit for Learning

- 2nd reading 07.23.2025/ Updated Statutory reference change
- Section VII: replaced (7) with (8)

16.621 Literacy and the Read Act

- Section III(G): replaced “*spoken language*” with “*expressive language or receptive language*”
- Section III(I): Added last sentence
- Section IV: Updated language in (A, C, & D)
- Section V: Updated language in (A, D, & F(1)) and added (C)(1-5)
- Section VI: Updated language in (A & D)
- Section VII(A)(6): added timeline language
- Section VII(A): Added (10-13)
- Section VII(B): Added “*Annually by June 15*”
- Section VII: Added ©
- Section VIII: Updated language throughout this section
- Section X: updated Title and language/ deleted A-D reflects changes to Literacy Aid Uses
- Updated Legal References

17.624: ISD 200 does not have policy 624

18.707 Transportation of Public School Students

- 2nd reading 07.23.2025/ Consent Agenda
- Section VII(A&B): Updated language from “*students with a disability*” to “*students with disabilities*”
- Section VII(B) replaced “*whose disabling conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is*” with “*who are*”
- Updated legal reference: MN Statutes 125A.02

19.709 Student Transportation Safety Policy

- Section II: Deleted Deadlines language
- Updated Cross References

20.802 Disposition of Obsolete Equipment and Materials

- Section IV(I) Surplus books provision added

21.806 Crisis Management Policy

- Section VI(G)(2)(c): added “*including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems*”
- Added Resources section

Legislative updates can be adopted in a single meeting



414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minnesota Statutes chapter 260E requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event that:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of the event.
- B. “Child” means one under age 18 and, for purposes of Minnesota Statutes chapter 260C (Juvenile Safety and Placement) and Minnesota Statutes chapter 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minnesota Statutes chapter 260C.451 (Foster Care Benefits Past Age 18).
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. “Mandated reporter” means any school personnel who knows or has reason to believe a child is being maltreated or has been maltreated within the preceding three years.
- E. “Mental Injury” means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child’s ability to function within a normal range of performance and behavior with due regard to the child’s culture.
- F. “Neglect” means the commission or omission of any of the acts specified below, other than

by accidental means:

1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter, health care, medical, or other care required for the child's physical or mental health when reasonably able to do so;
2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for the child's own basic needs or safety, or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance as defined in state law used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance, or the presence of a fetal alcohol spectrum disorder;
6. medical neglect as defined by Minnesota Statute section 260C.007, subdivision. 6, Clause (5);
7. chronic and severe use of alcohol or a controlled substance by a person responsible for the care of the child that adversely affects the child's basic needs and safety; or
8. emotional harm from a pattern of behavior that contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not occur solely because the child's parent, guardian, or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care.

G. "Non Maltreatment mistake" occurs when: (1) at the time of the incident, the individual

was performing duties identified in the center's child care program plan required under Minnesota Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar non maltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minnesota Rules Chapter 9503.

- H. "Person responsible for the child's care" means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employee or agent, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- I. "Physical abuse" means any physical injury, mental injury (under subdivision 13), or threatened injury (under subdivision 23), inflicted by a person responsible for the child's care on a child other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minnesota Statute section 125A.0942 or section 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian that does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minnesota Statutes section 121A.582.

Actions that are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions that result in any non-accidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances that were not prescribed for the child by a practitioner, in order to control or punish the child, or other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or that subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10)

unreasonable physical confinement or restraint not permitted under Minnesota Statute section 609.379 including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minnesota Statute section 121A.58.

- J. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes maltreatment of a child and contains sufficient content to identify the child and any person believed to be responsible for the maltreatment, if known.
- K. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement, or childcare services.
- L. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minnesota Statute section 609.341, subdivision 15), or by a person in a current or recent position of authority (as defined in Minnesota Statute section 609.341, subdivision 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor that constitutes a violation of Minnesota statutes prohibiting prostitution or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation that requires registration under Minnesota Statute section 243.166, subdivision 1b(a) or (b).
- M. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has (1) subjected the child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm [under Minnesota Statutes, section 260E.03, subdivision 5, or a similar law of another jurisdiction](#); (2) been found to be palpably unfit [under Minnesota Statutes, section 260C.301, subdivision 1, paragraph \(b\), clause 3, or a similar law of another jurisdiction](#); (3) committed an act that resulted in an involuntary termination of parental rights [under Minnesota Statutes, section 260C.301, or a similar law of another jurisdiction](#); (4) , or committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative [or parent under Minnesota Statutes, section 260C.515, subdivision 4, or a similar law of another jurisdiction](#).

IV. REPORTING PROCEDURES

- A. A mandated reporter shall immediately report the information to the local welfare agency,

agency responsible for assessing or investigating the report, police department, county sheriff, tribal social services agency, or tribal police department. The reporter will include his or her name and address in the report.

- B. An oral report shall be made immediately by telephone or otherwise. The oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assessing or investigating the report. Any report shall be of sufficient content to identify the child, any person believed to be responsible for the maltreatment of the child if the person is known, the nature and extent of the maltreatment, and the name and address of the reporter.
- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of custodial or parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- G. An employer of a mandated reporter shall not retaliate against the person for reporting in good faith maltreatment against a child with respect to whom a report is made, because of the report.
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, plus costs and reasonable attorney fees. Knowingly or recklessly making a false report also may result in discipline.

V. INVESTIGATION

- A. The responsibility for assessing or investigating reports of suspected maltreatment rests with the appropriate state, county, or local agency or agencies. The agency responsible for assessing or investigating reports of maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged offender, and any other person with knowledge of the maltreatment for the purpose of gathering facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of the alleged offender or parent, legal guardian, or a school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.
- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged offender is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged offender is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minnesota Statute Chapter 13, and the Family Educational Rights and Privacy Act, 20 United States Codes section 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.
- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: *Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)*
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd. 6, Clause (5) (Child in Need of Protection)
Minn. Stat. § 260C.301 (Termination of Parental Rights)
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)

Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: *ISD 200 Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)*

Policy Reviewed: 02.21.2025

Policy Adopted: 04.23.2025

Policy Revised: 07.10.2025~~12.13.2023~~



416 DRUG, ALCOHOL, AND CANNABIS TESTING

I. PURPOSE

- A. The school board recognizes the significant problems created by drug, alcohol, and cannabis use in society in general, and the public schools in particular. The school board further recognizes the important contribution that the public schools have in shaping the youth of today into the adults of tomorrow.
- B. The school board believes that a work environment free of drug, alcohol, and cannabis use will be not only safer, healthier, and more productive but also more conducive to effective learning. To provide such an environment, the purpose of this policy is to provide authority so that the school board may require all employees and/or job applicants to submit to drug, alcohol, and cannabis testing in accordance with the provisions of this policy and as provided in federal law and Minnesota Statutes, sections 181.950- 181.957.

II. GENERAL STATEMENT OF POLICY

- A. All school district employees and job applicants whose positions require a commercial driver's license will be required to undergo drug, alcohol, and cannabis testing in accordance with federal law and the applicable provisions of this policy. The school district also may request or require that drivers submit to drug, alcohol, and cannabis testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.
- B. The school district may request or require that any school district employee or job applicant, other than an employee or applicant whose position requires a commercial driver's license, submit to drug, alcohol, and cannabis testing in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957.
- C. The use, possession, sale, purchase, transfer, or dispensing of any drugs not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee, is prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of drugs that are not medically prescribed, including medical cannabis, whether or not it has been prescribed for the employee, is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of drugs that are not medically prescribed are prohibited from entering or remaining on school district property.
- D. The use, possession, sale, purchase, transfer, or dispensing of alcohol or cannabis is

prohibited on school district property (which includes school district vehicles), while operating school district vehicles or equipment, and at any school-sponsored program or event. Use of alcohol or cannabis is also prohibited throughout the school or work day, including lunch or other breaks, whether or not the employee is on or off school district property. Employees under the influence of alcohol or cannabis are prohibited from entering or remaining on school district property.

- E. Any employee who violates this section shall be subject to discipline that includes, but is not limited to, immediate suspension without pay and immediate discharge.
- F. The school district may discipline, discharge, or take other adverse personnel action against an employee for cannabis flower, cannabis product, lower-potency hemp edible, or hemp-derived consumer product use, possession, impairment, sale, or transfer while an employee is working, on school district premises, or operating a school district vehicle, machinery, or equipment as follows:
 - 1. if, as the result of consuming cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product, the employee does not possess that clearness of intellect and control of self that the employee otherwise would have;
 - 2. if cannabis testing verifies the presence of cannabis flower, a cannabis product, a lower-potency hemp edible, or a hemp-derived consumer product following a confirmatory test;
 - 3. as provided in the school district's written work rules for cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products and cannabis testing, provided that the rules are in writing and in a written policy that contains the minimum information required by section 181.952; or
 - 4. as otherwise authorized or required under state or federal law or regulations, or if a failure to do so would cause the school district to lose a monetary or licensing-related benefit under federal law or regulations.

III. FEDERALLY MANDATED DRUG AND ALCOHOL TESTING FOR SCHOOL BUS DRIVERS

At this time Hastings Public Schools currently contracts with Hastings Bus Company.

A. General Statement of Policy

All persons subject to commercial driver's license requirements shall be tested for alcohol, marijuana (including medical cannabis), cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP), pursuant to federal law. Drivers who test positive for alcohol or

drugs shall be subject to disciplinary action, which may include termination of employment.

B. Definitions

1. “Actual Knowledge” means actual knowledge by the school district that a driver has used alcohol or controlled substances based on: (a) direct observation of the employee’s use (not observation of behavior sufficient to warrant reasonable suspicion testing); (b) information provided by a previous employer; (c) a traffic citation; or (d) an employee’s admission, except when made in connection with a qualified employee self-admission program.
2. “Alcohol Screening Device” (ASD) means a breath or saliva device, other than an Evidential Breath Testing Device (EBT), that is approved by the National Highway Traffic Safety Administration and placed on its Conforming Products List for such devices.
3. “Breath Alcohol Technician” (BAT) means an individual who instructs and assists individuals in the alcohol testing process and who operates the EBT.
4. “Commercial Motor Vehicle” (CMV) includes a vehicle that is designed to transport 16 or more passengers, including the driver.
5. “Designated Employer Representative” (DER) means an employee authorized by the school district to take immediate action to remove employees from safety-sensitive duties, or cause employees to be removed from these covered duties, and to make required decisions in the testing and evaluation process. The DER receives test results and other communications for the school district.
6. “Department of Transportation” (DOT) means United States Department of Transportation.
7. “Direct Observation” means observation of alcohol or controlled substances use and does not include observation of employee behavior or physical characteristics sufficient to warrant reasonable suspicion testing.
8. “Driver” is any person who operates a CMV, including full-time, regularly employed drivers, casual, intermittent or occasional drivers, leased drivers, and independent owner-operator contractors.
9. “Evidential Breath Testing Device” (EBT) means a device approved by the National Highway Traffic Safety Administration for the evidentiary testing of breath for alcohol concentration and placed on its Conforming Products List for such devices.
10. “Licensed Medical Practitioner” means a person who is licensed, certified, and/or

registered, in accordance with applicable Federal, State, local, or foreign laws and regulations, to prescribe controlled substances and other drugs.

11. “Medical Review Officer” (MRO) means a licensed physician responsible for receiving and reviewing laboratory results generated by the school district’s drug testing program and for evaluating medical explanations for certain drug tests.
12. “Refusal to Submit” (to an alcohol or controlled substances test) means that a driver: (a) fails to appear for any test within a reasonable time, as determined by the school district, consistent with applicable DOT regulations, after being directed to do so; (b) fails to remain at the testing site until the testing process is complete; (c) fails to provide a urine specimen or an adequate amount of saliva or breath for any DOT drug or alcohol test; (d) fails to permit the observation or monitoring of the driver’s provision of a specimen in the case of a directly observed or monitored collection in a drug test; (e) fails to provide a sufficient breath specimen or sufficient amount of urine when directed and a determination has been made that no adequate medical explanation for the failure exists; (f) fails or declines to take an additional test as directed by the school district or the collector; (g) fails to undergo a medical examination or evaluation, as directed by the MRO or the DER; (h) fails to cooperate with any part of the testing process (e.g., refuses to empty pockets when so directed by the collector, behaves in a confrontational way that disrupts the collection process, fails to wash hands after being directed to do so by the collector, fails to sign the certification on the forms); (i) fails to follow the observer’s instructions, in an observed collection, to raise the driver’s clothing above the waist, lower clothing and underpants, and to turn around to permit the observer to determine if the driver has any type of prosthetic or other device that could be used to interfere with the collection process; (j) possesses or wears a prosthetic or other device that could be used to interfere with the collection process; (k) admits to the collector or MRO that the driver adulterated or substituted the specimen; or (l) is reported by the MRO as having a verified adulterated or substituted test result. An applicant who fails to appear for a pre- employment test, who leaves the testing site before the pre-employment testing process commences, or who does not provide a urine specimen because he or she has left before it commences is not deemed to have refused to submit to testing.
13. “Safety-Sensitive Functions” are on-duty functions from the time the driver begins work or is required to be in readiness to work until relieved from work and all responsibility for performing work, and include such functions as driving, loading and unloading vehicles, or supervising or assisting in the loading or unloading of vehicles, servicing, repairing, obtaining assistance to repair, or remaining in attendance during the repair of a disabled vehicle.

14. “Screening Test Technician” (STT) means anyone who instructs and assists individuals in the alcohol testing process and operates an ASD.
15. “Stand Down” means the practice of temporarily removing an employee from performing safety-sensitive functions based only upon a laboratory reports to the MRO of a confirmed positive test for a drug or drug metabolite, an adulterated test, or a substituted test before the MRO completes the verification process.
16. “Substance Abuse Professional” (SAP) means a qualified person who evaluates employees who have violated a DOT drug and alcohol regulation and makes recommendations concerning education, treatment, follow-up testing, and aftercare.

C. Policy and Educational Materials

1. The school district shall provide a copy of this policy and procedures to each driver prior to the start of its alcohol and drug testing program and to each driver subsequently hired or transferred into a position requiring driving of a CMV.
2. The school district shall provide to each driver information required under Title 49 of the Code of Federal Regulations, including information concerning the effects of alcohol and controlled substances use on an individual’s health, work, and personal life; signs and symptoms of an alcohol or controlled substance problem (the driver’s or a coworker’s); and available methods of intervening when an alcohol or controlled substance problem is suspected, including confrontation, referral to an employee assistance program, and/or referral to management.
3. The school district shall provide written notice to representatives of employee organizations that the information described above is available.
4. The school district shall require each driver to sign a statement certifying that the driver received a copy of the policy and materials. The school district will maintain the original signed certificate and will provide a copy to the driver if the driver so requests.

D. Alcohol and Controlled Substances Testing Program Manager

1. The program manager will coordinate the implementation, direction, and administration of the alcohol and controlled substances testing policy for bus drivers. The program manager is the principal contact for the collection site, the testing laboratory, the MRO, the BAT, the SAP, and the person submitting to the test. Employee questions concerning this policy shall be directed to the program manager.
2. The school district shall designate a program manager and provide written notice of the designation to each driver along with this policy.

E. Specific Prohibitions for Drivers

1. Alcohol Concentration. No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions while having an alcohol concentration of 0.04 or greater. Drivers who test greater than 0.04 will be taken out of service and will be subject to evaluation by a professional and retesting at the driver's expense.
2. Alcohol Possession. No driver shall be on duty or operate a CMV while the driver possesses alcohol.
3. On-Duty Use. No driver shall use alcohol while performing safety-sensitive functions.
4. Pre-Duty Use. No driver shall perform safety-sensitive functions within four (4) hours after using alcohol.
5. Use Following an Accident. No driver required to take a post-accident test shall use alcohol for eight (8) hours following the accident, or until the driver undergoes a post-accident alcohol test, whichever occurs first.
6. Refusal to Submit to a Required Test. No driver shall refuse to submit to an alcohol or controlled substances test required by post-accident, random, reasonable suspicion, return-to-duty, or follow-up testing requirements. A verified adulterated or substituted drug test shall be considered a refusal to test.
7. Use of Controlled Substances No driver shall report for duty or remain on duty requiring the performance of safety-sensitive functions when the driver uses any controlled substance, except when the use is pursuant to instructions (which have been presented to the school district) from a licensed medical practitioner who is familiar with the driver's medical history and has advised the driver that the substance does not adversely affect the driver's ability to safely operate a CMV. Controlled substance includes medical cannabis, regardless of whether the driver is enrolled in the state registry program.
8. Positive, Adulterated, or Substituted Test for Controlled Substance. No driver shall report for duty, remain on duty, or perform a safety-sensitive function if the driver tests positive for controlled substances, including medical cannabis, or has adulterated or substituted a test specimen for controlled substances.
9. General Prohibition Drivers are also subject to the general policies and procedures of the school district that prohibit possession, transfer, sale, exchange, reporting to work under the influence of drugs or alcohol, and consumption of drugs or alcohol while at work or while on school district premises or operating any school district vehicle, machinery, or equipment.

F. Other Alcohol-Related Conduct

No driver found to have an alcohol concentration of 0.02 or greater but less than 0.04 shall perform safety-sensitive functions for at least twenty-four (24) hours following administration of the test. The school district will not take any action under this policy other than removal from safety-sensitive functions based solely on test results showing an alcohol concentration of less than 0.04 but may take action otherwise consistent with law and the policies of the school district.

G. Prescription Drugs/Cannabinoid Products

A driver shall inform the driver's supervisor if at any time the driver is using a controlled substance pursuant to a physician's prescription. The physician's instructions shall be presented to the school district upon request. Use of a prescription drug shall be allowed if the physician has advised the driver that the prescribed drug will not adversely affect the driver's ability to safely operate a CMV. Use of medical cannabis is prohibited notwithstanding the driver's enrollment in the patient registry. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for cannabis. MROs will verify a drug test confirmed as positive, even if a driver claims to have only used nonintoxicating cannabinoids or edible cannabinoid product.

H. Testing Requirements

1. Pre-Employment Testing

- a. A driver applicant shall undergo testing for [alcohol and] controlled substances, including medical cannabis, before the first time the driver performs safety-sensitive functions for the school district.
- b. Tests shall be conducted only after the applicant has received a conditional offer of employment.
- c. To be hired, the applicant must test negative and must sign an agreement, authorizing former employers to release to the school district all information on the applicant's alcohol tests with results of blood alcohol concentration of 0.04 or higher, or verified positive results for controlled substances, including medical cannabis, or refusals to be tested (including verified adulterated or substituted drug test results), or any other violations of DOT agency drug and alcohol testing regulations, or, if the applicant violated the testing regulations, documentation of the applicant's successful completion of DOT return-to-duty requirements (including follow-up tests), within the preceding two (2) years.

- d. The applicant also must be asked whether he or she has tested positive, or refused to test, on any pre-employment drug or alcohol test administered by an employer to which the employee, during the last two (2) years, applied for, but did not obtain, safety-sensitive transportation work covered by DOT testing rules.
- e. Before employing a driver subject to controlled substances and alcohol testing, the school district must conduct a full pre-employment query of the federal Commercial Driver's License (CDL) Drug and Alcohol Clearinghouse ("Clearinghouse") to obtain information about whether the driver (1) has a verified positive, adulterated, or substituted controlled substances test result; (2) has an alcohol confirmation test with a concentration of 0.04 or higher; (3) has refused to submit to a test in violation of federal law; or (4) that an employer has reported actual knowledge that the driver used alcohol on duty, before duty, or following an accident in violation of federal law or used a controlled substance in violation of federal law. The applicant must give specific written or electronic consent for the school district to conduct the Clearinghouse full query. The school district shall retain the consent for three (3) years from the date of the query.

2. Post-Accident Testing

- a. As soon as practicable following an accident involving a CMV, the school district shall test the driver for alcohol and controlled substances, including medical cannabis, if the accident involved the loss of human life or if the driver receives a citation for a moving traffic violation arising from an accident which results in bodily injury or disabling damage to a motor vehicle.
- b. Drivers should be tested for alcohol use within two (2) hours and no later than eight (8) hours after the accident.
- c. Drivers should be tested for controlled substances, including medical cannabis, no later than thirty-two (32) hours after the accident.
- d. A driver subject to post-accident testing must remain available for testing, or shall be considered to have refused to submit to the test.
- e. If a post-accident alcohol test is not administered within two (2) hours following the accident, the school district shall prepare and maintain on file a record stating the reasons the test was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours.
- f. If a post-accident alcohol test is not administered within eight (8) hours following the accident or a post-accident controlled substances test is not administered within thirty-two (32) hours following the accident, the school district shall cease attempts

to administer the test, and prepare and maintain on file a record stating the reasons for not administering the test.

- g. The school district shall report drug and alcohol program violations to the Clearinghouse as required under federal law.

3. Random Testing

- a. The school district shall conduct tests on a random basis at unannounced times throughout the year, as required by the federal regulations.
- b. The school district shall test for alcohol at a minimum annual percentage rate of 10% of the average number of driver positions, and for controlled substances, including medical cannabis, at a minimum annual percentage of 50%.
- c. The school district shall adopt a scientifically valid method for selecting drivers for testing, such as a random number table or a computer-based random number generator that is matched with identifying numbers of the drivers. Each driver shall have an equal chance of being tested each time selections are made. Each driver selected for testing shall be tested during the selection period.
- d. Random tests shall be unannounced. Dates for administering random tests shall be spread reasonably throughout the calendar year.
- e. Drivers shall proceed immediately to the collection site upon notification of selection; provided, however, that if the driver is performing a safety-sensitive function, other than driving, at the time of notification, the driver shall cease to perform the function and proceed to the collection site as soon as possible.

4. Reasonable Suspicion Testing

- a. The school district shall require a driver to submit to an alcohol test and/or controlled substances, including medical cannabis, test when a supervisor or school district official, who has been trained in accordance with the regulations, has reasonable suspicion to believe that the driver has used alcohol and/or controlled substances, including medical cannabis, on duty, within four (4) hours before coming on duty, or just after the period of the work day. The test shall be done as soon as practicable following the observation of the behavior indicative of the use of controlled substances or alcohol.
- b. The reasonable suspicion determination must be based on specific, contemporaneous, articulable observations concerning the driver's appearance, behavior, speech, or body odors. The required observations for reasonable suspicion of a controlled substances violation may include indications of the chronic and

withdrawal effects of controlled substances.

- c. Alcohol testing shall be administered within two (2) hours following a determination of reasonable suspicion. If it is not done within two (2) hours, the school district shall prepare and maintain a record explaining why it was not promptly administered and continue to attempt to administer the alcohol test within eight (8) hours. If an alcohol test is not administered within eight (8) hours following the determination of reasonable suspicion, the school district shall cease attempts to administer the test and state in the record the reasons for not administering the test.
- d. The supervisor or school district official who makes observations leading to a controlled substances reasonable suspicion test shall make and sign a written record of the observations within twenty- four (24) hours of the observed behavior or before the results of the drug test are released, whichever is earlier.

5. Return-To-Duty Testing.

A driver found to have violated this policy shall not return to work until an SAP has determined the employee has successfully complied with prescribed education and/or treatment and until undergoing return-to-duty tests indicating an alcohol concentration of less than 0.02 and a confirmed negative result for the use of controlled substances. The school district is not required to return a driver to safety-sensitive duties because the driver has met these conditions; this is a personnel decision subject to collective bargaining agreements or other legal requirements.

Follow-Up Testing. When an SAP has determined that a driver is in need of assistance in resolving problems with alcohol and/or controlled substances, the driver shall be subject to unannounced follow-up testing as directed by the SAP for up to sixty (60) months after completing a treatment program.

6. Refusal to Submit and Attendant Consequences

- a. A driver or driver applicant may refuse to submit to drug and alcohol testing.
- b. Refusal to submit to a required drug or alcohol test subjects the driver or driver applicant to the consequences specified in federal regulations as well as the civil and/or criminal penalty provisions of 49 United States Code section 521(b). In addition, a refusal to submit to testing establishes a presumption that the driver or driver applicant would test positive if a test were conducted and makes the driver or driver applicant subject to discipline or disqualification under this policy.
- c. A driver applicant who refuses to submit to testing shall be disqualified from further

consideration for the conditionally offered position.

An employee who refuses to submit to testing shall not be permitted to perform safety-sensitive functions and will be considered insubordinate and subject to disciplinary action, up to and including dismissal. If an employee is offered an opportunity to return to a DOT safety-sensitive duty, the employee will be evaluated by an SAP and must submit to a return-to-duty test prior to being considered for reassignment to safety-sensitive functions.

I. Testing Procedures

1. Drug Testing

- a. Drug testing is conducted by analyzing a donor's urine specimen. Split urine samples will be collected in accordance with federal regulations. The donor will provide a urine sample at a designated collection site. The collection site personnel will then pour the sample into two sample bottles, labeled "primary" and "split," seal the specimen bottles, complete the chain of custody form, and prepare the specimen bottles for shipment to the testing laboratory for analysis. The specimen preparation shall be conducted in sight of the donor.

If the donor is unable to provide the appropriate quantity of urine, the collection site person shall instruct the individual to drink up to forty (40) ounces of fluid distributed reasonably through a period of up to three (3) hours to attempt to provide a sample. If the individual is still unable to provide a complete sample, the test shall be discontinued and the school district notified. The DER shall refer the donor for a medical evaluation to determine if the donor's inability to provide a specimen is genuine or constitutes a refusal to test. For pre-employment testing, the school district may elect to not have a referral made, and revoke the employment offer.

- b. Drug test results are reported directly to the MRO by the testing laboratory. The MRO reports the results to the DER. If the results are negative, the school district is informed and no further action is necessary. If the test result is confirmed positive, adulterated, substituted, or invalid, the MRO shall give the donor an opportunity to discuss the test result. The MRO will contact the donor directly, on a confidential basis, to determine whether the donor wishes to discuss the test result. The MRO shall notify each donor that the donor has seventy-two (72) hours from the time of notification in which to request a test of the split specimen at the donor's expense. No split specimen testing is done for an invalid result.
- c. If the donor requests an analysis of the split specimen within seventy-two (72) hours of having been informed of a confirmed positive test, the MRO shall direct, in writing, the laboratory to provide the split specimen to another Department of

Health and Human Services – SAMHSA certified laboratory for analysis. If the donor has not contacted the MRO within seventy-two (72) hours, the donor may present the MRO information documenting that serious illness, injury, inability to contact the MRO, lack of actual notice of the confirmed positive test, or other circumstances unavoidably prevented the donor from timely making contact. If the MRO concludes that a legitimate explanation for the donor's failure to contact him/her within seventy-two (72) hours exists, the MRO shall direct the analysis of the split specimen. The MRO will review the confirmed positive test result to determine whether an acceptable medical reason for the positive result exists. The MRO shall confirm and report a positive test result to the DER and the employee when no legitimate medical reason for a positive test result as received from the testing laboratory exists.

- d. If, after making reasonable efforts and documenting those efforts, the MRO is unable to reach the donor directly, the MRO must contact the DER who will direct the donor to contact the MRO. If the DER is unable to contact the donor, the donor will be suspended from performing safety-sensitive functions.
- e. The MRO may confirm the test as a positive without having communicated directly with the donor about the test results under the following circumstances:
 - (1) The donor expressly declines the opportunity to discuss the test results;
 - (2) The donor has not contacted the MRO within seventy-two (72) hours of being instructed to do so by the DER; or
 - (3) The MRO and the DER, after making and documenting all reasonable efforts, have not been able to contact the donor within ten (10) days of the date the confirmed test result was received from the laboratory.

2. Alcohol Testing

- a. The federal alcohol testing regulations require testing to be administered by a BAT using an EBT or an STT using an ASD. EBTs and ASDs can be used for screening tests but only EBTs can be used for confirmation tests.
- b. Any test result less than 0.02 alcohol concentration is considered a “negative” test.
- c. If the donor is unable to provide sufficient saliva for an ASD, the DER will immediately arrange to use an EBT. If the donor attempts and fails to provide an adequate amount of breath, the school district will direct the donor to obtain a written evaluation from a licensed physician to determine if the donor's inability to provide a breath sample is genuine or constitutes a refusal to test.

- d. If the screening test results show alcohol concentration of 0.02 or higher, a confirmatory test conducted on an EBT will be required to be performed between fifteen (15) and thirty (30) minutes after the completion of the screening test.
- e. Alcohol tests are reported directly to the DER.

J. Driver/Driver Applicant Rights

- 1. All drivers and driver applicants subject to the controlled substances testing provisions of this policy who receive a confirmed positive test result for the use of controlled substances have the right to request, at the driver's or driver applicant's expense, a confirming retest of the split urine sample. If the confirming retest is negative, no adverse action will be taken against the driver, and a driver applicant will be considered for employment.
- 2. The school district will not discharge a driver who, for the first time, receives a confirmed positive drug or alcohol test UNLESS:
 - a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a drug or alcohol counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with the SAP;
 - b. and the employee refuses to participate in the recommended program, or fails to successfully complete the program as evidenced by withdrawal before its completion or by a positive test result on a confirmatory test after completion of the program.
 - c. This limitation on employee discharge does not bar discharge of an employee for reasons independent of the first confirmed positive test result.

K. Testing Laboratory

A testing laboratory for controlled substances certified by the Department of Health and Human Services – SAMHSA, will be used to perform controlled substances testing pursuant to federal regulations.

L. Confidentiality of Test Results

All alcohol and controlled substances test results and required records of the drug and alcohol testing program are considered confidential information under federal law and private data on individuals as that phrase is defined in Minn. Stat. Ch. 13. Any information concerning the individual's test results and records shall not be released without written

permission of the individual, except as provided for by regulation or law.

M. Recordkeeping Requirements and Retention of Records

1. The school district shall keep and maintain records in accordance with the federal regulations in a secure location with controlled access.
2. The required records shall be retained for the following minimum periods:

Basic records 5 years

“Basic records” includes records of: (a) alcohol test results with concentration of 0.02 or greater; (b) verified positive drug test results; (c) refusals to submit to required tests (including substituted or adulterated drug test results); (d) SAP reports; (e) all follow-up tests and schedules for follow-up tests; (f) calibration documentation; (g) administration of the testing programs; and (h) each annual calendar year summary.

Information obtained from previous employers	3 years
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Alcohol and controlled substance collection procedures	2 years
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Negative and canceled controlled substance tests	1 year
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Alcohol tests with less than 0.02 concentration	1 year
Education and training records	indefinite

“Education and training records” must be maintained while the individuals perform the functions which require training and for the two (2) years after ceasing to perform those functions.

3. Personal Information

Personal information about all individuals who undergo any required testing under this policy will be shared with the U.S. DOT Drug & Alcohol Clearinghouse (“Clearinghouse”) as required under federal law, including:

- a. The name of the person tested;
- b. Any verified positive, adulterated, or substituted drug test result;
- c. Any alcohol confirmation test with a BAC concentration of 0.04 or higher;
- d. Any refusal to submit to any test required hereunder;
- e. Any report by a supervisor of actual knowledge of use as follows
 - (1) Any on-duty alcohol use;

- (2) Any pre-duty alcohol use;
- (3) Any alcohol use following an accident; and
- (4) Any controlled substance use.
- f. Any report from a substance abuse professional certifying successful completion of the return-to-work process;
- g. Any negative return-to-duty test; and
- h. Any employer's report of completion of follow-up testing.

N. Training

The school district shall ensure all persons designated to supervise drivers receive training. The designated employees shall receive at least sixty (60) minutes of training on alcohol misuse and at least sixty (60) minutes of training on controlled substances use. The training shall include physical, behavioral, speech, and performance indicators of probable misuse of alcohol and use of controlled substances. The training will be used by the supervisors to make determinations of reasonable suspicion.

O. Consequences of Prohibited Conduct and Enforcement

1. Removal

The school district shall remove a driver who has engaged in prohibited conduct from safety-sensitive functions. A driver shall not be permitted to return to safety-sensitive functions until and unless the return- to-duty requirements of federal DOT regulations have been completed.

2. Referral, Evaluation, and Treatment

- a. A driver or driver applicant who has engaged in prohibited conduct shall be provided a listing of SAPs readily available to the driver or applicant and acceptable to the school district.
- b. If the school district offers a driver an opportunity to return to a DOT safety-sensitive duty following a violation, the driver must be evaluated by an SAP and the driver is required to successfully comply with the SAP's evaluation recommendations (education, treatment, follow-up evaluation(s), and/or ongoing services). The school district is not required to provide an SAP evaluation or any subsequent recommended education or treatment.
- c. Drivers are responsible for payment for SAP evaluations and services unless a

collective bargaining agreement or employee benefit plan provides otherwise.

- d. Drivers who engage in prohibited conduct also are required to comply with follow-up testing requirements.

3. Disciplinary Action

- a. Any driver who refuses to submit to post-accident, random, reasonable suspicion, or follow-up testing not only shall not perform or continue to perform safety-sensitive functions, but also may be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- b. Drivers who test positive with verification of a confirmatory test or are otherwise found to be in violation of this policy or the federal regulations shall be subject to disciplinary action, which may include immediate suspension without pay and/or immediate discharge.
- c. Nothing in this policy limits or restricts the right of the school district to discipline or discharge a driver for conduct which not only constitutes prohibited conduct under this policy but also violates the school district's other rules or policies.

P. Other Testing

The school district may request or require that drivers submit to drug, alcohol, and cannabis testing other than that required by federal law. For example, drivers may be requested or required to undergo drug, alcohol, and cannabis testing on an annual basis as part of a routine physical examination. Such additional testing of drivers will be conducted only in accordance with the provisions of this policy and as provided in Minnesota Statutes, sections 181.950-181.957. For purposes of such additional, non-mandatory testing, drivers fall within the definition of "other employees" covered by Section IV. of this policy.

Q. Report to Clearinghouse

The school district shall promptly submit to the Clearinghouse any record generated of an individual who refuses to take an alcohol or controlled substance test required under Title 49, Code of Federal Regulations, tests positive for alcohol or a controlled substance in violation of federal regulations, or violates subpart B of Part 382 of Title 49, Code of Federal Regulations (or subsequent corresponding regulations).

R. Annual Clearinghouse Query

- 1. The school district must conduct a query of the Clearinghouse record at least once per year for information for all employees subject to controlled substance and alcohol testing related to CMV operation to determine whether information exists in the

Clearinghouse about those employees. In lieu of a full query, the school district may obtain the individual driver's consent to conduct a limited query to satisfy the annual query requirement. The limited query will tell the employer whether there is information about the driver in the Clearing House but will not release that information to the employer. If the limited query shows that information exists in the Clearinghouse about the driver, the school district must conduct a full query within twenty-four (24) hours or must not allow the driver to continue to perform any safety-sensitive function until the employee conducts the full query and the results confirm the driver's Clearinghouse record contains no prohibitions showing the driver has a verified positive, adulterated or substitute controlled substance test, no alcohol confirmation test with a concentration of 0.04 or higher, refuses to submit to a test, or was reported to have used alcohol on duty, before duty, following an accident or otherwise used a controlled substance in violation of the regulations except where the driver completed the SAP evaluation, referral and education/treatment process as required by the regulations. The school district shall comply with the query requirements set forth in 49 Code of Federal Regulations 382.701.

2. The school district may not access an individual's Clearinghouse record unless the school district (1) obtains the individual's prior written or electronic consent for access to the record; and (2) submits proof of the individual's consent to the Clearinghouse. The school district must retain the consent for three (3) years from the date of the last query. The school district shall retain for three (3) years a record of each request for records from the Clearinghouse and the information received pursuant to the request.
3. The school district shall protect the individual's privacy and confidentiality of each Clearinghouse record it receives. The school district shall ensure that information contained in a Clearinghouse record is not divulged to a person or entity not directly involved in assessing and evaluating whether a prohibition applies with respect to the individual to operate a CMV for the school district.
4. The school district may use an individual's Clearinghouse record only to assess and evaluate whether a prohibition applies with respect to the individual to operate a CMV for the school district.

IV. CANNABIS TESTING OR DRUG AND ALCOHOL TESTING FOR OTHER EMPLOYEES

The school district may request or require drug and alcohol testing for other school district personnel, i.e., employees who are not school bus drivers, or job applicants for such positions. The school district does not have a legal duty to request or require any employee or job applicant to undergo drug and alcohol testing as authorized in this policy, except for school bus drivers and other drivers of CMVs who are subject to federally mandated testing. (See Section

III. of this policy.) If a school bus driver is requested or required to submit to drug or alcohol testing beyond that mandated by federal law, the provisions of Section IV. of this policy will be applicable to such testing.

A. Definitions

1. “Cannabis testing” means the analysis of a body component sample according to the standards established under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of cannabis flower, as defined in Minnesota Statutes, section 342.01, subdivision 16, cannabis products, as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, hemp-derived consumer products as defined in section 342.01, subdivision 37, or cannabis metabolites in the sample tested. The definitions in this section apply to cannabis testing unless stated otherwise.
2. “Confirmatory test” and “confirmatory retest” mean a drug or alcohol test that uses a method of analysis allowed under one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
3. “Drug” means a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, but does not include marijuana, tetrahydrocannabinols, cannabis flower as defined in section 342.01, subdivision 16, cannabis products as defined in section 342.01, subdivision 20, lower-potency hemp edibles as defined in section 342.01, subdivision 50, and hemp-derived consumer products as defined in section 342.01, subdivision 37.
4. “Drug and Alcohol Testing,” “Drug or Alcohol Testing,” and “Drug or Alcohol Test” mean analysis of a body component sample by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1, for the purpose of measuring the presence or absence of drugs, alcohol, or their metabolites in the sample tested. "Drug and alcohol testing," "drug or alcohol testing," and "drug or alcohol test" do not include cannabis or cannabis testing, unless stated otherwise.
5. "Employee" means a person, independent contractor, or person working for an independent contractor who performs services for compensation, in whatever form, for an employer.
6. "Initial screening test" means a drug or alcohol test or cannabis test which uses a method of analysis under one of the programs listed in Minnesota Statutes, section [181.953, subdivision 1](#).
7. “Job Applicant” means a person, independent contractor, or person working for an independent contractor who applies to become an employee of the school in a position

that does not require a commercial driver's license, and includes a person who has received a job offer made contingent on the person's passing drug or alcohol testing.

8. "Oral fluid test" means analysis of a saliva sample for the purpose of measuring the presence of the same substances as drug and alcohol testing and cannabis testing that:
 - a. can detect drugs, alcohol, cannabis, or their metabolites in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1; and
 - b. does not require the services of a testing laboratory under section 181.953, subdivision 1.
9. "Other Employees" means any persons, independent contractors, or persons working for an independent contractor who perform services for the school for compensation, either full time or part time, in whatever form, except for persons whose positions require a commercial driver's license, and includes both professional and nonprofessional personnel.
10. "Positive Test Result" means a finding of the presence of drugs, alcohol, or their metabolites in the sample tested in levels at or above the threshold detection levels contained in the standards of one of the programs listed in Minnesota Statutes, section 181.953, subdivision 1.
11. "Random Selection Basis" means a mechanism for selection of employees that:
 - a. results in an equal probability that any employee from a group of employees subject to the selection mechanism will be selected; and
 - b. does not give the school discretion to waive the selection of any employee selected under the mechanism.
12. "Reasonable Suspicion" means a basis for forming a belief based on specific facts and rational inferences drawn from those facts.
13. "Safety-Sensitive Position" means a job, including any supervisory or management position, in which an impairment caused by drug, alcohol, or cannabis usage would threaten the health or safety of any person.

B. Circumstances

Under Which Cannabis Testing or Drug or Alcohol Testing May Be Requested or Required; Exceptions

1. General Limitations

- a. The school district may request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing or cannabis testing, unless the testing is done pursuant to this policy; and either (1) is conducted by a testing laboratory that meets one of the criteria listed in Minnesota Statutes, section 181.953, subdivision 1; or (2) complies with the oral fluid test procedures under section 181.953, subdivision 5a.
- b. The school district will not request or require an employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing or cannabis testing on an arbitrary and capricious basis.

2. Cannabis Testing Exceptions

For the following positions, cannabis and its metabolites are considered a drug and subject to the drug and alcohol testing provisions in Minnesota Statutes, sections 181.950 to 181.957:

- a. a safety-sensitive position, as defined in Minnesota Statutes, section 181.950, subdivision 13;
- b. a position requiring face-to-face care, training, education, supervision, counseling, consultation, or medical assistance to children;
- c. a position requiring a commercial driver's license or requiring an employee to operate a motor vehicle for which state or federal law requires drug or alcohol testing of a job applicant or an employee;
- d. a position of employment funded by a federal grant; or
- e. any other position for which state or federal law requires testing of a job applicant or an employee for cannabis.

3. Job Applicant Testing

The school district may request or require any job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing, provided a job offer has been made to the applicant and the same test is requested or required of all job applicants conditionally offered employment for that position. If a job applicant has received a job offer that is contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the event the job offer is subsequently withdrawn, the school district shall notify the job

applicant of the reason for its action.

- a. The school district must not request or require a job applicant to undergo cannabis testing solely for the purpose of determining the presence or absence of cannabis as a condition of employment unless otherwise required by state or federal law.
- b. Unless otherwise required by state or federal law, the school district must not refuse to hire a job applicant solely because the job applicant submits to a cannabis test or a drug and alcohol test authorized by Minnesota law and the results of the test indicate the presence of cannabis.
- c. The school district must not request or require an employee or job applicant to undergo cannabis testing on an arbitrary or capricious basis.
- d. Cannabis testing authorized under paragraph (d) must comply with the safeguards for testing employees provided in Minnesota Statutes, sections 181.953 and 181.954.

4. Oral fluid testing

- a. When drug and alcohol testing or cannabis testing is otherwise authorized under Minnesota Statutes, section 181.951, the school district may request an employee or job applicant to undergo oral fluid testing according to the procedures under Minnesota Statutes, section 181.953, subdivision 5a as an alternative to using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1.
- b. The employee must be informed of the test result at the time of the oral fluid test. Within 48 hours of an oral fluid test that indicates a positive test result or that is inconclusive or invalid, the employee or job applicant may request drug or alcohol testing or cannabis testing at no cost to the employee or job applicant using the services of a testing laboratory under Minnesota Statutes, section 181.953, subdivision 1, and according to the existing laboratory testing standards in subdivisions 1 to 5. The rights, notice, and limitations in Minnesota Statutes, section 181.953, subdivision 6, paragraph (b), and subdivisions 7 to 8 and 10 to 11 apply to an employee or job applicant and a laboratory test conducted pursuant to this paragraph.
- c. If the laboratory test under paragraph (b) above indicates a positive result, any subsequent confirmatory retest, if requested by the employee or job applicant, must be conducted following the retest procedures provided in Minnesota Statutes, section 181.953, subdivision 6, paragraph (c), and subdivision 9 at the employee's or

job applicant's own expense.

- d. Nothing in this subdivision is intended to modify the existing requirements for drug and alcohol testing or cannabis testing in the workplace under Minnesota Statutes, sections 181.950 to 181.957, unless stated otherwise.

5. Random Testing

The school district may request or require employees to undergo cannabis testing or drug and alcohol testing on a random selection basis only if they are employed in safety-sensitive positions.

6. Reasonable Suspicion Testing

The school district may request or require any employee to undergo cannabis testing or drug and alcohol testing if the school district has a reasonable suspicion that the employee:

- a. is under the influence of cannabis, drugs, or alcohol;
- b. has violated the school district's written work rules prohibiting the use, possession, sale, or transfer of drugs or alcohol, cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products while the employee is working or while the employee is on the school district's premises or operating the school district's vehicles, machinery, or equipment;
- c. has sustained a personal injury, as that term is defined in Minnesota Statutes, section 176.011, subdivision 16, or has caused another employee to sustain a personal injury; or
- d. has caused a work-related accident or was operating or helping to operate machinery, equipment, or vehicles involved in a work-related accident.

7. Treatment Program Testing

The school district may request or require any employee to undergo cannabis testing and drug and alcohol testing if the employee has been referred by the school district for chemical dependency treatment or evaluation or is participating in a chemical dependency treatment program under an employee benefit plan, in which case the employee may be requested or required to undergo cannabis testing and drug and alcohol testing without prior notice during the evaluation or treatment period and for a period of up to two (2) years following completion of any prescribed chemical dependency treatment program.

8. Routine Physical Examination Testing

The school district may request or require any employee to undergo drug and alcohol testing as part of a routine physical examination provided the drug or alcohol test is requested or required no more than once annually and the employee has been given at least two weeks' written notice that a drug or alcohol test may be requested or required as part of the physical examination.

C. No Legal Duty to Test

The school district does not have a legal duty to request or require any employee or job applicant whose position does not require a commercial driver's license to undergo drug and alcohol testing.

D. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing and Consequences of Such Refusal

1. Right of Other Employee or Job Applicant to Refuse Drug and Alcohol Testing

Any employee or job applicant whose position does not require a commercial driver's license has the right to refuse drug and alcohol testing subject to the provisions contained in Paragraphs 2. and 3. of Section IV.D.

2. Consequences of an Employee's Refusal to Undergo Drug and Alcohol Testing

Any employee in a position that does not require a commercial driver's license who refuses to undergo drug and alcohol testing in the circumstances set out in the Random Testing, Reasonable Suspicion Testing, and Treatment Program Testing provisions of this policy may be subject to disciplinary action, up to and including immediate discharge.

3. Consequences of a Job Applicant's Refusal to Undergo Drug and Alcohol Testing

Any job applicant for a position which does not require a commercial driver's license who refuses to undergo drug and alcohol testing pursuant to the Job Applicant Testing provision of this policy shall not be employed.

E. Reliability and Fairness Safeguards

1. Pretest Notice

Before requesting an employee or job applicant whose position does not require a commercial driver's license to undergo drug or alcohol testing or requesting cannabis testing, the school district shall provide the employee or job applicant with a Pretest Notice to acknowledge that the employee or job applicant has received the school

district's drug and alcohol testing or cannabis testing policy.

2. Notice of Test Results

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing an employee or job applicant who has undergone drug or alcohol testing or cannabis testing of a negative test result on an initial screening test or of a negative or positive test result on a confirmatory test.

3. Notice of and Right to Test Result Report

Within three (3) working days after receipt of a test result report from the testing laboratory, the school district shall inform in writing, an employee or job applicant who has undergone drug or alcohol testing of the employee or job applicant's right to request and receive from the school district a copy of the test result report on any drug or alcohol test or cannabis test.

4. Notice of and Right to Explain Positive Test Result

- a. If an employee or job applicant has a positive test result on a confirmatory test, the school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to explain the results and to submit additional information.
- b. The school district may request that the employee or job applicant indicate any over-the-counter or prescription medication that the individual is currently taking or has recently taken and any other information relevant to the reliability of, or explanation for, a positive test result.
- c. The employee may present verification of enrollment in the medical cannabis patient registry or of enrollment in a Tribal medical cannabis program as part of the employee's explanation.
- d. Use of nonintoxicating cannabinoids or edible cannabinoid products is not a legitimate medical explanation for a confirmed positive test result for cannabis. MROs will verify a drug test confirmed as positive, even if an employee claims to have only used nonintoxicating cannabinoids or edible cannabinoid products.
- e. Within three (3) working days after notice of a positive test result on a confirmatory test, an employee or job applicant may submit information (in addition to any information already submitted) to the school district to explain that result.

5. Notice of and Right to Request Confirmatory Retests

- a. If an employee or job applicant has a positive test result on a confirmatory test, the

school district shall provide the individual with notice of the test results and, at the same time, written notice of the right to request a confirmatory retest of the original sample at his or her expense.

- b. An employee or job applicant may request a confirmatory retest of the original sample at his or her own expense after notice of a positive test result on a confirmatory test. Within five (5) working days after notice of the confirmatory test result, the employee or job applicant shall notify the school district in writing of his or her intention to obtain a confirmatory retest. Within three (3) working days after receipt of the notice, the school district shall notify the original testing laboratory that the employee or job applicant has requested the laboratory to conduct the confirmatory retest or to transfer the sample to another laboratory licensed under Minnesota Statutes, section 181.953, subdivision 1 to conduct the confirmatory retest. The original testing laboratory shall ensure that appropriate chain-of-custody procedures are followed during transfer of the sample to the other laboratory. The confirmatory retest must use the same drug, alcohol, or cannabis threshold detection levels as used in the original confirmatory test. If the confirmatory retest does not confirm the original positive test result, no adverse personnel action based on the original confirmatory test may be taken against the employee or job applicant.
6. If an employee or job applicant has a positive test result on a confirmatory test, the school district, at the time of providing notice of the test results, shall also provide written notice to inform the individual of other rights provided under Sections F. or G., below, whichever is applicable.

Attachments E and F to this policy provide the Notices described in Paragraphs 2. through 6. of this Section E.

F. Discharge and Discipline of Employees Whose Positions Do Not Require a Commercial Driver's License

1. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of a positive test result from an initial screening test that has not been verified by a confirmatory test.
2. In the case of a positive test result on a confirmatory test, the employee shall be subject to discipline which includes, but is not limited to, immediate suspension without pay and immediate discharge, pursuant to the provisions of this policy.
3. The school district may not discharge an employee for whom a positive test result on a confirmatory test was the first such result for the employee on a drug or alcohol test or cannabis test requested by the school district, unless the following conditions have been

met:

- a. The school district has first given the employee an opportunity to participate in, at the employee's own expense or pursuant to coverage under an employee benefit plan, either a, drug, alcohol, or cannabis counseling or rehabilitation program, whichever is more appropriate, as determined by the school district after consultation with a certified chemical abuse counselor or a physician trained in the diagnosis and treatment of chemical dependency; and
 - b. The employee has either refused to participate in the counseling or rehabilitation program or has failed to successfully complete the program, as evidenced by withdrawal from the program before its completion or by a positive test result on a confirmatory test after completion of the program.
4. Notwithstanding Paragraph 1., the school district may temporarily suspend the tested employee or transfer that employee to another position at the same rate of pay pending the outcome of the confirmatory test and, if requested, the confirmatory retest, provided the school district believes that it is reasonably necessary to protect the health or safety of the employee, co- employees or the public. An employee who has been suspended without pay must be reinstated with back pay if the outcome of the confirmatory test or requested confirmatory retest is negative.
5. The school district may not discharge, discipline, discriminate against, request, or require rehabilitation of an employee on the basis of medical history information or the employee's status as a patient enrolled in the medical cannabis registry program revealed to the school district, unless the employee was under an affirmative duty to provide the information before, upon, or after hire, or failing to do so would violate federal law or regulations or cause the school district to lose money or licensing-related benefit under federal law or regulations.
6. The school district may not discriminate against any employee in termination, discharge, or any term of condition of employment or otherwise penalize an employee based upon an employee registered patient's positive drug test for cannabis components or metabolites, unless the employee used, possessed, or was impaired by medical cannabis on school district property during the hours of employment.
7. An employee must be given access to information in the individual's personnel file relating to positive test result reports and other information acquired in the drug and alcohol testing process or cannabis testing process and conclusions drawn from and actions taken based on the reports or other acquired information.

G. Withdrawal of Job Offer for an Applicant for a Position That Does Not Require a

Commercial Driver's License

If a job applicant has received a job offer made contingent on the applicant's passing drug and alcohol testing, the school district may not withdraw the offer based on a positive test result from an initial screening test that has not been verified by a confirmatory test. In the case of a positive test result on a confirmatory test, the school district may withdraw the job offer.

H. Chain-of-Custody Procedures

The school district has established its own reliable chain-of-custody procedures to ensure proper record keeping, handling, labeling, and identification of the samples to be tested. The procedures require the following:

1. Possession of a sample must be traceable to the employee from whom the sample is collected, from the time the sample is collected through the time the sample is delivered to the laboratory;
2. The sample must always be in the possession of, must always be in view of, or must be placed in a secure area by a person authorized to handle the sample;
3. A sample must be accompanied by a written chain-of-custody record; and
4. Individuals relinquishing or accepting possession of the sample must record the time the possession of the sample was transferred and must sign and date the chain-of-custody record at the time of transfer.

I. Privacy, Confidentiality and Privilege Safeguards

1. Privacy Limitations

A laboratory may only disclose to the school district test result data regarding the presence or absence of drugs, alcohol or their metabolites in a sample tested.

2. Confidentiality Limitations

With respect to employees and job applicants, test result reports and other information acquired in the drug or alcohol testing process are private data on individuals as that phrase is defined in Minnesota Statutes Chapter 13, and may not be disclosed by the school district or laboratory to another employer or to a third-party individual, governmental agency, or private organization without the written consent of the employee or job applicant tested.

3. Exceptions to Privacy and Confidentiality Disclosure Limitations

Notwithstanding Paragraphs 1. and 2., evidence of a positive test result on a confirmatory test may be: (1) used in an arbitration proceeding pursuant to a collective bargaining agreement, an administrative hearing under Minnesota Statutes, Chapter 43A or other applicable state or local law, or a judicial proceeding, provided that information is relevant to the hearing or proceeding; (2) disclosed to any federal agency or other unit of the United States government as required under federal law, regulation or order, or in accordance with compliance requirements of a federal government contract; and (3) disclosed to a substance abuse treatment facility for the purpose of evaluation or treatment of the employee.

4. Privilege

Positive test results from the school district drug or alcohol testing program may not be used as evidence in a criminal action against the employee or job applicant tested.

J. Notice of Testing Policy to Affected Employees

The school district shall provide written notice of this drug, alcohol, or cannabis testing policy to all affected employees upon adoption of the policy, to a previously non-affected employee upon transfer to an affected position under the policy, and to a job applicant upon hire and before any testing of the applicant if the job offer is made contingent on the applicant's passing drug and alcohol testing. Affected employees and applicants will acknowledge receipt of this written notice.

V. POSTING

The school district shall post notice in an appropriate and conspicuous location on its premises that it has adopted a drug and alcohol testing policy and that copies of the policy are available for inspection during regular business hours by its employees or job applicants in its personnel office or other suitable locations.

Legal References: *Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)* *Minn. Stat. Ch. 43A (State Personnel Management)*
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.22 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
Minn. Stat. § 152.32 (Protections for Registry Program Participation)
Minn. Stat. § 176.011, subd. 16 (Definitions; Personal Injury)
Minn. Stat. §§ 181.950-181.957 (Drug and Alcohol Testing in the Workplace)
Minn. Stat. § 221.031 (Motor Carrier Rules)
Minn. Stat. § 342.01 (Definitions)
49 U.S.C. § 31306 (Omnibus Transportation Employee Testing Act of 1991)
49 U.S.C. 31306a (National Clearinghouse for Controlled Substance and

Alcohol Test Results of Commercial Motor Vehicle Operators)
49 U.S.C. § 521(b) (Civil and Criminal Penalties for Violations)
49 C.F.R. Parts 40 and 382 (Department of Transportation Rules Implementing
Omnibus Transportation Employee Testing Act of 1991)
49 C.F.R. Part 382 (Controlled Substances and Alcohol Use and Testing)

Cross-References: *ISD 200 Policy 406 (Public and Private Personnel Data)*
ISD 200 Policy 417 (Chemical Use and Abuse)
ISD 200 Policy 418 (Drug-Free Workplace/Drug-Free School)

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418 DRUG-FREE WORKPLACE DRUG-FREE SCHOOL

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances before , during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances in any school location.
- C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented , or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.
- D. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

- A. "Alcohol" includes any alcoholic beverage, malt beverage, fortified wine, or other intoxicating liquor
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 United States Code, section 812, including analogues and look-alike drugs.

- C. “Edible cannabinoid product” means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.
- D. “Nonintoxicating cannabinoid” means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means.
- E. “Medical cannabis” means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; or (4) any other method, excluding smoking, approved by the commissioner.
- F. “Possess” means to have on one’s person, in one’s effects, or in an area subject to one’s control.
- G. “School location” includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.
- H. “Sell” means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.
- I. “Toxic substances” includes (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner
- J. “Use” means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to, consumption by injection

IV. EXCEPTIONS

- A. A violation of this policy does not occur when a person brings onto a school location, for such person’s own use, a controlled substance, except medical cannabis, or nonintoxicating cannabinoids, or edible cannabinoid products which has a currently accepted medical use in

treatment in the United States and the person has a physician's prescription for the substance. The person shall comply with the relevant procedures of this policy.

- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes section 624.701, Subd. 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).
- C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.
- D. The school district may not refuse to enroll or otherwise penalize a patient or person enrolled in the Minnesota Patient Registry Program or a Tribal medical cannabis program as a pupil solely because the patient or person is enrolled in the registry program or a Tribal medical cannabis program, unless failing to do so would violate federal law or regulations or cause the school to lose a monetary or licensing-related benefit under federal law or regulations.

An employer or a school must provide written notice to a patient at least 14 days before the employer or school takes an action against the patient that is prohibited under Minnesota Statutes, section 342.57, subdivision 3 or 5. The written notice must cite the specific federal law or regulation that the employer or school believes would be violated if the employer or school fails to take action. The notice must specify what monetary or licensing-related benefit under federal law or regulations that the employer or school would lose if the employer or school fails to take action.

A school or an employer must not retaliate against a patient for asserting the patient's rights or seeking remedies under Minnesota Statutes, section 342.57 or section 152.32.

V. PROCEDURES

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, must comply with the school district's student medication policy.
- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.

- C. Each employee shall be provided with written notice of this Drug-Free Workplace Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.
- D. Employees are subject to the school district's drug and alcohol testing policies and procedures.
- E. Members of the public are not permitted to possess controlled substances in a school location except with the express permission of the superintendent.
- F. No person is permitted to possess or use medical cannabis on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility.
- G. Possession of alcohol on school grounds pursuant to the exceptions of Minn. Stat. § 624.701, Subd. 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

VI. SCHOOL PROGRAMS

- A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:
 - 1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and
 - 2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.
- B. School district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.
- C. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a guardian, or an adult student 18 years of age or older to review the content of the instructional materials to be provided to a minor child or to an adult student pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

VII. ENFORCEMENT

A. Students

1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids, and edible cannabinoid products.
2. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.
3. Students may be referred to a drug or alcohol assistance or rehabilitation program; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service, which may be provided by school based mental health services providers; and/or to law enforcement officials when appropriate.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References: *Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)*
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
Minn. Stat. § 152.01, Subd. 15a (Definitions)
Minn. Stat. § 152.0264 (Cannabis Sale Crimes)
Minn. Stat. § 152.22, Subd. 6 (Definitions; Medical Cannabis)
Minn. Stat. § 152.23 (Limitations; Medical Cannabis; ~~Limitations~~)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)
Minn. Stat. § 342.56 (Limitations)
Minn. Stat. § 609.684 (Abuse of Toxic Substances) (~~Sale of Toxic Substances to Children; Abuse of Toxic Substances~~)
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)
20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)
~~20 U.S.C. § 7101-7165 (Safe and Drug-Free Schools and Communities Act)~~
21 U.S.C. § 812 (Schedules of Controlled Substances)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)
34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace)

Cross References: *ISD 200 Policy 416 (Drug and Alcohol Testing)*
ISD 200 Policy 417 (Chemical Use and Abuse)
ISD 200 Policy 419 (Tobacco Free Environment)
ISD 200 Policy 506 (Student Discipline)
ISD 200 Policy 516 (Student Medication)

Resources: To support the requirements for school districts outlined in [Minnesota Statute 2024, section 120B.215, subdivision 2](#), and in accordance with subdivision 1, MDE, in collaboration with MDH, the Minnesota Department of Human Services (DHS), and education experts, has created a [List of Model Cannabis Education Programs for School District and Charter School Consideration](#)

Schools may choose to implement one of the listed programs or they may implement their own program(s) identified through a local curriculum adoption process by the 2026-27 school year. While it is not required for a school

district to use one of the programs in the list, the list and rubric provided may be useful to school districts in their own decision-making process.

Please visit [MDE's Health Education webpage](#) for more information.

Policy Reviewed: 07.12.2023
Policy Adopted: 07.23~~4~~.2025~~4~~
Policy Revised: 07.10.2025



501 SCHOOL WEAPONS POLICY

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Active shooter incident" means an event involving an armed individual or individuals on campus or an armed assailant in the immediate vicinity of the school.
- B. "Active shooter threat" means a real or perceived threat that an active shooter incident will occur.
- C. "Dangerous Weapon" means any firearm, whether loaded or unloaded, or any device designed as a weapon and capable of producing death or great bodily harm, any combustible or flammable liquid or other device or instrumentality that, in the manner it is used or intended to be used, is calculated or likely to produce death or great bodily harm, or any fire that is used to produce death or great bodily harm. As used in this definition, "flammable liquid" means any liquid having a flashpoint below 100 degrees Fahrenheit and having a vapor pressure not exceeding 40 pounds per square inch (absolute) at 100 degrees Fahrenheit but does not include intoxicating liquor. As used in this subdivision, "combustible liquid" is a liquid having a flash point at or above 100 degrees Fahrenheit.
- D. "Possession" means having a weapon on one's person or in an area subject to one's control in a school location.
- E. "School Location" includes any school building or grounds, whether leased, rented, owned or controlled by the school, locations of school activities or trips, bus stops, school buses or school vehicles, school-contracted vehicles, the area of entrance or departure from school premises or events, all locations where school-related functions are conducted, and anywhere students are under the jurisdiction of the school district.
- F. "Weapon"

1. A “weapon” means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, any firearm, whether loaded or unloaded; airguns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; mace and other propellants; stun guns; ammunition; poisons; chains; arrows; and objects that have been modified to serve as a weapon.
2. No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
3. No person shall use articles designed for other purposes (i.e. lasers or laser pointers, belts, combs, pencils, files, scissors, etc.), to inflict bodily harm and/or intimidate. Such use will be treated as the possession and use of a weapon.

IV. EXCEPTIONS

- A. A student who finds a weapon on the way to school or in a school location, or a student who discovers that he or she accidentally has a weapon in his or her possession, and takes the weapon immediately to the principal’s office shall not be considered to possess a weapon. If it would be impractical or dangerous to take the weapon to the principal’s office, a student shall not be considered to possess a weapon if he or she immediately turns the weapon over to an administrator, teacher or head coach or immediately notifies an administrator, teacher or head coach of the weapon’s location.
- B. It shall not be a violation of this policy if a nonstudent (or student where specified) falls within one of the following categories:
 1. active licensed peace officers;
 2. military personnel, or students or nonstudents participating in military training, who are on duty performing official duties;
 3. persons authorized to carry a pistol under Minnesota Statutes section 624.714 while in a motor vehicle or outside of a motor vehicle for the purpose of directly placing a firearm in, or retrieving it from, the trunk or rear area of the vehicle;
 4. persons who keep or store in a motor vehicle pistols in accordance with Minnesota Statutes section 624.714 or 624.715 or other firearms in accordance with Minnesota Statutes section 97B.045;

- a. Section 624.714 specifies procedures and standards for obtaining pistol permits and penalties for the failure to do so. Section 624.715 defines an exception to the pistol permit requirements for “antique firearms which are carried or possessed as curiosities or for their historical significance or value.”
 - b. Section 97B.045 generally provides that a firearm may not be transported in a motor vehicle unless it is (1) unloaded and in a gun case without any portion of the firearm exposed; (2) unloaded and in the closed trunk; or (3) a handgun carried in compliance with Sections 624.714 and 624.715.
- 5. firearm safety or marksmanship courses or activities for students or nonstudents conducted on school property;
 - 6. possession of dangerous weapons, BB guns, or replica firearms by a ceremonial color guard;
 - 7. a gun or knife show held on school property;
 - 8. possession of dangerous weapons, BB guns, or replica firearms with written permission of the principal or other person having general control and supervision of the school or the director of a child care center; or
 - 9. persons who are on unimproved property owned or leased by a child care center, school or school district unless the person knows that a student is currently present on the land for a school-related activity.

C. Policy Application to Instructional Equipment/Tools

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

D. Firearms in School Parking Lots and Parking Facilities

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

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

V. CONSEQUENCES FOR STUDENT WEAPON POSSESSION/USE/DISTRIBUTION

- A. The school district does not allow the possession, use, or distribution of weapons by students. Consequently, the minimum consequence for students willfully possessing, using, or distributing weapons shall include:
1. immediate out-of-school suspension;
 2. confiscation of the weapon;
 3. immediate notification of police;
 4. parent or guardian notification; and
 5. recommendation to the superintendent of dismissal for a period of time not to exceed one year.
- B. Pursuant to Minnesota law, a student who brings a firearm, as defined by federal law, to school will be expelled for at least one year. The school board may modify this requirement on a case-by-case basis.
- C. Administrative Discretion

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

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

- A. Employees
1. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, or discharge as deemed appropriate by the school board.
 2. Sanctions against employees, including nonrenewal, suspension, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

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

B. Other Non Students

1. Any member of the public who violates this policy shall be informed of the policy and asked to leave the school location. Depending on the circumstances, the person may be barred from future entry to school locations. In addition, if the person is a student in another school district, that school district may be contacted concerning the policy violation.
2. If appropriate, law enforcement will be notified of the policy violation by the member of the public and may be asked to provide an escort to remove the member of the public from the school location.

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

- A. The school district must electronically report to the ~~Minnesota~~ Commissioner of the **Minnesota Department** of Education incidents involving the use or possession of a dangerous weapon in school zones, as required under Minnesota Statutes section 121A.06.
- B. **The school district must electronically file an after-action review report for active shooter incidents and active shooter threats to the Minnesota Fusion Center as required under Minnesota Statutes, section 121A.06.**

Legal References: *Minn. Stat. § 97B.045 (Transportation of Firearms)*
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 152.01, subd. 14(a) (Definition of a School Zone)
Minn. Stat. § 609.02, Subd. 6 (Definition of Dangerous Weapon)
Minn. Stat. § 609.605 (Trespass)
Minn. Stat. § 609.66 (Dangerous Weapons)
Minn. Stat. § 624.714 (Carrying of Weapons without Permit; Penalties)
Minn. Stat. § 624.715 (Exemptions; Antiques and Ornaments)
18 U.S.C. § 921 (Definition of Firearm)
In re C.R.M. 611 N.W.2d 802 (Minn. 2000)
In re A.D., 883 N.W.2d 251 (Minn. 2016)

Cross References: *ISD 200 Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)*

ISD 200 Policy 506 (Student Discipline)
ISD 200 Policy 903 ((Visitors to School District Buildings and Sites)

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Policy Revised: 07.10.2025



503 STUDENT ATTENDANCE

I. PURPOSE

- A. The school board believes that regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students, and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. It is intended to be positive and not punitive.
- B. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher, and administrators. This policy will assist students in attending class.

II. GENERAL STATEMENT OF POLICY

A. Responsibilities

1. Student's Responsibility

It is the student's right to be in school. It is also the student's responsibility to attend all assigned classes and study halls every day that school is in session and to be aware of and follow the correct procedures when absent from an assigned class or study hall. Finally, it is the student's responsibility to request any missed assignments due to an absence.

2. Parent or Guardian's Responsibility

It is the responsibility of the student's parent or guardian to ensure the student is attending school, to inform the school in the event of a student absence, and to work cooperatively with the school and the student to solve any attendance problems that may arise.

3. Teacher's Responsibility

It is the teacher's responsibility to take daily attendance and to maintain accurate attendance records in each assigned class and study hall. It is also the teacher's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly. It is also the teacher's responsibility to provide any student who has been absent with any missed assignments upon request. Finally, it is the teacher's responsibility to work cooperatively with the student's parent or guardian and the

student to solve any attendance problems that may arise.

4. Administrator's Responsibility

- a) It is the administrator's responsibility to require students to attend all assigned classes and study halls. It is also the administrator's responsibility to be familiar with all procedures governing attendance and to apply these procedures uniformly to all students, to maintain accurate records on student attendance, and to prepare a list of the previous day's absences stating the status of each. Finally, it is the administrator's responsibility to inform the student's parent or guardian of the student's attendance and to work cooperatively with them and the student to solve attendance problems.
- b) In accordance with the Minnesota Compulsory Instruction Law, Minnesota Statutes, section § 120A.22, the students of the school district are REQUIRED to attend all assigned classes and/or study halls every day school is in session, unless the student has been excused by the school board from attendance because the student has already completed state and school district standards required to graduate from high school, has withdrawn, or has a valid excuse for absence.

B. Attendance Procedures

Attendance procedures shall be presented to the school board for review and approval. When approved by the school board, the attendance procedures will be included as an addendum to this policy.

1. Excused Absences

- a) A parent, guardian, or other person having control of a child may apply to a school district to have the child excused from attendance for the whole or any part of the time school is in session during any school year. Application may be submitted to a ~~truant officer, or the school official designated by the principal~~ ~~any school building main office~~. A note from a physician or a licensed mental health professional stating that the child cannot attend school is a valid excuse.
- b) To be considered an excused absence, the student's parent or guardian may be asked to verify, in writing, the reason for the student's absence from school. A note from a physician or a licensed mental health professional stating that the student cannot attend school may be required as a valid excuse.
- c) The board of the district in which the child resides may approve the application under subparagraph (a) above upon the following being demonstrated to the satisfaction of that board:

d) Legitimate Exceptions

The following reasons shall be sufficient to constitute excused absences:

- (1) that the child's physical or mental health is such as to prevent attendance at school or application to study for the period required, which includes:
 - (a) child illness, medical, dental, orthodontic, or counseling appointments, including appointments conducted through telehealth;
 - (b) family emergencies;
 - (c) the death or serious illness or funeral of an immediate family member, or of a close friend or relative;
 - (d) active duty in any military branch of the United States;
 - (e) the child has a condition that requires ongoing treatment for a mental health diagnosis;
 - (f) other exemptions included in this attendance policy;
 - (g) court appearances occasioned by family or personal action;
 - (h) physical emergency conditions such as fire, flood, storm, etc.;
 - (i) official school field trip or other school-sponsored outing;
 - (j) removal of a student pursuant to a suspension. Suspensions are to be handled as excused absences and students will be permitted to complete make-up work;
 - (k) religious holidays;
 - (l) family vacations; or
 - (m) personal trips to colleges or schools.
- (2) that the child has already completed state and district standards required for graduation from high school; or
- (3) that it is the wish of the parent, guardian, or other person having control of the child, that the child attend for a period or periods not exceeding in the aggregate three hours in any week, instruction conducted by a Tribal spiritual or cultural advisor, or a school for religious instruction conducted and maintained by a church, or association of churches, or any Sunday school association incorporated under the laws of this state, or any auxiliary thereof. This

instruction must be conducted and maintained in a place other than a public school building, and it must not, in whole or in part, be conducted and maintained at public expense. A child may be absent from school on days that the child attends upon instruction according to this clause.

e) Consequences of Excused Absences

- (1) Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher.
- (2) Provisions will be established by the school district to allow reasonable time for make-up work. Any work not completed within this period shall result in “no credit” for the missed assignment. However, the building principal or the classroom teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

2. Unexcused Absences

a) The following are examples of absences which will not be excused:

- (1) Truancy. An absence by a student which was not approved by the parent and/or the school district.
- (2) Any absence in which the student failed to comply with any reporting requirements of the school district’s attendance procedures.
- (3) Work at home.
- (4) Work at a business, except under a school-sponsored work release program.
- (5) Absences resulting from accumulated unexcused tardies (three (3) tardies equal one unexcused absence).
- (6) Any other absence not included under the attendance procedures set out in this policy.

b) Consequences of Unexcused Absences

- (1) Absences resulting from official suspension will be handled in accordance with the Pupil Fair Dismissal Act, Minnesota Statutes, sections 121A.40-121A.56.
- (2) Days during which a student is suspended from school shall not be counted in a student’s total cumulated unexcused absences.
- (3) In cases of recurring unexcused absences, the administration may also request

the county attorney to file a petition with the juvenile court, pursuant to Minnesota statutes.

- (4) Students with unexcused absences shall be subject to disciplinary consequences as established at each school site.

C. Tardiness

1. Definition: Students are expected to be in their assigned area at designated times. Failure to do so constitutes tardiness.
2. Procedures for Reporting Tardiness
 - a) Students tardy at the start of school must report to the school office for an admission slip.
 - b) Tardiness between periods will be handled by the teacher.
3. Excused Tardiness Valid excuses for tardiness are:
 - a) Illness.
 - b) Serious illness in the student's immediate family.
 - c) A death or funeral in the student's immediate family or of a close friend or relative.
 - d) Medical, dental, orthodontic, or mental health treatment.
 - e) Court appearances occasioned by family or personal action.
 - f) Physical emergency conditions such as fire, flood, storm, etc.
 - g) Any tardiness for which the student has been excused in writing by an administrator or faculty member.
 - h) Religious instruction or commitment.
4. Unexcused Tardiness
 - a) An unexcused tardiness is failing to be in an assigned area at the designated time class period commences without a valid excuse.
 - b) Consequences of tardiness may include detention after 3 unexcused tardies. In addition, 3 unexcused tardies are equivalent to one unexcused absence.

D. Participation in Extracurricular Activities and School-Sponsored On-the-Job Training Programs

1. This policy applies to all students involved in any extracurricular activity scheduled either during or outside the school day and any school-sponsored on-the-job training programs.
2. School-initiated absences will be accepted and participation permitted.
3. A student must be present for at least 50% of their scheduled school day in order to be eligible to participate on that given day.
4. Students who are in attendance at the start of the school day will typically not be allowed to participate in any extra-curricular activities if the student leaves school due to personal illness.
5. If a student is absent from school due to medical reasons (except illness noted above), he or she must present a physician's statement or a statement from the student's parent, or guardian, clearing the student for participation that day. The note must be presented to the coach or advisor before the student participates in the activity or program. Coaches/Advisors will monitor and enforce this procedure.
6. Students missing school for reasons other than illness must have an excused absence in order to participate. Final authority for infractions of this rule will rest with the overseeing administration. Examples of excused absences: doctor excused, family emergency, death in family, school authorized absences (i.e. field trips, college visits, etc.), religious release and family vacations.

III. RELIGIOUS OBSERVANCE ACCOMMODATION

Reasonable efforts will be made by the school district to accommodate any student who wishes to be excused from a curricular activity for a religious observance. Requests for accommodation should be directed to the building principal.

IV. DISSEMINATION OF POLICY

- A. Copies of this policy shall be made available to all students and parents at the commencement of each school year. This policy shall also be available upon request in each principal's office.
- B. The school district will provide annual notice to parents of the school district's policy relating to a student's absence from school for religious observance.

V. REQUIRED REPORTING

A. Continuing Truant

Minnesota Statutes section 260A.02 provides that a continuing truant is a student who is

subject to the compulsory instruction requirements of Minnesota Statutes, section 120A.22 and is absent from instruction in a school, as defined in Minnesota Statutes, section 120A.05, without valid excuse within a single school year for:

1. Three days if the child is in elementary school; or
2. Three or more class periods on three days if the child is in middle school or high school.

B. Reporting Responsibility

When a student is initially classified as a continuing truant, Minnesota Statutes, section 260A.03 provides that the school attendance officer or other designated school official shall notify the student's parent or guardian, by first class mail or other reasonable means, of the following:

1. That the child is truant;
2. That the parent or guardian should notify the school if there is a valid excuse for the child's absences;
3. That the parent or guardian is obligated to compel the attendance of the child at school pursuant to Minnesota Statutes, section 120A.22 and parents or guardians, who fail to meet this obligation may be subject to prosecution under Minnesota Statutes, section 120A.34;
4. That this notification serves as the notification required by Minnesota Statutes, section 120A.34;
5. That alternative educational programs and services may be available in the child's enrolling or resident district;
6. That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the child's truancy;
7. That if the child continues to be truant, the parent and the child may be subject to juvenile court proceedings under Minnesota Statutes, section 260C;
8. That if the child is subject to juvenile court proceedings, the child may be subject to suspension, restriction, or delay of the child's driving privilege pursuant to Minnesota Statutes, section 260C.201; and
9. It is recommended that the parent or guardian accompany the child to school and attend classes with the child for one day.

C. Habitual Truant

1. A habitual truant is a child under the age of 17 years who is absent from attendance at school without lawful excuse for seven school days per school year if the child is in elementary school or for one or more class periods on seven school days per school year if the child is in middle school or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days per school year and who has not lawfully withdrawn from school.
2. A school district attendance officer shall refer a habitual truant child and the child's parent or guardian to appropriate services and procedures, under Minnesota Statutes, chapter 260A.

Legal References: *Minn. Stat. § 120A.05 (Definitions)*
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 120A.34 (Violations; Penalties)
Minn. Stat. § 120A.35 (Absence from School for Religious Observance)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 260A.02 (Definitions)
Minn. Stat. § 260A.03 (Notice to Parent or Guardian When Child is a Continuing Truant)
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
Minn. Stat. § 260C.201 (Dispositions; Children in Need of Protection or Services or Neglected and in Foster Care)
Goss v. Lopez, 419 U.S. 565, 95 S.Ct. 729 (1975)
Slocum v. Holton Board of Education, 429 N.W.2d 607 (Mich. App. Ct. 1988)
Campbell v. Board of Education of New Milford, 475 A.2d 289 (Conn. 1984)
Hamer v. Board of Education of Township High School District No. 113, 66 Ill. App.3d 7, 383 N.E.2d 231 (1978)
Gutierrez v. School District R-1, 585 P.2d 935 (Co. Ct. App. 1978)
Knight v. Board of Education, 38 Ill. App. 3d 603, 348 N.E.2d 299 (1976)
Dorsey v. Bale, 521 S.W.2d 76 (Ky. 1975)

Cross References: *ISD 200 Policy 506 (Student Discipline)*

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514 BULLYING PROHIBITION POLICY

I. PURPOSE

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited:
 - 1. on school premises, on school district property, at school functions or activities, or on school transportation;
 - 2. by the use of electronic technology and communications on the school premises, during the school functions or activities, on school transportation, or on the school computers, networks, forums, and mailing lists; or
 - 3. by use of electronic technology and communications off the school premises to the extent such use substantially and materially disrupts student learning or the school environment.
- B. A school-aged child who voluntarily participates in a public school activity, such as a co-curricular or extracurricular activity, is subject to the policy provisions applicable to the public school students participating in the activity.
- C. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission

or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources. This policy also applies to sexual exploitation.

- D. Malicious and sadistic conduct involving race, color, creed, national origin, sex, age, marital status, status with regard to public assistance, disability, religion, sexual harassment, sexual orientation and gender identity as defined in Minnesota Statutes, chapter 363A is prohibited. This prohibition applies to students, independent contractors, teachers, administrators, and other school personnel.

Malicious and sadistic conduct and sexual exploitation by a school district or school staff member, independent contractor, or enrolled student against a staff member, independent contractor, or student that occurs as described in Article II.A above is prohibited.

- E. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- F. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- G. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.
- H. False accusations or reports of bullying against another student are prohibited.
- I. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See ISD 200 Policy 506). The school district may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based

developmentally-appropriate best practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- J. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

- A. “Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, “bullying,” specifically includes cyberbullying, malicious and sadistic conduct, and sexual exploitation.

- B. "Civil Discourse" refers to respectful conversation and constructive communications where individuals have different perspectives.
- C. “Cyberbullying” means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on social media or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

- D. “Immediately” means as soon as possible but in no event longer than 24 hours.
- E. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
 2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- F. “Malicious and sadistic conduct” means creating a hostile environment by acting with the intent to cause harm by intentionally injuring another without just cause or reason or engaging in extreme or excessive cruelty or delighting in cruelty.
- G. “On school premises, on school district property, at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school- sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.
- H. “Prohibited conduct” means bullying or cyberbullying , malicious and sadistic conduct, sexual exploitation, or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about prohibited conduct.
- I. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three school days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and the student's developmental age and behavioral history. ~~shall take into account the factors specified in Section II.F. of this policy.~~ School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (ISD 200 Policy 506) and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law. For purposes of notification presumed under this paragraph, a parent or

legal guardian may designate in writing to the school another individual to be notified of the prohibited conduct.

- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. ~~Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.~~

VII. TRAINING AND EDUCATION

- A. Consistent with its applicable policies and practices, the school district must discuss this policy with students, school personnel and volunteers and provide appropriate training for all school district personnel to prevent, identify, and respond to prohibited conduct.. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance. This policy shall be included in employee handbooks, training materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.
- B. The school district shall require ongoing professional development, consistent with Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 4. The incidence and nature of cyberbullying; and
 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration will provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct. This will include appropriate measures that teach the value of diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based methods to prevent and reduce discrimination and other improper conduct.

The administration will engage in practices to create a safe and supportive school environment.

- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and

resourcefulness.

- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See ISD 200 Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. Article II, paragraph D, regarding malicious and sadistic conduct must be conspicuously posted throughout each school building, in the administrative offices of the school district, and in the office of each school.
- C. This policy shall be conspicuously posted in the administrative offices of the school and school district in summary form.
- D. This policy must be distributed to each school district or school employee and independent contractor, if the contractor regularly interacts with students, at the time of employment with the district or the school.
- E. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (ISD 200 Policy 506) distributed to parents at the beginning of each school year.
- F. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website, consistent with the district policies and practices.
- G. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.
- H. The school district designates the building principal or designee as the primary contact person in the school building to receive reports of prohibited conduct.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minnesota Statutes section 121A.031 and 121A.0312 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: *Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)*
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definitions)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Model Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of the Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. § 121A.0312 (Malicious and Sadistic Conduct)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g et seq. (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References: *ISD 200 Policy 413 (Harassment and Violence)*
ISD 200 Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
ISD 200 Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
ISD 200 Policy 423 (Employee-Student Relationships)
ISD 200 Policy 501 (School Weapons Policy) *ISD 200 Policy 506 (Student Discipline)*
ISD 200 Policy 507 (Corporal Punishment and Prone Restraint)
ISD 200 Policy 515 (Protection and Privacy of Pupil Records)
ISD 200 Policy 521 (Student Disability Nondiscrimination)
ISD 200 Policy 522 (Title IX Sex Nondiscrimination Policy)
ISD 200 Policy 524 (Internet Acceptable Use and Safety Policy)
ISD 200 Policy 526 (Hazing Prohibition)
ISD 200 Policy 529 (Staff Notification of Violent Behavior by Students)
ISD 200 Policy 709 (Student Transportation Safety Policy)
ISD 200 Policy 712 (Video Surveillance Other Than on Buses)

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515 PROTECTION AND PRIVACY OF PUPIL RECORDS

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 United States Code section 1232g, *et seq.*, (Family Educational Rights and Privacy Act (FERPA)) 34 Code of Federal Regulations Part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and Minn. Rules parts 1205.0100-1205.2000.

III. DEFINITIONS

- A. Authorized Representative “Authorized representative” means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.
- B. Biometric Record “Biometric record,” as referred to in “Personally Identifiable,” means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).
- C. Dates of Attendance “Dates of attendance,” as referred to in “Directory Information,” means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, video conference, satellite, internet or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student’s attendance at a school or schools in the school district.

D. Directory Information

1. “Directory information” means information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. In Hastings Public Schools, in accordance with federal guidelines and state law, directory information includes the student’s name; address; telephone listing; electronic mail address; photograph; electronic image, film or video; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (i.e., full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees honors and awards received; and the most recent educational agency or institution attended. ~~It also includes the name, address, and telephone number of the student’s parent(s).~~ Directory information does not include:

- a) a student’s social security number;
- b) a student’s identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student’s identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;
- c) a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student’s identity, such as a PIN, password, or other factor known or possessed only by the student;
- d) personally identifiable data which references religion, race, color, social position, or nationality; or
- e) data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student’s parent or guardian.

2. **Under Minnesota law**, a school district may not designate a student’s home address, telephone number, email address, or other personal contact information as “directory information”.

E. Education Records

1. What constitutes “education records”. Education records means those records that are:

(1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.

2. What does not constitute an education record. The term, “education records,” does not include:

a) Records of instructional personnel that are:

- (1) kept in the sole possession of the maker of the record;
- (2) used as a personal memory aid;
- (3) not accessible or revealed to any other individual except a substitute teacher; and
- (4) destroyed at the end of the school year.

b) Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to the unit, and the law enforcement records are:

- (1) maintained separately from education records;
- (2) maintained solely for law enforcement purposes; and
- (3) disclosed only to law enforcement officials of the same jurisdiction.

c) Records relating to an individual, including a student, who is employed by the school district which:

- (1) are made and maintained in the normal course of business;
- (2) relate exclusively to the individual in that individual’s capacity as an employee;
and
- (3) are not available for use for any other purposes.

However, records relating to an individual in attendance at the school district who is employed as a result of his or her status as a student are education records.

d) Records relating to an eligible student, or a student attending an institution of post-secondary education, which are:

- (1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional or paraprofessional capacity or assisting in that capacity;
- (2) made, maintained, or used only in connection with the provision of treatment to

the student; and

(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e) Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.

f) Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data "Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance enquiries in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes, section 13.46.

Unless otherwise provided by law, all education support services data are private data on individuals and must not be disclosed except according to Minnesota Statutes, section 13.05 or a court order.

G. Eligible Student "Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of post-secondary education.

H. Juvenile Justice System "Juvenile justice system includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. Legitimate Educational Interest "Legitimate educational interest" includes an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;
 2. Perform a supervisory or instructional task directly related to the student's education;
- or

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; or
 4. Perform a task directly related to responding to a request for data.
- J. Parent "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.
- K. Personally Identifiable "Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.
- L. Record "Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, recorded video or audio, film, microfilm, and microfiche.
- M. Responsible Authority "Responsible authority" means Superintendent or designee.
- N. Student "Student" includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.
- O. School Official "School official" includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of

his or her performance as an employee or contractor.

- P. Summary Data “Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

Q. Other Terms and Phrases

All other terms and phrases shall be defined in accordance with applicable state and federal law or ordinary customary usage.

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student’s education records;
2. The right to request the amendment of the student’s education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student’s privacy or other rights;
3. The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;
4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions;
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the

regulations promulgated thereunder;

6. The right to be informed about rights under the federal law; and
7. The right to obtain a copy of this policy at the location set forth in Section XXI. of this policy.

B. Eligible Students

All rights and protections given to parents under this policy transfer to the student when he or she reaches eighteen (18) years of age or enrolls in an institution of post-secondary education. The student then becomes an “eligible student.” However, the parents of an eligible student who is also a “dependent student” are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations, section 99.31(a).

C. Students with a Disability

The school district shall follow 34 Code of Federal Regulations, sections 300.610-300.617 with regard to the privacy, notice, access, recordkeeping, and accuracy of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.
2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:
 - a) a specification of the records to be disclosed;
 - b) the purpose or purposes of the disclosure;
 - c) the party or class of parties to whom the disclosure may be made;
 - d) the consequences of giving informed consent; and
 - e) if appropriate, a termination date for the consent.
3. When a disclosure is made under this subdivision:

- a) if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and
 - b) if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.
- 4. A signed and dated written consent may include a record and signature in electronic form that:
 - a) identifies and authenticates a particular person as the source of the electronic consent; and
 - b) indicates such person's approval of the information contained in the electronic consent.
- 5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:
 - a) in plain language;
 - b) dated;
 - c) specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;
 - d) specific as to the nature of the information the subject is authorizing to be disclosed;
 - e) specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;
 - f) specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and
 - g) specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or non cancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes, chapter 256B or Minnesota Care under Minnesota Statutes, chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in Section V. of this policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;
2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:
 - a) performs an institutional service or function for which the school district would otherwise use employees;
 - b) is under the direct control of the school district with respect to the use and maintenance of education records; and
 - c) will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made.
3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see Section XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 United States Code, section 7917, ISD 200 Policy 529 (Staff Notification of Violent Behavior by Students) and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statute, section 260B.171, unless the data are required to be destroyed under Minnesota Statute, section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records which have been transferred and

provide an opportunity for a hearing to challenge the content of those records in accordance with Section XV. of this policy;

4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or his or her representative, subject to the conditions relative to such disclosure provided under federal law;
5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:
 - a) determine eligibility for the aid;
 - b) determine the amount of the aid;
 - c) determine conditions for the aid; or
 - d) enforce the terms and conditions of the aid.

“Financial aid” for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual’s attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:
 - a) before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system’s ability to effectively serve the student whose records are released; or
 - b) after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system’s ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student’s full name, home address, telephone number, and date of birth; a student’s school schedule, attendance record, and photographs, if any; and parents’ names, home addresses, and telephone numbers.

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed. For purposes of this provision, the term, “organizations,” includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;
8. To accrediting organizations in order to carry out their accrediting functions;
9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;
10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, sections 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 United States Code, section 2331, or a

parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety, of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to Section XIII(E) of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;
12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;
13. Information the school district has designated as "directory information" pursuant to Section VII. of this policy;
14. To military recruiting officers and post-secondary educational institutions pursuant to Section XI. of this policy;
15. To the parent of a student who is not an eligible student or to the student himself or herself;
16. To appropriate health authorities to the extent necessary to administer immunization

programs and for bona fide epidemiologic investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;

17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;
18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:
 - a) the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;
 - b) the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minn. Stat. § 260B.171, Subd.

3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher, administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;
20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or
22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code, section 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.
23. When requested, [and in accordance with requirements for parental consent in 34 Code of Federal Regulations, section 300.622\(b\)\(2\), and part 99](#), educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under Minnesota Statutes, section 125A.08, paragraph (b), clause (1), whether public or private, with the Minnesota Department of Employment and Economic Development, as required for coordination of services to students with disabilities under Minnesota Statutes, sections 125A.08, paragraph (b), clause (1);

125A.023; and 125A.027.

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;
2. Pursuant to a statute specifically authorizing access to the private data; or
3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the commissioner of health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted.

VII. RELEASE OF DIRECTORY INFORMATION

A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:
 - a) Minnesota Statutes, section 13.32, subdivision 5; and
 - b) United States Code, section 1232g, and Code of Federal Regulations, section 99.37, which were in effect on January 3, 2012.
2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under this section.
3. A parent's/guardian's personal contact information must be treated as private data on individuals regardless of whether that contact information was previously designated as or treated as directory information under Minnesota Statutes, section 13.32, subdivision 2.
4. When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this section. In addition, under an explicit exclusion from the definition of an “education record,” the school district may release records that only contain information about an individual obtained after he or she is no longer a student at the school district and that are not directly related to the individual’s attendance as a student (e.g., a student’s activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specific data about the student as directory information.
2. The school district shall give annual notice by any means that are reasonably likely to inform the parents and eligible students of:
 - a) the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;
 - b) the parent’s or eligible student’s right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and
 - c) the period of time in which a parent or eligible student has to notify the school district in writing that he or she does not want any or all of those types of information about the student and/or the parent designated as directory information.
3. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent’s or eligible student’s prior written consent, except as provided in Section VI. of this policy.
4. A parent or eligible student may not opt out of the directory information disclosures

to:

- a) prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district email address in a class in which the student is enrolled; or
 - b) prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.
5. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in Section VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;
2. Home address;
3. School presently attended by student;
4. Parent's legal relationship to student, if applicable; and
5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the

subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary data, or except as provided in Section VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such a request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:
 - a) whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;
 - b) whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;
 - c) whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;
 - d) whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and
 - e) whether the data concerns medical, dental or other health services provided pursuant to Minn. Stat. §§ 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and

statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this section, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes, chapter 260E written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes, chapter 260E.

Regardless of whether a written report is made under Minnesota Statutes, chapter 260E, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or which are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of

data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.
2. A complainant has access to a statement he or she provided to the school district.
3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes, section 13.393.
4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:
 - a) a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;
 - b) the expiration of the time to file a complaint under the statute of limitations or agreement applicable to the civil legal action; or
 - c) the exhaustion or expiration of rights of appeal by either party to the civil legal action.
5. A “pending civil legal action” for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, section 121A.40, *et seq.*

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND POST-SECONDARY EDUCATIONAL INSTITUTIONS

- A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.
- B. Data released to military recruiting officers under this provision:
 - 1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military;
 - 2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and
 - 3. copying fees shall not be imposed.
- C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and post-secondary educational institutions. To refuse the release of the above information to military recruiting officers and post-secondary educational institutions, a parent or eligible student must notify the responsible authority in writing by the first day of school each year. The written request must include the following information:
 - 1. Name of student and parent, as appropriate;
 - 2. Home address;

3. Student's grade level;
 4. School presently attended by student;
 5. Parent's legal relationship to student, if applicable;
 6. Specific category or categories of information which are not to be released to military recruiting officers and post-secondary educational institutions; and
 7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and post-secondary educational institutions.
- D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.
- E. A parent or eligible student's refusal to release the above information to military recruiting officers and post-secondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and post-secondary educational institutions. In order to make any directory information about a student private, the procedures contained in Section VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and post-secondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this section may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. Subdivision A. of this section does not prevent the school district from disclosing

personally identifiable information under Section VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:

- a) The disclosures meet the requirements of Section VI. of this policy; and
 - b) The school district has complied with the record-keeping requirements of Section XIII. of this policy.
2. Subdivision A. of this section does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code, section 14071. However, the school district must provide the notification required in Section XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under Section VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local education authority, a federal agency headed by an official listed in 34 Code of Federal Regulations, section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in section 99.31(a)(3), or a third party outside of the school district improperly disclosing personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of

student records.

B. Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;
2. Titles and addresses of person(s) responsible for the security of student records;
3. Location of student records, by category, in the buildings;
4. Means of securing student records; and
5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this section for compliance with the law, this policy, and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record with the education records of the student which indicates:
 - a) the parties who have requested or received personally identifiable information from the education records of the student;
 - b) the legitimate interests these parties had in requesting or obtaining the information; and
 - c) the names of the state and local educational authorities and federal officials and agencies listed in Section VI(B)(4) of this policy that may make further

disclosures of personally identifiable information from the student's education records without consent.

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to Section XII(B) of this policy, the record of disclosure required under this section shall also include:
 - a) the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;
 - b) the legitimate interests under Section VI. of this policy which each of the additional parties has in requesting or obtaining the information; and
 - c) a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in Section VI(B)(4) of this policy in accordance with 34 Code of Federal Regulations, section 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.
3. Section XIII(E)(1) does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under Section VI(B)(1) of this policy, to requests for disclosures of directory information under Section VII. of this policy, or to a party seeking or receiving the records as directed by a federal grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18. United States Code, section 2332b(g)(5)(B) or an act of domestic or international terrorism.
4. The record of requests of disclosures may be inspected by:
 - a) the parent of the student or the eligible student;
 - b) the school official or his or her assistants who are responsible for the custody of the records; and
 - c) the parties authorized by law to audit the record-keeping procedures of the school

district.

5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:
 - a) the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and
 - b) the parties to whom the school district disclosed the information.
6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in Section VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to Subdivision A. of this section immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under Subdivision A. of this section includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and
2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records requested or make other arrangements for the parent or eligible student to inspect and review the requested

records.

3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records he or she wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:
 - a) the cost of materials, including paper, used to provide the copies;

- b) the cost of the labor required to prepare the copies;
 - c) any schedule of standard copying charges established by the school district in its normal course of operations;
 - d) any special costs necessary to produce such copies from machine based record-keeping systems, including but not limited to computers and microfilm systems; and
 - e) mailing costs.
2. If 100 or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than 25 cents for each page copied.
 3. The cost of providing copies shall be borne by the parent or eligible student.
 4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.
2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.
3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under Subdivision B. of this section.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with Subdivision C. of this section.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.
2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school district, or both.
3. Any statement placed in the education records of the student under Subdivision B. of this section shall:
 - a) be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and
 - b) if the education records of the student or the contested portion thereof is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.
2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.
3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under

Subdivisions A. and B. of this section and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.

4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

- A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.
- B. Data practices compliance official means the Superintendent or designee.
- C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NON COMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202.

B. Content of Complaint

A complaint filed pursuant to this section must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of his or her rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;
2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;
3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;
4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;
5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and
6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible

students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the district office or on the district website.

Legal References: *Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)*
Minn. Stat. § 13.32, Subd. 5 (Directory Information)
Minn. Stat. § 13.393 (Attorneys)
Minn. Stat. Ch. 14 (Administrative Procedures Act)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)
Minn. Stat. Ch. 256L (MinnesotaCare)
Minn. Stat. § 260B.171, Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 363A.42 (Public Records; Accessibility)
Minn. Stat. § 480.40 (Personal Information, Dissemination)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)
18 U.S.C. § 2331 (Definitions)
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
20 U.S.C. § 1232g et seq. (Family Educational Rights and Privacy Act)
20 U.S.C. § 6301 et seq. (Every Student Succeeds Act)
20 U.S.C. § 7908 (Armed Forces Recruiting Information)
20 U.S.C. § 7917 (Transfer of School Disciplinary Records)
25 U.S.C. § 5304 (Definitions – Tribal Organization)
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
42 U.S.C. § 1711 et seq. (Child Nutrition Act)
42 U.S.C. § 1751 et seq. (Richard B. Russell National School Lunch Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
42 C.F.R. § 2.1 et seq. (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273 309 (2002)

Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

Cross References: *ISD 200 Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)*
ISD 200 Policy 417 (Chemical Use and Abuse)
ISD 200 Policy 506 (Student Discipline)
ISD 200 Policy 515.1FRM (Directory Information Opt Out Form)
ISD 200 Policy 515.2FRM (Consent to Release Private Data)
ISD 200 Policy 519 (Interviews of Students by Outside Agencies)
ISD 200 Policy 520 (Student Surveys)
ISD 200 Policy 722 (Public Data Requests)
MSBA School Law Bulletin "I" (School Records – Privacy – Access to Data)

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Policy Adopted: 07~~4~~.23.2025

Policy Revised: 07.10.2025



516 STUDENT MEDICATION AND TELEHEALTH

I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering medications to students at school, and to provide guidance regarding access to space for mental health care through telehealth.

II. GENERAL STATEMENT OF POLICY

The school district acknowledges that some students may require prescribed drugs or medication or telehealth during the school day. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and school district procedures.

III. DEFINITIONS

- A. "Administer" means the direct application of an epinephrine delivery system to the body of an individual.
- B. "Epinephrine delivery system" means a medication product approved by the United States Food and Drug Administration that automatically delivers a single, premeasured dose of epinephrine to prevent or treat a life-threatening allergic reaction.
- C. "School" means a public school under Minnesota Statutes, section 120A.22, subdivision 4, or a nonpublic school, excluding a home school, under section 120A.22, subdivision 4, that is subject to the federal Americans with Disabilities Act.¶

IV. DRUG AND MEDICATION REQUIREMENTS

A. Administration of Drugs and Medicine

1. The administration of medication or drugs at school requires a completed signed request from the student's parent/guardian. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.
2. Drugs and medicine subject to Minnesota Statutes, 121A.22 must be administered, to the extent possible, according to school board procedures that must be developed in consultation with:
 - a. with a licensed nurse, in a district that employs a licensed nurse under Minnesota

Statutes, section 148.171;

- b. with a licensed school nurse, in a district that employs a licensed school nurse licensed under Minnesota Rules, part 8710.6100;
- c. with a public or private health-related organization, in a district that contracts with a public or private health or health-related organization, according to Minnesota Statutes, 121A.21;
- d. with the appropriate party, in a district that has an arrangement approved by the Commissioner of the Minnesota Department of Education, according to Minnesota Statutes, 121A.21;
- e. Medications must be Federal Drug Administration (FDA) approved; no dietary or herbal supplements will be administered;
- f. An Administering Medications Form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs; and
- g. The school nurse, or other designated person, shall be responsible for the filing of the Administering Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.

3. Exclusion

The provisions on administration of drugs and medicine above do not apply to drugs or medicine that are:

- a. used in connection with services for which a minor may give effective consent;
- b. used in situations in which, in the judgment of the school personnel, including a licensed nurse, who are present or available, the risk to the pupil's life or health is of such a nature that drugs or medicine should be given without delay;
- c. used off the school grounds;
- d. used in connection with athletics or extracurricular activities;
- e. used in connection with activities that occur before or after the regular school day;
- f. provided or administered by a public health agency to prevent or control an illness or a disease outbreak as provided under Minnesota law;

- g. prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
 - 1. the school district has received a written authorization each school year from the pupil's parent/guardian permitting the student to self-administer the medication;
 - 2. the inhaler is properly labeled for that student; and
 - 3. the parent/guardian has not requested school personnel to administer the medication to the student.

In a school that does not have a school nurse or school nursing services, the student's parent/guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

If the school district employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers.

- h. for the purposes of Minnesota Statutes, 121A.22, special health treatments and health functions, such as catheterization, tracheostomy suctioning, and gastrostomy feedings, do not constitute administration of drugs or medicine; and
- i. emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy.

B. Prescription Medication

- 1. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minnesota Statutes, section 152.22, subdivision 6.
- 2. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law and must be administered in a manner consistent with the instructions on the label.
- 3. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
- 4. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription

asthma medications self-administered with an inhaler (See Paragraph III.A.3(i) above), and medications administered as noted in a written agreement between the school district and the parent/guardian or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).

5. The school must be notified immediately by the parent/guardian or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.
6. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.
7. If the administration of a drug or medication described in this section requires the school district to store the drug or medication, the parent/guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the school district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent/guardian is required to retrieve the drug or controlled substance when requested by the school.

C. Nonprescription Medication

1. Nonprescription medications that need to be given more than 10 times within a school year require written authorization by a licensed prescriber in addition to parent/guardian signature.
2. Nonprescription medication must come to school in the original container, non expired.
3. A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent/guardian permitting the student to self-administer the medication. The parent/guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients..

D. Possession and Use of Epinephrine ~~Delivery Systems~~ ~~Auto-Injectors~~

1. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent/guardian, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine ~~delivery systems~~~~auto-injectors~~ that enables the student to:
 - a. possess epinephrine ~~delivery systems~~ ~~auto-injectors~~; or
 - b. If the parent/guardian and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine ~~delivery systems~~ ~~auto-injectors~~ in close proximity to the student at all times during the instructional day.

For the purposes of this policy, "instructional day" is defined as eight hours for each student contact day.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine ~~delivery systems~~~~auto-injectors~~ when required, consistent with state law. This health plan may be included in a student's Section 504 plan.

Districts and schools may obtain and possess epinephrine ~~delivery systems~~ ~~auto-injectors~~ to be maintained and administered by school personnel, including a licensed nurse, to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with Minnesota Statutes, section 121A.2207 is not the practice of medicine.

Effective July 1, 2024, registered nurses may administer epinephrine ~~delivery systems~~ ~~auto-injectors~~ in a school setting according to a condition-specific protocol as authorized under Minnesota Statutes, section 148.235, subdivision 8. Notwithstanding any limitation in Minnesota Statutes, sections 148.171 to 148.285, licensed practical nurses may administer epinephrine ~~delivery systems~~ ~~auto-injectors~~ in a school setting according to a condition-specific protocol that does not reference a specific patient and that specifies the circumstances under which the epinephrine auto-injector is to be administered, when caring for a patient whose condition falls within the protocol.

A district or school may enter into arrangements with manufacturers of epinephrine ~~delivery systems~~ ~~auto-injectors~~ to obtain epinephrine ~~delivery systems~~ ~~auto-injectors~~ at fair-market, free, or reduced prices. A third party, other than a manufacturer or

supplier, may pay for a school's supply of epinephrine ~~delivery systems~~ ~~auto-injectors~~.

The Commissioner of the Minnesota Department of Health must provide a district or school with a standing order for distribution of epinephrine delivery systems under Minnesota Statutes, sections 148.235, subdivision 8 and 151.37, subdivision 2.

E. Sunscreen

A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed health care professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.

F. Procedure regarding unclaimed drugs or medications

1. The school district has adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, the school district shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent/guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion of the school district.
2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes, section 152.01, subdivision 4, or is an over-the-counter medication, the school district will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or medication to a drop-off box or collection site on behalf of the school district.
3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, the school district or school personnel is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. The school district must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

V. ACCESS TO SPACE FOR MENTAL HEALTH CARE THROUGH TELEHEALTH

- A. Beginning October 1, 2024, to the extent space is available, the school district must

provide an enrolled secondary school student with access during regular school hours, and to the extent staff is available, before or after the school day on days when students receive instruction at school, to space at the school site that a student may use to receive mental health care through telehealth from a student's licensed mental health provider. A secondary school must develop a plan with procedures to receive requests for access to the space.

- B. The space must provide a student privacy to receive mental health care.
- C. A student may use a school-issued device to receive mental health care through telehealth if such use is consistent with the district or school policy governing acceptable use of the school-issued device.
- D. A school may require a student requesting access to space under this section to submit to the school a signed and dated consent from the student's parent/guardian, or from the student if the student is age 16 or older, authorizing the student's licensed mental health provider to release information from the student's health record that is requested by the school to confirm the student is currently receiving mental health care from the provider. Such a consent is valid for the school year in which it is submitted.

Legal References: *Minn. Stat. § 13.32 (Educational Data)*
 Minn. Stat. § 121A.21 (School Health Services)
 Minn. Stat. § 121A.216 (Access to Space for Mental Health Care through Telehealth)
 Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
 Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine ~~Delivery Systems~~ ~~Auto-Injectors~~; Model Policy)
 Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine ~~Delivery Systems~~ ~~Auto-Injectors~~)
 Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
 Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
 Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)
 Minn. Stat. § 148.171 (Definitions; Title)
 Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
 Minn. Stat. § 152.01 (Definitions)
 Minn. Stat. § 152.22 (Definitions)
 Minn. Stat. § 152.23 (Limitations)
 Minn. Rule 8710.6100 (School Nurse)
 20 U.S.C. § 1400 et seq. (Individuals with Disabilities Education Act)
 29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504)

Cross References: *ISD 200 Policy 418 (Drug-Free Workplace/Drug-Free School)*
 ISD 200 Policy 516.5 (Overdose Medication)

Policy Reviewed: 11.15.2024
Policy Adopted : 07.11.2025
Policy Revised : 07.10.2025



516.5 OVERDOSE MEDICATION

I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)¹, and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day or at school district activities.

II. GENERAL STATEMENT OF POLICY

The school board authorizes school district administration to obtain and possess opioid overdose reversal medication, such as Naloxone to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district and its employees by law; 2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and 3) the availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

III. DEFINITIONS

- A. **“Drug-related overdose”** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.
- B. **“Naloxone Coordinator”** is a school district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school district’s Naloxone Coordinator is [insert title of staff person appointed as coordinator].
- C. **“Opiate”** means any dangerous substance having an addiction forming or addiction

¹ Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the intranasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intramuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an “IM kit.”

sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.

- D. **“Opiate Antagonist”** means naloxone hydrochloride (“Naloxone”) or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- E. **“Standing Order”** means directions from the school district’s medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:
 - 1. Administration type
 - 2. Dosage
 - 3. Date of issuance
 - 4. Signature of the authorized provider

IV. GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES

A. District Collaborative Planning and Implementation Team

To the extent Naloxone is obtained for use consistent with this policy, the school district will establish a district-wide collaborative planning and implementation team (“District Planning Team”) who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.

- 1. The District Planning Team will include the Naloxone Coordinator and may include the superintendent (or designee), school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the superintendent or designee or solicited as volunteers by the superintendent.
- 2. The District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by school district staff in all school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.
- 3. The District Planning Team will develop district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the school district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing

and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:

- a) Ensure that when Naloxone is administered, school district employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;
 - b) Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
 - c) Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and
 - d) Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.
4. The District Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.

B. Site Planning Teams

1. In consultation with the District Planning Team, the administrator at each school site may establish, in the manner the superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.
2. The Site Planning Team will be responsible for the coordination and implementation of this policy, district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and district wide procedures and guidelines.

C. School District Staff School district staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned responsibilities pursuant to the guidelines and procedures.

- D. The school district allows a student in grades 9 through 12 to possess and administer an opiate antagonist to another high school student. The protections of Minnesota Statutes, section 604A.04 apply to the possession and administration of opiate antagonists according to Minnesota Statutes, section 121A.224.

V. NALOXONE STORAGE

- A. The Site Planning Team will select numerous Naloxone storage locations within the school site and outside the school site when activities are conducted off school grounds (i.e., transportation services, field trips, etc.).
- B. The selected storage locations of Naloxone will be classified as non-public “security information” as the school board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school district staff members whom the District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.
- C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

VI. Privacy Protections

The school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

Legal References: *Minn. Stat. § 13.32 (Educational Data)*
 Minn. Stat. § 13.43 (Personnel Data)
 Minn. Stat. § 13.37 (General Nonpublic Data)
 Minn. Stat. § 121A.21 (School Health Services)
 Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
 Minn. Stat. § 144.344 (Emergency Treatment)
 Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
 Minn. Stat. § 152.01 (Definitions)
 Minn. Stat. § 152.02 (Schedules of Controlled Substances)
 Minn. Stat. § 152.212 (Labeling of Prescription Drug Containers)
 Minn. Stat. § 604A.01 (Good Samaritan Law)
 Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
 Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
 Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
 Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
 20 U.S.C. § 1232g (Family Educational and Privacy Rights)

Cross Reference: *ISD 200 Policy 516 (Student Medication)*
 ~~*Minnesota Department of Health Toolkit on the Administration of Naloxone*~~

Resources: Minnesota Department of Health, School Toolkit on Naloxone Administration in School Settings

Policy Reviewed: 08.08.2024

Policy Adopted: ~~07.23.2025~~4

Policy Revised: 07.10.2025



534 UNPAID MEAL CHARGES

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or seconds as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

A. All a la carte items or second meal purchases are to be prepaid before meal service begins on the district website under: Families - Online Payments - Food Service/Payments. A student who does not have sufficient funds will not be allowed to charge a la carte items or a second meal until additional money is deposited in the student's account.

B. Free School Meals Program

1. The free school meals program is created within the Minnesota Department of Education
2. Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.
3. Each★ school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.
4. Each school that participates in the free school meals program must:
 - a) participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

- b) provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.
 - c) A student who has been determined eligible for free and reduced-price meals must always be served a reimbursable meal even if the student has an outstanding debt.
- C. Once a meal has been placed on a student's tray or otherwise served to a student, the meal may not be subsequently withdrawn from the student by the cashier or other school official, whether or not the student has an outstanding meal balance.
- D. When the student has a negative balance, the student will not be allowed to charge a snack item.
- E. If a parent/guardian chooses to send in one payment that is to be divided between sibling accounts, the parent/guardian must specify how the funds are to be distributed to the students' accounts. Funds may not be transferred between sibling accounts unless written permission is received from the parent/guardian.
- F. A student may purchase a second breakfast at the nonprogram price if the student has already selected a reimbursable breakfast.
- G. A student may purchase a second lunch at the nonprogram price if the student has already selected a reimbursable lunch.

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

- A. The school district will make reasonable efforts to notify families and employees when meal account balances are low or fall below zero, via the district's automated alert notification system.
- B. Families will be notified of an outstanding negative balance once the student's account is below \$0.00. Families will be notified via the district's automated alert notification system.
- C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program, including, but not limited to, dumping meals, withdrawing a meal that has been served, announcing or listing students' names publicly, providing alternative meals not specifically related to dietary needs; providing non reimbursable meals; or affixing stickers, stamps, or pins.

IV. UNPAID MEAL CHARGES

- A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their children.

- B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.
- C. Negative balances of more than \$100, not paid prior to the end of the school year, will be turned over to the superintendent or superintendent's designee for collection. In some instances, the school district does use a collection agency to collect unpaid school meal debts after reasonable efforts first have been made by the school district to collect the debt. Collection options may include, but are not limited to, use of collection agencies, claims in the conciliation court, or any other legal method permitted by law.
- D. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.
- E. The school district will not impose any other restriction prohibited under Minnesota Statutes section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

V. COMMUNICATION OF POLICY

- A. This policy and any pertinent supporting information shall be provided in writing via the student handbook to:
 - 1. all households at or before the start of each school year;
 - 2. students and families who transfer into the school district, at the time of enrollment; and
 - 3. all school district personnel who are responsible for enforcing this policy.
- B. The school district will post the policy on the school district's website, in addition to providing the required written notification described above.
- C. If the school district contracts with a third party for its meal services, it will provide the vendor with its school meals policy. The school district will ensure that any third-party provider with whom the school district enters into either an original or modified contract adheres to the school district's school meals policy.

Legal References: *Minn. Stat. § 123B.37 (Prohibited Fees)*
Minn. Stat. § 124D.111, Subd. 4 (School Meals Policies; Lunch Aid; Food Service Accounting)
42 U.S.C. § 1751 et seq. (Healthy and Hunger-Free Kids Act)
7 C.F.R. § 210 et seq. (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies(2016)

USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)

USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A

Cross References: *None*

Policy Reviewed: 12.09.2024

Policy Adopted: 07.2.2025

Policy Revised: 07.10.2025



621 LITERACY AND THE READ ACT

I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

The school district recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.
- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of

personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through an MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. "Oral language," also called "~~expressive spoken~~ language", or "~~receptive language~~", includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
- H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension. ~~This approach is consistent with the principles identified in the science of~~

reading and is designed to ensure all students develop strong foundational literacy skills.

- M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, **by February 15 each year**, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).
- B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, ~~at least biannually~~ after administering each screener, must **follow the language access plan under Minnesota Statutes, section 123B.32** and give the parent of each student who is not reading at or above grade level ~~timely~~ **information from the screener** about:
 - 1. the student's reading proficiency as measured by a screener approved by MDE;
 - 2. reading-related services currently being provided to the student and the student's progress; and
 - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. **For students enrolled in dual language immersion programs, the school district must measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V below. Following its language access plan under Minnesota Statutes, section 123B.32, the school district must notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national research on reading proficiency for students in dual language immersion programs in the parent notification.**

- E. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, **and students enrolled in dual language immersion programs**, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and ~~oral~~ **expressive or receptive language mastery**. **The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills. For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills.**
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. **For students enrolled in dual language immersion programs:**
 - 1. **if students are screened in the partner language, they must be screened at the same interval as the screenings in English under paragraph A above;**
 - 2. **if the program provides instruction in foundational reading skills in English, the students receiving that instruction must be screened in English;**
 - 3. **if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction must be screened in the partner language;**
 - 4. **if no screener is available in the partner language, the school district must identify how students' reading proficiency is assessed and how the school district determines and provides targeted reading instruction in the partner language and supports to students identified as needing additional support in developing mastery of foundational reading skills; and**
 - 5. **the partner language screening tool must be approved by the school district for kindergarten through grade 3 students**
- D. Students in grades 4 and above, including multilingual learners and students receiving

special education services, who ~~are not reading at grade level~~ ~~do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language,~~ must be screened for reading difficulties, including characteristics of dyslexia using a screening tool approved by MDE ~~for characteristics of dyslexia~~ and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

- E. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the Commissioner.
- F. The school district must include in its local literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:
 - 1. a summary of the school district's efforts to screen for characteristics of reading difficulties, including dyslexia;
 - 2. the number of students universally screened for that reporting year;
 - 3. the number of students demonstrating characteristics of dyslexia for that year; and
 - 4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide aligned and targeted reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.119, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each

grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. If the school district purchases a new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.119.

- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide **aligned and targeted** reading intervention **as defined by the MTSS framework** until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.
- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner by June 15 each year. The plan must be consistent with the Read Act, and include the following:
 - 1. a process to assess students' foundational reading skills, oral language, and level of

reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;

2. a process to notify and involve parents;
3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
5. identification of staff development needs, including a plan to meet those needs;
6. the curricula used by school site and grade level and, if applicable, the district plan and timeline for adopting evidence-based curricula and materials;
7. a statement of whether the school district has adopted an MTSS framework;
8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a) students in kindergarten through grade 3;
 - b) students who demonstrate characteristics of dyslexia; and
 - c) students in grades 4 to 12 who are identified as not reading at grade level; and
9. the number of teachers and other staff that have completed training approved by the department;
10. the number of teachers and other staff proposed for training in structured literacy;
11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;
12. beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98; and
13. beginning on December 31, 2025, for a district with a dual language immersion program:
 - a) the program's partner language;
 - b) grade levels included in the program;

- c) the language used to screen students' foundational reading skills;
 - d) the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and
 - e) the number of students in the program in grades 4 to 12 who are identified as not reading at grade level.
- B. Annually by June 15, the school district must post its literacy plan on the official school district website and submit it to the Commissioner using the template developed by the Commissioner. ~~beginning.~~
- C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

VIII. STAFF TRAINING

- A. The school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:
- 1. reading intervention teachers working with students in kindergarten through grade 12;
 - 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 - 3. kindergarten through grade 12 special education teachers responsible for foundational reading instruction;
 - 4. curriculum directors;
 - 5. instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher; ~~who provide reading instruction; and~~
 - 6. employees who select literacy instructional materials for a district; and
 - 7. teachers holding English as a second language teaching licenses.
- B. The school district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:
- 1. teachers who provide foundational reading instruction to students in grades 4 to 12;
 - 2. teachers who provide instruction to students in a state-approved alternative program; and

3. teachers who provide instruction to students in dual language immersion programs. The Commissioner may grant a school district an extension to these deadlines.

~~all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025, and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68.~~

- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.
- D. Training provided by the following may satisfy the professional development requirements under this Article:
 1. a certified trained facilitator; or
 2. a training program that MDE has determined meets the professional development requirements under the Read Act

IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.
- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
 1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.119 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
 2. elementary teachers have sufficient training to provide students with evidence-based

reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;

3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
 4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including ~~oral~~ academic language development, and build academic literacy; and
 5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. ~~LITERACY INCENTIVE AID USES~~

The school district must use its literacy ~~incentive~~ aid to ~~meet the requirements and goals adopted in the school district's local literacy plan~~ **support implementation of evidence-based reading instruction.** ~~The following are eligible uses of literacy incentive aid:~~

- ~~A. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools,¶¶~~
- ~~B. evidence-based training using a training program approved by MDE,¶¶~~
- ~~C. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.119,¶¶~~
- ~~D. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based, and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.~~

Legal References: *Minn. Stat. § 120B.119 (Read Act Definitions)*
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)

Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy ~~Incentive~~ Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Cross References: *None*

Policy Reviewed:

Policy Adopted: 07~~3~~.23~~5~~.2025

Policy Revised: 07.10..2025



709 STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student School Bus Safety Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a) transportation by school bus is a privilege, not a right;
 - b) school district policies for student conduct and school bus safety;
 - c) appropriate conduct while on the bus;
 - d) the danger zones surrounding a school bus;
 - e) procedures for safely boarding and leaving a school bus;
 - f) procedures for safe vehicle lane crossing; and
 - g) school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within 4 weeks of their first day of attendance.
3. The school district and a nonpublic school with students transported by school bus at

public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.

4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minn. Stat. § 169.446, Subd. 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide kindergarten students with school bus safety training before the first day of school.
8. The school district shall adopt and make available for public review a curriculum for transportation safety education.
9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

C. Active Transportation Safety Training

1. Training required

- a) The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.
- b) The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:
 - (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique;
 - (2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques; and
 - (3) electric-assisted bicycle safety, including that a person under the age of 15 is not

allowed to operate an electric-assisted bicycle.

Deadlines

~~Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.¶¶~~

~~c) Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.¶¶~~

~~d) Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.¶¶~~

~~e) The school district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.~~

2. Instruction

a) The school district may provide active transportation safety training through distance learning.

b) The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.

B. Consequences for school bus/bus stop misconduct will be imposed by the school district. Serious misconduct may be reported to local law enforcement.

1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the Transportation Office. The Transportation 709-3 Office

will then contact the site administrator and administrative assistant.

2. Rules at the Bus Stop

- a) Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- b) Respect the property of others while waiting at your bus stop.
- c) Keep your arms, legs, and belongings to yourself.
- d) Use appropriate language.
- e) Stay away from the street, road, or highway when waiting for the bus.
- f) Wait until the bus stops before approaching the bus.
- g) After getting off the bus, move away from the bus.
- h) If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i) No fighting, harassment, intimidation, or horseplay.
- j) No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a) Immediately follow the directions of the driver.
- b) Sit in your seat facing forward.
- c) Talk quietly and use appropriate language.
- d) Keep all parts of your body inside the bus.
- e) Keep your arms, legs, and belongings to yourself.
- f) No fighting, harassment, intimidation, or horseplay.
- g) Do not throw any object.
- h) No eating, drinking, or use of alcohol, tobacco, or drugs.
- i) Do not bring any weapons or dangerous objects on the school bus.
- j) Do not damage the school bus.
- k) Students will treat one another with respect and dignity.

4. Consequences

- a) Consequences for school bus/bus stop misconduct will apply to all routes. Consequences will be based upon the severity of the offense. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

(2) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within 2 weeks may result in the loss of bus privileges until damages are paid.

(3) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be posted on the district website. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;

3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop 5 minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
 1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
 2. reckless driving;
 3. improper or erratic traffic lane changes;
 4. following the vehicle ahead too closely;
 5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
 6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type

III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.

- E. A school bus driver, with the exception of a driver operating a type A-I school bus, who has a Minnesota commercial driver's license suspended, revoked, or canceled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the 709-6 suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.
2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of 709-7 misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the Model School Bus Driver Training Manual.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the school district shall be transported. In the event it becomes necessary for a student to ride a bus other than their assigned bus, the parent of the student must first contact the bus company to avoid overcrowding and then a note from the parent must accompany that student explaining the reason to the bus driver. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate an address other than the home address for a student(s) in situations of day care or joint custody. However, the address must be in the attendance area of the assigned school and meet all other eligibility requirements. When an address other than the home address is used, the address must be applied to the same bus route each day. It cannot vary day to day.
 - a) Acceptable Example: Address #1 each morning, Address #2 each afternoon.

- b) Unacceptable Example: Address #1, Monday, Wednesday, Friday, Address 2: Tuesday, Thursday.
- 4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
- 5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.
- 6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether handheld or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, “school bus” has the meaning given in Minn. Stat. § 169.011, Subd. 71. In addition, “school bus” also includes type III vehicles when driven by employees or agents of the school district. “Cellular phone” means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

- 1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer’s rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
- 2. Type III vehicles must be painted a color other than national school bus yellow.
- 3. Type III vehicles shall be state inspected in accordance with legal requirements.
- 4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.
- 5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words “school bus” in any location on the exterior of the vehicle or in any interior location visible to a motorist.
- 6. A “type III vehicle” must not be outwardly equipped and identified as a type A, B, C, or D bus.
- 7. Eight-lamp warning systems and stop arms must not be installed or used on type III

vehicles

8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the 709-9 vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a) Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.
 - b) First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
 - c) Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
 - a) The operator is an employee of the entity that owns, leases, or 709-10 contracts for the school bus, which may include the school district.
 - b) The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
 - (1) safe operation of a type III vehicle;
 - (2) understanding student behavior, including issues relating to students with disabilities;
 - (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
 - (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
 - (5) handling emergency situations;
 - (6) proper use of seat belts and child safety restraints;
 - (7) performance of pre-trip vehicle inspections;
 - (8) safe loading and unloading of students, including, but not limited to:
 - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
 - (d) placing the type III vehicle in "park" during loading and unloading;

- (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is 709-11 removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
- (9) compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.
- c) A background check or background investigation of the operator has been conducted that meets the requirements under Minn. Stat. § 122A.18, Subd. 8, or Minn. Stat. § 123B.03 for school district employees; Minn. Stat. § 144.057 or Minn. Stat. Ch. 245C for day care employees; or Minn. Stat. § 171.321, Subd. 3, for all other persons operating a type III vehicle under this section
- d) Operators shall submit to a physical examination as required by Minn. Stat. § 171.321, Subd. 2.
- e) The operator's employer requires pre-employment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statutes, section 181.951, Subds. 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
- f) The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minn. Stat. § 171.321, Subd. 5.
- g) A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of violating Minn. Stat. § 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol related school bus driver offenses), or whose driver's license is revoked under Minn. Stat. §§ 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.
- h) A person who has ever been convicted of a disqualifying offense as defined in Minn. Stat. § 171.3215, Subd.1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
- i) A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within 3 years of the first of 3 other moving offenses is precluded 709-12 from operating a type III vehicle for 1 year from the date of the last conviction.
- j) Students riding the type III vehicle must have training required under Minn. Stat. §

123B.90, Subd. 2 (See Section II.B., above).

- k) Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.
- 2. The type III vehicle must bear a current certificate of inspection issued under Minn. Stat. § 169.451.
 - 3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.
- D. Type A-I “Activity” Buses Driven by Employees with a Driver’s License without a School Bus Endorsement
- 1. The holder of a Class D driver’s license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
 - a) The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b) The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
 - c) The operator is prohibited from using the 8-light system if the vehicle is so equipped.
 - d) The operator has submitted to a background check and physical examination as required by Minn. Stat. § 171.321, Subd. 2.
 - e) The operator has a valid driver’s license and has not sustained a conviction of a disqualifying offense as set forth in Minn. Stat. § 171.02, Subd. 2a(h) - 2a(j).
 - f) The operator has been trained in the proper use of child safety 709-13 restraints as set forth in the National Highway Traffic Safety Administration’s “Guideline for the Safe Transportation of Preschool Age Children in School Buses,” if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
 - g) The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.

2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
3. A school bus operated under this section must bear a current certificate of inspection.
4. The word “School” on the front and rear of the bus must be covered by a sign that reads “Activities” when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call “911” or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III “Crash & Emergency Preparedness” of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within 1 month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 1. the student’s name and address;
 2. the nature of the student’s disabilities;
 3. emergency health care information; and
 4. the names and telephone numbers of the student’s physician, parents, guardians, or custodians, and some person other than the student’s parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.

- C. A copy of the current daily pre-trip inspection report must be carried in the bus.
- D. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- E. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required by Minn. Stat. § 171.321, Subd. 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

Legal References: *Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)*
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)

Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 123B.935 (Active Transportation Safety Training)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
Minn. Stat. § 169.02 (Scope)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses) *Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)*
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)
Minn. Stat. § 171.169 (Notice of Commercial License Suspension)
Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Drivers)
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
49 C.F.R. § 383.5 (Transportation Definitions)
49 C.F.R. § 383.51 (Disqualification of Drivers)
49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

Cross References: *ISD 200 Policy 416 (Drug and Alcohol Testing)*
ISD 200 Policy 506 (Student Discipline)
ISD 200 Policy 515 (Protection and Privacy of Pupil Records)
ISD 200 Policy 707 (Transportation of Public Students)

Policy Reviewed: 03.06.2024
Policy Adopted: 07.23.2025
Policy Revised: 07.10.2025



802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

I. PURPOSE

The purpose of this policy is to provide guidelines for the superintendent to assist in timely disposition of obsolete equipment and material.

II. GENERAL STATEMENT OF POLICY

Effective use of school building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material.

III. DEFINITIONS

- A. “Contract” means an agreement entered into by the school district for the sale of supplies, materials, or equipment.
- B. “Official newspaper” is a regular issue of a qualified legal newspaper.

IV. MANNER OF DISPOSITION

A. Authorization

The superintendent shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the school board. The superintendent shall be authorized to properly dispose of used books, materials, and equipment deemed to have little or no value.

B. Contracts Over \$175,000

1. If the value of the equipment or materials is estimated to exceed \$175,000, sealed bids shall be solicited by two weeks’ published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the school board shall deem necessary.
2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.
3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the

correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.

4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the school board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the board may readvertise.
5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.
6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

C. Contracts From \$25,000 to \$175,000

If the amount of the sale is estimated to exceed \$25,000 but not to exceed \$175,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

D. Contracts \$25,000 or Less

If the amount of the sale is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, at the discretion of the school board. The sale in the open market may be by auction. If the contract is made on quotation, it shall

be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the school district may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

F. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

G. Sales to Employees

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not needed for public purposes and are sold to a school district employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

1. A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment, including a tablet device, by conveying the property and title to:
 - a) another school district;
 - b) the state department of corrections;
 - c) the board of trustees of Minnesota State Colleges and Universities;
 - d) the family of a student residing in the district whose total family income meets

the federal definition of poverty; or

- e) a charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for educational use.
2. If surplus school computers are not disposed of as described in Paragraph 1., upon adoption of a written resolution of the school board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution. A student is eligible to apply to the school board for a computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals and then dispose of the remaining computers or tablets by lottery.

I. Disposing of Surplus Books

Notwithstanding Minnesota Statutes, section 471.345, governing school district contracts made upon sealed bid or otherwise complying with the requirements for competitive bidding, other provisions of this section governing school district contracts, or other law to the contrary, the school district may dispose of school books, including library books, books from an individual classroom library, and textbooks including other materials accompanying a textbook. The school district may dispose of surplus books by donating them to a family of a student residing in the district or a charitable organization under section 501(c)(3) of the Internal Revenue Code.

Legal References: *Minn. Stat. § 13.591 (Business Data)*
 Minn. Stat. § 15.054 (Sale or Purchase of State Property; Penalty)
 Minn. Stat. § 123B.29 (Sale at Auction)
 Minn. Stat. § 123B.52 (Contracts)
 Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
 Minn. Stat. § 471.85 (Property Transfer; Public Corporations)
 Minn. Stat. § 645.11 (Published Notice)

Cross References: *MSBA School Law Bulletin "F" (School District Contract and Biddings Procedures)*

Reviewed: 02.28.2024
Adopted: 07.31.2024
Revised: 07.01.2025~~4~~



806 CRISIS MANAGEMENT

I. PURPOSE

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

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

II. GENERAL STATEMENT OF POLICY

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

III. GENERAL EMERGENCY PROCEDURES

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

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

IV. EMERGENCY MANAGEMENT ELEMENTS

- A. In the event of an emergency, the principal or administration will immediately contact the superintendent or designee with the status of the emergency situation and begin implementation of the emergency plan as determined by the assessment of the situation.
- B. The superintendent or designee will implement a command team if the emergency necessitates such action. The team will take action as required.
- C. The school's emergency procedures will be kept on file, and be readily available in the school buildings to address emergencies, not limited to the following:

1. Fire
 2. Hazardous Materials
 3. Severe Weather: Tornado/Severe Thunderstorm/Flooding
 4. Medical Emergency
 5. Fight/Disturbance
 6. Assault
 7. Intruder
 8. Weapons
 9. Shooting
 10. Hostage
 11. Bomb Threat
 12. Chemical or Biological Threat
 13. Checklist for Telephone Threats
 14. Demonstration
 15. Suicide/Death
 16. Media Procedures
 17. Highly Contagious Serious Illness or Pandemic Flu
 18. Prairie Island Nuclear Response Plan
 19. Other (as determined to be necessary by the building administration)
- D. In addition, the school's emergency procedures will address the following plans and documents:
1. Lockdown Procedures
 2. Shelter-In-Place Procedures
 3. Evacuation/Relocation/Reunification
 4. Crisis Communication Plan
 5. Post-Crisis Procedures

6. Staff Training
7. Facility Diagrams
8. Offsite Locations
9. Emergency Contacts

V. TRAINING AND PREPARATION FOR EMERGENCIES

- A. The district administration will ensure that proper training and response preparation for emergencies occurs on an ongoing basis. The building principal is responsible for training school employees and students on emergency response procedures at each site.
- B. Required school safety drills will be coordinated at each site by the building principal, in cooperation with local emergency management agencies.
- C. Each school site will have employees certified in cardiopulmonary resuscitation (CPR) who will serve as the emergency care team that will respond to a medical emergency. The team training and medical emergency procedures will be coordinated by the health services coordinator.

VI. ACTIVE SHOOTER DRILL

- A. Definitions
 1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
 2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
 3. "Evidence-based" means a program or practice that demonstrates any of the following:
 - a) a statistically significant effect on relevant outcomes based on any of the following:
 - (i) strong evidence from one or more well-designed and well-implemented experimental studies;

- (ii) moderate evidence from one or more well-designed and well-implemented quasi-experimental studies; or
 - (iii) promising evidence from one or more well-designed and well-implemented correlational studies with statistical controls for selection bias; or
- b) a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
1. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
 2. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

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

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

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

age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.
2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner of the Minnesota Department of Education must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

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

F. Active Shooter Simulations

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

G. Violence Prevention

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

2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
 - a) how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
 - b) the importance of taking threats seriously and seeking help; and
 - c) the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, **including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems**;
3. A school district must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
 - a) student opportunities for leadership related to prevention and safety;
 - b) encouragement and support to students in establishing clubs and programs focused on safety; and
 - c) providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

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

1. the effect of active shooter drills on the safety of students and staff; and
2. the effect of active shooter drills on the mental health and wellness of students and staff.

VII. SPECIAL NEEDS PROCEDURES FOR STAFF AND CHILDREN

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

Legal References: *Minn. Stat. Ch. 12 (Emergency Management)*
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)

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

Cross References: *ISD 200 Policy 413 (Harassment and Violence)*
ISD 200 Policy 501 (School Weapons Policy)
ISD 200 Policy 506 (Student Discipline)
ISD 200 Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
ISD 200 Policy 903 (Visitors to School District Buildings and Sites)
Comprehensive School Safety Guide
[Minnesota School Safety Center - Resources \(mn.gov\)](https://mn.gov/school-safety-center/resources)

Resources: *I Love U Guys Foundation, Standard Response Protocol*
<https://iloveuguysschools.org/The-Standard-Response-Protocol.html> (012325)

Safe and Sound Schools
<https://safeandsoundschools.org/> (012325)

Policy Reviewed: 02.21.2025
Policy Adopted: 04.23.2025
Policy Revised: 07.10~~01~~.2025~~4~~



707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

- A. “Child with a disability” includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Education (“Commissioner”). A licensed physician, an advanced practice nurse, a physician assistant, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district’s discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability.
- B. “Home” is the legal residence of the child. At the discretion of the school district, “home” also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student’s parent or guardian as the home of a student for part or all of the day, if requested by the student’s parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless

student is a resident of the school district if enrolled in the school district.

- C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances.
- D. "Care and Treatment" for the purposes of this policy includes students who are placed in any of the following facilities: (1) chemical dependency and other substance abuse treatment centers; (2) hospitals; (3) day treatment centers; (4) correctional facilities; (5) residential treatment centers; and (6) mental health program facilities. Such facilities must be licensed by the Minnesota Department of Human Services or the Minnesota Department of Corrections.
- E. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minnesota Statutes, section 120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964.
- F. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides.
- G. "Pupil support services" are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located.
- H. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled.
- I. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minnesota Statutes, section 120A.22 by attendance at a nonpublic school.

- J. “Student” means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota.

IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the school district will provide transportation according to Minnesota Statute except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student’s parent or guardian.

Hastings Public Schools has determined walking distance parameters which allows for transportation for elementary students (grades K-4) for students residing more than .75 miles from school, and for secondary students (grades 5-8) for students residing more than 1.75 miles from either the middle school or high school. A shuttle service provides transportation between the secondary buildings.

- B. At the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district’s expenditures for transportation.
- C. For purposes of stabilizing enrollment and reducing mobility, the school district may, at its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students.
- B. If the school district decides to transport a nonresident student within the student’s resident district, the school district will notify the student’s resident district of its decision, in writing, prior to providing transportation.
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district.

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NON DISTRICT SCHOOLS

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week (Minnesota Statutes, section 124D.03, subdivision 8).
- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if at the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, at its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district.
- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion.

VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/ STUDENTS WITH TEMPORARY DISABILITIES

- A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minnesota Statutes, section 123B.92, subdivision 1(b)(4), for a resident child with a disability not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs.
- B. Resident students with a disability whose disabling conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the

basis of the disabling condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district.

- C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district.
- D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary.
- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a daycare and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district.
- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation.
- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law.
- H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the

alternative dispute resolution and due process procedures provided for in Minnesota Statutes, chapter 125A.

VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district.
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
 - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district.
 - 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation.
 - 3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located.
 - 4. A homeless nonresident student enrolled under Minnesota Statutes section 124D.08, subdivision 2a, must be provided transportation from the student's district of residence to and from the school of origin.

IX. CARE AND TREATMENT TRANSPORTATION RESTRICTIONS

- A. Transportation shall only be provided by the school district during regular operating hours of the school district.
- B. When allowable, transportation may be provided for a student placed in temporary care and treatment for a maximum of 65 days within a school year and only in accordance with the district's calendar.
- C. Forty-Mile Radius: The District will restrict transportation for a student to or from the care

and treatment facility closest to the school district and not to exceed up to 40 miles outside the district's geographic boundaries.

D. Closer Facility: The District may refuse to transport a student to a care and treatment facility if another care and treatment facility is at least 10 miles closer to the student's home and is sufficient to meet the needs of the student.

1. The student's parent or legal guardian submits written document to the district showing that the insurer has formally denied coverage for a requested placement at the closest facility; or

E. The student's parent or legal guardian submits written documentation to the district office showing that the closest facility has denied the requested placement.

X. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program.

XI. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board.

XII. GENERAL RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 United States Code, section 1415 (Individuals with Disabilities Act), 29 United States Code, section 794 (the Rehabilitation Act), and 42 United States Code, section 12132, (Americans with Disabilities Act) are governed by these provisions.

Specialized transportation services will be suspended or discontinued after three consecutive days of non-participation or if 50% of scheduled rides are missed within a two-week period without any communication.

XIII. FEES

- A. At its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minnesota Statutes section 190.05.
- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee.
- D. Where, at its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.59 (Bus Transportation a Privilege Not a Right)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.41 (Definitions)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.84 (Policy)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.04 (Options for Enrolling in Adjoining States)
Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 125A.02 (Children with a Disability Defined)
Minn. Stat. § 125A.12 (Attendance in Another District)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)

Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
Minn. Stat. § 126C.01 (Definitions)
Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
Minn. Stat. § 190.05 (Definitions)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)
20 U.S.C. § 1415 (Individuals with Disabilities Education Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 2000d (Prohibition against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)
42 U.S.C. § 11431 *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)
42 U.S.C. § 12132 *et seq.* (Americans with Disabilities Act)

Cross References: ISD 200 Policy 708 (Transportation of Nonpublic School Students)
ISD 200 Policy 709 (Student Transportation Safety Policy)
ISD 200 Policy 710 (Extracurricular Transportation)

Policy Reviewed: 06.05.2025
Policy Adopted:
Policy Revised:



603 CURRICULUM DEVELOPMENT AND REVIEW

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- C. “Culturally sustaining” means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- D. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.

IV. RESPONSIBILITY

The **director of teaching and learning and the superintendent** shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district’s curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the **director of teaching and learning and the superintendent** that will provide for periodic reviews of each curriculum area.

V. CURRICULUM ADVISORY COMMITTEE

- A. The school board must establish a **curriculum** advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

- B. ~~The curriculum district~~ advisory committee ~~shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, must shall~~ reflect the diversity of the district and its school sites, and ~~shall~~ include teacher, parent, support staff, student, and other community residents ~~and administration representation~~, and ~~shall~~ provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.
- C. The Curriculum District Advisory Committee must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes, section 124D.59, subdivisions 2 and 2a.
- D. The school district may establish site teams as subcommittees of the Curriculum District Advisory Committee.
- E. The Curriculum District Advisory Committee must recommend to the school board:
1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a; 120B.022, subdivisions 1a and 1b; and 120B.35;
 2. district assessments;
 3. means to improve students' equitable access to effective and more diverse teachers;
 4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
 5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
 6. program evaluations.
- F. School sites may expand upon district evaluations of instructions, curriculum, assessments, or programs.

VI. SCHOOL SITE TEAM

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the curriculum advisory committee about

developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

VII. CURRICULUM DEVELOPMENT PROCESS

~~Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes section 120A.20, subdivision 1(c). A student's plan under this section shall continue while the student is enrolled.~~

- A. The curriculum development process is outlined in ISD 200 Policy 606.1PR Curriculum Development and Review;
- B. The director of teaching and learning and the superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for presenting all recommended modifications for school board review and approval.
- C. The director of teaching and learning and the superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: ~~Minn. Stat. § 120A.20 (Admission to Public School)~~
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 124D.59 (Definitions)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12)
Minn. Rules Part 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Part 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Part 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Part 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Part 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References: *ISD 200 Policy 604 (Instructional Curriculum)*
~~*ISD 200 Policy 605 (Alternative Programs)*~~
ISD 200 Policy 613 (Graduation Requirements)
ISD 200 Policy 614 (School District Testing Plan and Procedure)
ISD 200 Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
ISD 200 Policy 616 (School District System Accountability)
ISD 200 Policy 620 (Credit for Learning)
ISD 200 Policy 623 (Mandatory Summer School Instruction)

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Policy Adopted: 07.13.2024

Policy Revised: 07.01.2024

SUNSET/REMOVE 07.23.2025



604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. basic communication skills including reading and writing, literature, and fine arts;
2. mathematics and science;
3. social studies, including history, geography, economics, government, and citizenship;
4. health and physical education;
5. the arts;
6. career and technical education; and
7. world languages.

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.

C. The school district must establish and regularly review its own standards for career and technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.

E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.

F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.

G. The school district may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class

or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band
- C. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness;
- D. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- E. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning

IV. REQUIRED ACADEMIC STANDARDS

- A. The following subject areas are required for statewide accountability:
 - 1. language arts;
 - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of ~~linear~~ algebra;
 - 3. science, including earth and space science, life science, and the physical sciences, including chemistry and physics;
 - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
 - 5. physical education;
 - 6. health, for which locally developed academic standards apply; and
 - 7. the arts.
- B. Elementary and middle schools must offer at least three and require at least two of the

following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

V. PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

ISD 200 Policy 604.1 (Procedure for Parent/Guardian or Adult Student Objection to Instructional Content and Request for Alternative Instruction) outlines the district's procedure.

VI. CPR AND AED INSTRUCTION

The school district will provide one time cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

- A. At the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
 - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - 2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or

an eligible student who has a disability.

VII. COLLEGE AND CAREER PLANNING

- A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as teamwork, collaboration, creativity, communication, critical thinking, and good work habits;
 2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. help students access education and career options;
 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
 9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule

keeps the student on track for graduation, making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial coursework.

- B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college ready.
- D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.
- E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.
- F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

Legal References: *Minn. Stat. § 120A.20 (Admission to Public School)*
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.101 (Curriculum)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.20 (Parental Curriculum Review)
~~*Minn. Stat. § 120B.021 (Required Academic Standards)*~~
~~*Minn. Stat. § 120B.022 (Elective Standards)*~~
~~*Minn. Stat. § 120B.023 (Benchmarks Implement, Supplement Statewide Academic Standards)*~~
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)

Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: *ISD 200 Policy 603 (Curriculum Development)*
~~*ISD 200 Policy 605 (Alternative Programs)*~~

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SUNSET/REMOVE 07.23.2025



606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. DEFINITIONS

- A. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- B. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- C. "Instructional Materials" means the materials used to advance student proficiency, these materials must accommodate every student, including English Language learning and students with disabilities.
- D. "Textbook" means a curriculum-aligned book, or workbook that provides structured lessons and content to support student learning in a specific subject and grade level.

IV. RESPONSIBILITY OF SELECTION

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent ~~or designee and the director of teaching and learning~~ the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials that:

1. support the goals and objectives of the education programs;
 2. consider the needs, age, and maturity of students;
 3. foster respect and appreciation for cultural diversity and varied opinion;
 4. fit within the constraints of the school district budget;
 5. are in the English language. Another language may be used, pursuant to Minnesota Statutes sections 124D.59 to 124D.61;
 6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
 7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

V. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

VI. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

- A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for

reconsideration of the use of certain textbooks or instructional materials.

- B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.
- C. The superintendent shall present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.

Legal References: *Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)*
Minn. Stat. § 120B.235 (American Heritage Education)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)
Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)
Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)
Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Cross References: *ISD 200 Policy 603 (Curriculum Development)*
ISD 200 Policy 604 (Instructional Curriculum)

Policy Reviewed: 02.08.2022

Policy Adopted: 12.09.2020

Policy Revised: 02.23.2022

SUNSET/REMOVE 07.23.2025



619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels.

III. DEFINITIONS

- A. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness;
- B. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.

IV. STANDARDS FOR STAFF DEVELOPMENT

- A. The ~~Staff Development Committee Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Committee)~~ shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation Assessment Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the school district programs.
- D. In service, staff meetings, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation Assessment

Requirements at all levels for all students, including those with special needs.

V. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles, and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

- B. Teachers and Administrators. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

Legal References: *Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)*
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

Cross References: *ISD 200 Policy 601 (School District Curriculum and Instruction Goals)*

ISD 200 Policy 613 (Graduation Requirements)
ISD 200 Policy 616 (School District System Accountability)

Reviewed: 063.056.20245

Adopted: 07.31.2024

Revised: 07.01.2024

SUNSET/REMOVE 07.23.2025



630 GRADING

I. PURPOSE

The school board recognizes that in order to achieve its mission, communication of student achievement and progress must be meaningful, accurate, consistent and supportive of learning. It is the school board's position that a standards based grading system designed to accurately report student achievement of academic standards through providing consistency in grading practices across schools and classrooms, and aligning grading and reporting with standards based instruction and graduation requirements supports student learning and provides the most meaningful, accurate and consistent communication of a student's progress.

II. GENERAL STATEMENT OF POLICY

A. The purpose of student grading includes:

1. Communicating the achievement status of students to parents/**guardians** -and others.
2. Providing information that students can use for self-evaluation.

B. Grading should reflect student performance as measured by several forms of assessment. Student performance and achievement should be assessed on classroom subject or course-determined curriculum standards and objectives.

C. Grades reflect a combination of student achievement, student progress in learning, and other student learning factors.

D. Student understanding of scoring criteria is a hallmark of quality standards based instruction and grading.

E. Course or subject objectives are aligned with state standards. Grading practices will be based on assessment of students against a standard for learning.

F. The grading system at the high school involves non-weighted grading values.

III. DEFINITIONS

A. "Grades" means an assessment tool used by teachers to communicate the achievement status of students to parents, students and others.

B. "Progress Reports" means periodic reporting that provides a grade status report for a student's scheduled classes or coursework.

C. "Grading Procedure" means the teacher responsible for the instruction of the student's

class or course will complete the necessary assessments and provide the appropriate grade. No grade will be altered without consultation with the assigned teacher.

<i>Policy Reviewed:</i>	<i>05.31.2023</i>
<i>Policy Adopted:</i>	<i>07.27.2023</i>
<i>Policy Revised:</i>	<i>07.27.202</i>
<i>SUNSET/REMOVE</i>	<i>07.23.2025</i>



425 STAFF DEVELOPMENT AND MENTORING

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. STAFF DEVELOPMENT COMMITTEE

- A. The school board delegates the Director of Teaching & Learning to establish a Staff Development Committee. The committee will develop a staff development plan, including site plans consistent with the goals of the staff development plan, and evaluate staff development efforts at the site level.

The majority of the membership of the Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The committee also will include non teaching staff, parents, and administrators.

III. DUTIES OF THE STAFF DEVELOPMENT COMMITTEE

- A. The Staff Development Committee will develop a staff development plan that will be reviewed and subject to approval by the school board annually.
- B. The Staff Development Plan must contain the following elements:
1. Staff development outcomes that are consistent with the education outcomes will be reviewed annual by the school board;
 2. The means to achieve the staff development outcomes;
 3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;
 4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
 - a) Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
 - b) Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings;

- c) Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with Minnesota Statutes section 124D.861 Achievement and Integration for Minnesota;
 - d) Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
 - e) Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
 - f) Effectively deliver digital and blended learning and curriculum and engage students with technology; and
 - g) Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
5. The Staff Development Plan also must:
- a) Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
 - b) Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
 - c) Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;
 - d) Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
 - e) Reinforce national and state standards of effective teaching practice.
6. Staff development activities must:
- a) Focus on the school classroom and research-based strategies that improve student learning;
 - b) Provide opportunities for teachers to practice and improve their instructional skills over time;
 - c) Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
 - d) Enhance teacher content knowledge and instructional skills, including to

accommodate the delivery of digital and blended learning and curriculum and engage students with technology;

- e) Align with state and local academic standards;
 - f) Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
 - g) Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
 - h) Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring student long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
 - i) Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.
- C. The Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the staff development plan.
- D. The Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board annually the extent to which staff at the site have met the outcomes of the staff development plan.
- E. In addition to developing a staff development plan, the Staff Development Committee also must develop teacher mentoring programs for teachers new to the profession or school district. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes, sections 122A.40, subdivision 8 or 122A.41, subdivision 5.
- F. The Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development or

teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

- A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the staff development plan. The school board will review the site plans for consistency with the staff development plan annually.
- B. The Site Professional Development Team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the staff development plan. The actual reports to the school board can be made by the Staff Development Committee to avoid duplication of effort.
- C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

V. STAFF DEVELOPMENT FUNDING

- A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes, section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision. 3; (3) professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.
- B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and

instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes, section 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

- A. On an annual basis, the Staff Development Committee shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the school board, the Staff Development Committee shall be responsible for monitoring the use of such funds in accordance with the staff development plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the staff development plan annually.
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.
- D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds or funds available under Minnesota Statutes, sections 124D.861 and 124D.862.

VII. PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire.
- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.

- D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

VIII. REPORTING

- A. The school district and staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's comprehensive achievement and civic readiness report.
1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
 2. The report will provide a breakdown of expenditures for:
 - a) Curriculum development and curriculum training programs;
 - b) Staff development training models, workshops, and conferences; and
 - c) The cost of releasing teachers or providing substitute teachers for staff development purposes.
- The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).
3. The report will be signed by the superintendent and staff development chair.
- B. To the extent the school district receives a grant for mentorship activities described in Section V.(D), by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

Legal References: *Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)*
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
Minn. Stat. § 121A.642 (Paraprofessional Training)
Minn. Stat. § 122A.187 (Expiration and Renewal)
Minn. Stat. § 122A.40, Subds. 7, 7a and 8 (Employment; Contracts; Termination - Additional Staff Development and Salary)

Minn. Stat. § 122A.41, Subds. 4, 4a and 5 (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.70 (Teacher Mentorship and Retention of Effective Teachers)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 123B.147, subd. 3 (Principals)
Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)
Minn. Stat. § 124D.862 (Achievement and Integration Revenue)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References: *None.*

Policy Reviewed: 05.16.2025

Policy Adopted:

Policy Revised:



602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public ~~for advanced, effective to have advance knowledge of the school calendar and school day to effectively~~ planning of for the school year.

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff and parents.
- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III(B)(1), III(B)(2) or III(B)(3). Days devoted to teacher's workshops may be held before Labor Day.
 - 1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
 - 2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minnesota Statutes section 123A.30, 123A.32, or 123A.35 with a school district that qualifies under Section III(B)(1).
 - 3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.

- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

V. E-LEARNING DAYS

- A. An “e-learning day” is a school day where a school offers full access to online instruction provided by students’ individual teachers due to inclement weather.
 - 1. The first emergency or snow day will not be rescheduled.
 - 2. The second and/or third emergency or snow day will utilize dates built and noted on the school calendar (i.e. Presidents Day, Good Friday, etc).
 - 3. After the third emergency or snow day, or after dates built into the calendar are exhausted (i.e. Presidents Day, Good Friday, etc); an e-learning day must be utilized for future closures; otherwise it would result in (1) loss of funding; or (2) an extension of days at the end of the school year.
- B. A school district may designate up to five e-learning days in one school year.
- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III(A), above.
- D. A school board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. The e-learning day plan developed by the school district will include accommodations for students without Internet Access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.
- G. On an e-learning day, each student’s teacher must be accessible both online and by telephone during normal school hours to assist students and parents.
- H. When the school district declares an e-learning day, it must continue to pay the full

wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

VI. Schools may implement digital instruction according to Minnesota Statutes section 124D.094 Subd. 2.

Legal References: *Minn Stat. § 10.55 (Juneteenth)*
Minn Stat. § 120A.40 (School Calendar)
Minn Stat. § 120A.41 (Length of School Year; Hours of Instruction)
Minn Stat. § 120A.414 (E-Learning Days)
Minn Stat. § 120A.415 (Extended School Calendar)
Minn Stat. § 120A.42 (Conduct of School on Certain Holidays)
Minn Stat. § 122A.40 Subds. 7 and 7a (Employment; Contracts; Termination)
Minn Stat. § 122A.41 Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn Stat. § 123A.30 (Agreements for Secondary Education)
Minn Stat. § 123A.32 (Interdistrict Cooperation)
Minn Stat. § 123A.35 (Cooperation and Combination)
Minn Stat. § 124D.094 Subd. 2 (Online Instruction Act)
Minn Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn Stat. § 124E.25 (Payment of Aids to Charter Schools)
Minn Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)
Minn Stat. § 645.44 (Words and Phrases Defined)

Cross References: *None*

Policy Reviewed: 05.16.2025
Policy Adopted: 07.31.2024
Policy Revised: 07.01.2024



609 RELIGION AND RELIGIOUS AND CULTURAL OBSERVANCES

I. PURPOSE

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to ~~have appreciation for~~ ~~and be tolerantance~~ of each other's views.
- B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.
- C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.
- D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
- E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and nonsectarian manner.

III. RESPONSIBILITY

- A. The superintendent shall be responsible for ensuring that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:
 - 1. The proposed activity must have a secular purpose.
 - 2. The primary objective of the activity must be one that neither advances nor inhibits religion.
 - 3. The activity must not foster excessive governmental relationships with religion.
 - 4. Notwithstanding the foregoing guidelines, reasonable efforts must be made to accommodate any student who wishes to be excused from a curricular activity for a religious observance or American Indian cultural practice, observance, or ceremony.

The school district must provide annual notice to parents of this policy.

- B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. **In the event there are any approved religious materials**, directives and guidelines shall be attached as an addendum to this policy.

Legal References: *U. S. Const., amend. 1*
Minn. Stat. § 120A.22, Subd. 12 (Compulsory Instruction)
Minn. Stat. § 120A.35 (Absence From School for Religious and Cultural Observance)
Minn. Stat. § 121A.10 (Moment of Silence)
Good News Club v. Milford Central School, 533 U.S. 98, (2001)
Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290 (2000)
Tangipahoa Parish Bd. of Educ. v. Freiler, 530 U.S. (2000)
Lemon v. Kurtzman, 403 U.S. 602 (1971)
Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1, 690 F.3d 996 (8th Cir. 2012)
Wigg v. Sioux Falls Sch. Dist., 382 F.3d 807 (8th Cir. 2004)
Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8th Cir. 2003)
Stark v. Independent Sch. Dist. No. 640, 123 F.3d 1068 (8th Cir. 1997)
Florey v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8th Cir. 1980)
Roark v. South Iron R-1 Sch. Dist., 573 F.3d 556 (8th Cir. 2009)
Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728, 599 F.Supp.2d 1136 (D. Minn. 2009)
LeVake v. Independent Sch. Dist. No. 656, 625 N.W.2d 502 (Minn. App. 2001)
Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)
Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)
Minn. Op. Atty. Gen. 63 (1940)
Minn. Op. Atty. Gen. 120 (1924)
Minn. Op. Atty. Gen. 121 (1924)

Cross References: *None*

Policy Reviewed: 07.10.2025
Policy Adopted: 07.23.2024
Policy Revised: 07.01.2024

609 ADDENDUM - GUIDELINES FOR TEACHING RELIGION-RELATED CONTENT

I. Teaching and Curriculum Use

Religion can be part of curriculum and instruction, especially in subjects such as social studies, English Language Arts, Art/Music, but it must be presented in a neutral manner, not to promote or discourage any religious beliefs.

Religious texts, music, artwork, and performances can be included when they help students understand cultural, historical, or artistic concepts.

The discussion about the role of religion in society, past and present, should be done in a balanced, nonsectarian way.

Teachers should avoid content that could be seen as endorsing or criticizing a particular religion or belief system.

II. Cultural and Holiday Observances

When teaching about religious holidays, the focus should be on their cultural or historical relevance.

Any related classroom or school activities must be tied to educational goals, not religious celebrations.

Schools should not sponsor or organize religious observances like prayer or worship during instructional time.

III. Student and Family Accommodations

The district recognizes religious and cultural practices. Reasonable accommodations should be made for:

- A. Students observing religious or cultural holidays, including Native American ceremonies.
- B. Requests from students to opt out of specific curriculum activities that conflict with their beliefs.

IV. Displays and Symbols

Religious symbols may be used in temporary displays if they support learning in subjects like history, art, or world cultures.

V. Staff Guidelines

Staff are expected to remain neutral on matters of religion while in their professional roles.

Students are allowed to express their beliefs in classwork, discussions, or projects, as long as it fits the learning goals of the assignment.

VI. Criteria for Including Religious Content

Any lesson or activity that includes religion should:

- A. Have a clear educational (not religious) purpose.
- B. Avoid promoting or discouraging any belief.
- C. Steer clear of anything that could lead to excessive involvement with religious practices or institutions.

Reviewed: 07.10.2025

Assoc. of Metropolitan School Districts
2 Pine Tree Dr. STE 380
Arden Hills, MN 55112

Invoice

Date	Invoice #
7/1/2025	1669

Bill To Jennifer Seubert, Dir of Finance & Ops
 Hastings Public Schools - ISD #200
 1000 West 11th Street
 Hastings, MN 55033

Terms
Net 30

Description		Amount
AMSD Membership Dues 2025-2026		8,996.00
COPY		
Total		\$8,996.00

2025-2026 Approved Fundraisers

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

[illegible]

Completed Fundraisers

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

[illegible]



RECOMMENDED APPROVAL OF MOU RE RETIREE BENEFITS FOR LICENSED COMMUNITY ED COORDINATOR

July 23, 2025

Prior to July 1, 2024, a Licensed Community Ed Coordinator Master Agreement existed that covered one individual, with benefits that closely aligned with the Ed MN Teachers' Master Agreement. Effective July 1, 2024, the one position previously covered under the Licensed Community Ed Coordinator Agreement was moved into the District Supervisors' Master Agreement. At the time of the change, the intent was to ensure that the one individual impacted by the change would retain the benefits previously provided under the prior agreement, however, language specific to retiree insurance was unintentionally not included with the transition to the new District Supervisors' Master Agreement. As such, Administration is recommending approval of the attached MOU, clarifying the eligibility for retiree insurance for the one individual previously covered by the Licensed Community Ed Coordinator Agreement.

Submitted by: Cathy Moen, Director of Human Resources



MEMORANDUM OF AGREEMENT
Eligibility for Retiree Insurance Benefits for Angie McGinnis
July 15, 2025

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

WHEREAS, effective July 1, 2024, the one position that was covered under the Community Education Licensed Coordinator Master Agreement, was moved to be into the District Supervisors' 2024-2026 Master Agreement; and

WHEREAS, the position of Community Education Licensed Coordinator was held by Angie McGinnis; and

WHEREAS, prior to moving the Community Education Licensed Coordinator to the Supervisors' Master Agreement, McGinnis was eligible for retiree insurance benefits in accordance Article XVI, Severance Pay, Section 3, Insurance, of the Education MN Teachers' Master; and

WHEREAS, the intent of the District was to ensure that McGinnis continued to be eligible for the benefits provided in Article XVI, as long as eligibility requirements were met; and

WHEREAS, at the time McGinnis was moved to the Supervisors' Master Agreement, language to ensure continued eligibility for retiree insurance benefits was inadvertently not included in the updated Supervisors' Master Agreement.

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

1. Angie McGinnis shall continue to be eligible for benefits, for which she meets eligibility requirements, under Article XVI, Severance Pay, Section 3, Insurance, of the 2023-2025 Education MN - Teachers' Master Agreement, as provided below:

Section 3 - Insurance

Subd. 1 - Eligibility for School District Contribution to Retiree Insurance

Subd. 1a - Regularly employed teachers, shall be eligible for medical-hospitalization insurance benefits in this Section, provided that they meet the requirements of Subd. 1b below and were enrolled in coverage immediately preceding their retirement.

Subd. 1b - Regularly employed teachers with at least 15 years of teaching service in the School District who are at least 55 years of age and have submitted a written resignation that has been accepted by the School Board shall be eligible for medical-hospitalization insurance benefits pursuant to the provisions of this Section.

Subd. 1c - Teachers hired on or after July 1, 2022, shall not be eligible for a School District contribution toward retiree insurance as provided in this Section. Teachers eligible for insurance shall receive a School District contribution of \$700 to be deposited into the School District designated HCSP at the conclusion of each school year, and no later than June 30. Such contribution shall be pro rata based on FTE for part-time teachers.

Subd. 1d - All teachers eligible for a School District contribution toward retiree insurance shall be provided an opportunity to make a one-time irrevocable election to forfeit the retiree benefit provided in this Article, Subd. 2b below and receive a School District contribution to the HCSP in accordance with Subd. 1c above. The one-time irrevocable election must be made by no later than March 15, 2022.

Subd. 2 - Participation

Subd. 2a - Teachers who meet age and service requirements to be eligible to participate in an annuity shall be eligible to continue participation in the School District group medical-hospitalization insurance plan indefinitely if permitted by the terms of the policy with the insurance carrier. Except as otherwise provided in Subd. 2b hereof, the teacher shall pay the entire premium for such coverage.

Subd. 2b - A teacher meeting the requirements of Subd. 1 (a and b) of this Section, shall receive a lump sum dollar amount that will be placed into the teacher's Minnesota HCSP account. The lump sum dollar amount will be determined by taking the single premium insurance cost of the non-high deductible plan for the last year in which the individual taught, multiplied by a maximum of eight years, or the number of years remaining until the individual reaches the age of 65, whichever is less.

Subd. 2c - In the event of the death of a teacher whose retirement has been accepted by the School Board and who is eligible to receive the insurance benefit as stated in Subd. 2b the spouse and/or dependents of the teacher shall be eligible for the insurance benefit. Only the insurance benefit that would have been paid to the teacher shall be available for the spouse and/or the dependents.

Subd. 3 - Primary Coverage

If a teacher who leaves employment with an employer other than the School District and said retiree is covered by a medical-hospitalization insurance plan or HMO, such coverage shall be considered primary.

2. The terms of this Memorandum of Agreement shall not establish a precedent, nor shall it be used to seek or justify similar terms in any subsequent situation.

DISTRICT SUPERVISORS

HASTINGS PUBLIC SCHOOLS - ISD 200

DATE: _____

DATE: _____

BY: _____
FOR THE ASSOCIATION

BY: _____
FOR THE DISTRICT

School Breakfast/Lunch/Milk Prices for 2025-2026 School Year

		Current 24-25	Proposed 25-26	Increase
K-4 Sites	Lunch	\$0.00	\$0.00	\$0.00
5-8 Site	Lunch	\$0.00	\$0.00	\$0.00
9-12 Site	Lunch	\$0.00	\$0.00	\$0.00
Reduced	Lunch	\$0.00	\$0.00	\$0.00
Adult	Lunch	\$5.50	\$5.75	\$0.25
K-Sites	Breakfast	\$0.00	\$0.00	\$0.00
1-4 Sites	Breakfast	\$0.00	\$0.00	\$0.00
5-8 Site	Breakfast	\$0.00	\$0.00	\$0.00
9-12 Site	Breakfast	\$0.00	\$0.00	\$0.00
Reduced	Breakfast	\$0.00	\$0.00	\$0.00
Adult	Breakfast	\$3.00	\$3.25	\$0.25
All Sites	Milk	\$0.50	\$0.60	\$0.10

Adults 25-26 required price

Lunch	\$TBD
Breakfast	\$TBD



**2025-2026 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE
Membership Renewal Form**

This form must be completed once for each school in the district.

Must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2025. Retain one copy for the school files.

RESOLVED, that the Governing Board or Entity of _____ (Name of School) located in the State of Minnesota delegates the control, supervision and regulation of interscholastic activities and athletics (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the school listed is authorized by this, the Governing Board of said school district or school to renew its membership in the Minnesota State High School League; and to participate in the approved interscholastic activities and athletics sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board or Entity hereby adopts the Constitution, Bylaws, Policies, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or school, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities and athletics. Further, the administration and responsibility for determining student eligibility and for the supervision of such activities and athletics are assigned to the official representatives identified by this Governing Board or Entity.

Signing this Resolution for Membership affirms that this Governing Board has reviewed all required membership materials provided by the League which defines the purpose and value of education-based activity and athletic and programs and defines each member school's responsibilities.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Student Code of Responsibilities (Bylaw 206.2) violations for students participating in activity and athletic programs by member schools.

The above Resolution was adopted by the Governing Board or Entity of this school or district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee

Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

(Designated School Board Member – please print)

(Designated School Representative – please print)

Email Address

Email Address

208.02 ACTIVITY REPRESENTATIVES

(Boys Sports – please print)

(Girls Sports – please print)

(Speech – please print)

(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

(Board Member—please print)

(Student—please print)

(Parent—please print)

(Faculty Member—please print)

(Mailing Representative—please print)

The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.

Print Name: _____
(Clerk/Secretary - Local Governing Board)

Print Name: _____
(Superintendent or Head of School)

Signed: *Signature required*
(Clerk/Secretary - Local Governing Board)
electronically through DocuSign
Date: _____

Signed: *Signature required*
(Superintendent or Head of School)
electronically through DocuSign
Date: _____

Approval of District 200 Donations - Public
April-June 2025

<u>Date</u>	<u>Building</u>	<u>Description</u>	<u>Amount</u>
4/1/25	High School	Flint Hills Discovery Scholarship	\$5,000.00
4/2/25	High School	Girls Basketball Shirts	\$890.42
4/2/25	High School	Assistant Coach	\$1,803.13
4/2/25	High School	Peer Helpers	\$5,000.00
4/2/25	Tilden	SPARK	\$5,000.00
4/2/25	Tilden	Youth Enrichment - Craft Lab	\$2,000.00
4/2/25	Tilden	Little Learner	\$500.00
4/4/25	High School	InFaith Community Foundation Scholarship	\$10,000.00
4/10/25	McAuliffe	McAuliffe Donation	\$24.26
4/10/25	Tilden	Cycling without Age (CWA) Shed	\$6,000.00
4/11/25	High School	Boys Basketball Assistant Coaches	\$2,250.00
4/15/25	High School	Hastings Rivertown Lions Club Scholarship	\$2,000.00
4/15/25	Middle School	Middle School Theater	\$192.62
4/15/25	Middle School	Middle School Donation	\$30.00
4/15/25	Middle School	Middle School Theater	\$246.00
4/15/25	High School	Boys Swim Transportation	\$351.63
4/16/25	High School	Lodging for Girls Section Wrestling	\$408.03
4/16/25	Middle School	Eagle Bluff	\$1,000.00
4/16/25	Middle School	New Mat for Wrestling Room	\$13,561.83
4/17/25	High School	Ultimate Frisbee	\$1,500.00
4/17/25	Middle School	Middle School Boys Tennis Coach	\$945.00

4/17/25	Kennedy	Field Trip Admission & Transportation	\$6,052.78
4/21/25	High School	High School Faculty Scholarship	\$82.00
4/23/25	Middle School	Middle School Donation	\$30.00
4/24/25	High School	Bus for Greece Trip	\$633.30
4/24/25	Middle School	Bus for 7th & 8th Grade Band Festivals	\$700.00
4/25/25	High School	Cycling without Age (CWA) Shed	\$10,000.00
4/25/25	Tilden	Little Learner	\$1,000.00
4/29/25	High School	Mike Kranz Memorial Scholarship	\$550.00
4/30/25	Pinecrest	Pinecrest Donation	\$30.00
5/2/25	High School	High School Boys Tennis Donation	\$20.00
5/2/25	High School	Football Apparel	\$159.99
5/2/25	High School	High School Student Council	\$626.00
5/8/25	High School	Sternau Scholarship	\$112.93
5/8/25	High School	B-Squad Softball Coach	\$2,500.00
5/14/25	Middle School	Middle School Donation	\$30.00
5/15/25	Middle School	Middle School Orchestra	\$118.33
5/15/25	Middle School	Middle School Band	\$118.33
5/15/25	Middle School	Middle School Choir	<u>\$118.34</u>
			\$355.00
5/16/25	Tilden	SPARK	\$3,000.00
5/16/25	High School	Treasure Island Resort & Casino Scholarship	\$5,000.00
5/16/25	High School	JV Softball Coach	\$2,500.00
5/16/25	High School	Boys Tennis Coach	\$700.00
5/16/25	High School	Raiders in Action Technology Expansion	\$6,000.00

5/16/25	High School	Human Performance Technology	\$1,000.00
5/16/25	High School	Work Based Learning Program (Xello)	\$2,000.00
5/16/25	High School	Health Care Professions	\$61,557.00
5/16/25	Pinecrest	Wit & Wisdom Supplemental Items	\$1,000.00
5/16/25	Pinecrest	Don't Fret "Uke" can Play it	\$1,000.00
5/16/25	Middle School	Inclusive Equipment for Specials Classes	\$300.00
5/16/25	Middle School	Youth Frontiers Courage Retreat Grade 7	\$7,000.00
5/16/25	Middle School	Building for a Future	\$1,000.00
5/16/25	High School	Hastings High School Senior Scholarships	<u>\$14,000.00</u>
			\$94,857.00
5/16/25	Tilden	Dan Shrader Memorial - ECFE	\$100.00
5/19/25	High School	Mike Hovgaard Leadership Scholarship	\$5,000.00
5/19/25	Middle School	Middle School Choir	\$36.67
5/19/25	Middle School	Middle School Band	\$36.67
5/19/25	Middle School	Middle School Orchestra	<u>\$36.66</u>
			\$110.00
5/19/25	Middle School	5th Grade Buck Hill Bus	\$2,884.00
5/20/25	Middle School	7th Grade Saints Game	\$1,450.00
5/20/25	High School	Marching Band Cub Bagging	\$1,716.05
5/21/25	High School	High School Faculty Scholarship	\$82.00
5/21/25	High School	Deb Duea Memorial Scholarship	\$2,000.00
5/22/25	Middle School	Middle School Band	\$52.67
5/22/25	Middle School	Middle School Choir	\$52.67
5/22/25	Middle School	Middle School Orchestra	<u>\$52.66</u>
			\$158.00
5/22/25	High School	Logo Golf Balls for Boys Golf	\$495.00
5/23/25	High School	Mike Hovgaard Leadership Scholarship	\$5,000.00
5/23/25	High School	High School Softball Scrimmages	\$237.50
5/23/25	McAuliffe	Field Trips	\$4,000.00
5/23/25	High School	Hastings Prescott Arts Council Scholarship	\$750.00
5/27/25	Middle School	Middle School Orchestra	\$93.42
5/27/25	Middle School	Middle School Choir	\$93.42

5/27/25	Middle School	Middle School Band	<u>\$93.41</u>
			\$280.25
5/27/25	Kennedy	Field Trips	\$3,125.10
5/30/25	High School	High School Assistant Baseball Coaches	\$10,226.75
6/2/25	Middle School	Middle School Band	\$77.00
6/2/25	Middle School	Middle School Choir	\$77.00
6/2/25	Middle School	Middle School Orchestra	<u>\$77.00</u>
			\$231.00
6/3/25	Tilden	Hastings Reads	\$5,000.00
6/3/25	Tilden	Dan Shrader Memorial - ECFE	\$50.00
6/3/25	Middle School	Middle School Donation	\$30.00
6/3/25	Kennedy	Kennedy Book Fair Donations	\$5.69
6/4/25	High School	Red Cross Club Scholarship	\$1,000.00
6/4/25	High School	High School Marching Band Cub Bagging	\$1,022.50
6/5/25	High School	Star of Innovation Award	\$100.00
6/6/25	High School	Boys Lacrosse Assistant Coach	\$903.00
6/6/25	Tilden	Cycling Without Age (CWA) Shed	\$6,000.00
6/6/25	Tilden	SPARK	\$500.00
6/6/25	Tilden	Little Learner	\$500.00
6/10/25	High School	High School Band - Cleaning of Instruments	\$1,000.00
6/10/25	High School	High School Band - New Trumpet	<u>\$513.00</u>
			\$1,513.00
6/10/25	Kennedy	4th Grade Donation	\$1,000.00
6/10/25	High School	Basketballs for Boys Basketball	\$671.00
6/16/25	Tilden	Dan Shrader Memorial - ECFE	\$40.00
6/17/25	Middle School	PBIS	\$250.00

6/24/25	Middle School	Middle School Donation	\$30.00
6/24/25	High School	High School Faculty Scholarship	\$122.00
6/24/25	Tilden	Dan Shrader Memorial - ECFE	\$1,000.00
6/26/25	Tilden	Dan Shrader Memorial - ECFE	\$50.00
6/26/25	Tilden	Dan Shrader Memorial - ECFE	\$50.00
6/26/25	Tilden	Dan Shrader Memorial - ECFE	<u>\$50.00</u>
			\$150.00
6/30/25	Kennedy	Field Trips	\$4,894.98
6/30/25	Middle School	Middle School Donation	\$30.00
6/30/25	Middle School	Instrument Repair	\$1,000.00
Total Fourth Quarter Donations			<u><u>\$251,299.74</u></u>

In-Kind Donations - Values are approximate per information available

4/10/25	Tilden	Cycling Without Age (CWA) Shed - credit on sidewalk invoice	\$2,500.00
5/27/25	Tilden	Cycling Without Age (CWA) Shed - 5 gallons of paint	\$189.95
5/27/25	Tilden	6 junior size footballs and 40 flag football belts	\$290.00
5/28/25	Tilden	Community Bike Rodeo - 65 bike helmets	\$780.00
6/4/25	Tilden	Cycling Without Age (CWA) Shed - credit on materials invoice	\$5,000.00
6/17/25	High School	50 packages of Pocket Folders (25 pk)	\$305.00

Donation Acceptance Resolution

I, _____, introduce the following resolution and move for its adoption:

WHEREAS, School Board Policy 706 establishes guidelines for the acceptance of gifts and donations to the District;

WHEREAS, Minnesota Statutes Section 465.03 states that the School Board may accept a gift, grant, or devise of real or personal property in accordance with the terms prescribed by the donor only by the adoption of a resolution approved by two-thirds of its members; and

WHEREAS, the referenced donations in the District 200 Donations Report from April 2025 to June 2025 have been generously donated.

_____ duly seconded the motion for the adoption of the foregoing resolution.

Voting in favor of the resolution:

Voting against:

THEREFORE, BE IT RESOLVED by the Hastings Public School District School Board to gratefully accept these gifts.

Member, _____, introduced the following resolution and moved its adoption:

RESOLUTION CALLING A SPECIAL ELECTION TO FILL SCHOOL BOARD VACANCY

WHEREAS, a vacancy exists in the office of the school board member with a term expiring the first Monday in January, 2029; and

WHEREAS, a vacancy has occurred more than 90 days prior to the first Tuesday after the first Monday in November in the year in which the vacancy occurs; and

BE IT RESOLVED by the School Board of Independent School District No. 200, State of Minnesota as follows:

1. It is necessary for the school district to hold its general election for the purpose of electing one (1) individual to fill the vacancy in the term of Board Member expiring the first Monday in January, 2029.
2. The clerk shall include on the ballot the names of the individuals who file or have filed affidavits of candidacy during the period established for filing such affidavits, as though they had been included by name in this resolution. The clerk shall not include on the ballot the names of individuals who file timely affidavits of withdrawal in the manner specified by law.
3. The general election is hereby called and directed to be held on Tuesday, the 4th day of November, 2025, between the hours of 7:00 o'clock a.m. and 8:00 o'clock p.m.
4. Pursuant to Minnesota Statutes, Section 205A.11 (Precincts; Polling Places), the school district combined polling places and the precincts served by those polling places, as previously established and designated by school board resolution for school district elections not held on the day of a statewide election, are hereby designated for said general election.
5. The clerk is hereby authorized and directed to cause written notice of said general election to be provided to the county auditor of each county in which the school district is located, in whole or in part, at least eighty-four (84) days before the date of said election. The notice shall include the date of said general election and the office or offices to be voted on at said general election. Any notice given prior to the date of the adoption of this resolution is ratified and confirmed in all respects.
6. The clerk is hereby authorized and directed to cause notice of said general election to be posted at the administrative offices of the school district at least ten (10) days before the date of said general election.
7. The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said general election and to cause two sample ballots to be posted in each polling place on Election Day. The sample ballot shall not be printed on the same color paper as the official ballot. The sample ballot for a polling place must reflect the offices, candidates and rotation sequence on the ballots used in that polling place.

8. The clerk is hereby authorized and directed to cause notice of said general election to be published in the official newspaper of the school district for two (2) consecutive weeks with the last publication being at least one (1) week before the date of said election.
9. The notice of election so posted and published shall state the offices to be filled set forth in the form of ballot below and shall include information concerning each established precinct and polling place.
10. The clerk is authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in each polling place on Election Day.
11. The clerk is authorized and directed to acquire and distribute such election materials as may be necessary for the proper conduct of this election, and generally to cooperate with election authorities conducting other elections on that date. The clerk and members of the administration are authorized and directed to take such actions as may be necessary to coordinate this election with those other elections, including entering into agreements or understandings with appropriate election officials regarding preparation and distribution of ballots, election administration and cost sharing.
12. The clerk is further authorized and directed to cause or to cooperate with the proper election officials to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system.

General Election Ballot
Independent School District No. 200
(Hastings Public Schools)

November 4, 2025

Instructions to Voters:

To vote, completely fill in the oval(s) next to your choice(s) like this:



School Board Member

Vote for Up to One

☐

Candidate A

☐

Candidate B

☐

Candidate C

☐

Candidate D

☐

write-in, if any

13. Optical scan ballots must be printed in black ink on white material, except that marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot. Voting instructions must be printed at the top of the ballot on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot so that the judges' initials are visible when the ballots are enclosed in a secrecy sleeve.
14. The name of each candidate for office at each election shall be rotated with the names of the other candidates for the same office in the manner specified in Minnesota law.
15. If the School District will be contracting to print the ballots for this election, the Clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of \$1,000 is awarded for printing ballots, the printer, at the request of the election official, shall furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit or certified check acceptable to the clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The Clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.
16. The Clerk is hereby authorized and directed to provide for testing of the optical scan voting system at least three (3) days prior to voting equipment being used. The Clerk shall cause notice of the time and place of the test to be given at least five (5) days in advance by publishing the Notice of Testing once in the official newspaper and by causing the notice to be posted in the office of the county auditor, the administrative offices of the School District, and the office of any other local election official conducting the test.
17. As required by Minnesota Statutes, Section 203B.121, the School Board hereby establishes a ballot board to process, accept and reject absentee ballots at School District elections not held in conjunction with the state primary or state general election or that are conducted by a municipality on behalf of the School District and generally to carry out the duties of a ballot board as provided by Section 203B.121 and other applicable laws. The ballot board must consist of a sufficient number of election judges. The ballot board may include deputy county auditors and deputy city clerks who have received training in the processing and counting of absentee ballots. The Clerk or the Clerk's designee is hereby authorized and directed to appoint the members of the ballot board. The Clerk or the Clerk's designee shall establish, maintain and update a roster of members appointed to and currently serving on the ballot board and shall report to the School Board from time to time as to its status. Each member of the ballot board shall be paid reasonable compensation for services rendered during an election at the same rate as other election judges; provided, however, if a staff member is already being compensated for regular duties, additional compensation shall not be paid for ballot board duties performed during that staff member's duty day. Each member of the ballot board must be provided adequate training on the processing and counting of absentee ballots, including but not limited to instruction on accepting and rejecting absentee ballots, storage of absentee ballots, timelines and deadlines, the role of the ballot board, procedures for opening absentee ballot envelopes, procedures for counting absentee ballots, and procedures for reporting absentee ballot totals.
18. The Clerk is hereby authorized and directed to begin assembling names of trained election judges to serve at the combined polling place during the general election. The election judges shall act as clerks of election, count the ballots cast and submit the results to the School Board for canvass in the manner provided for other School District

elections. The election must be canvassed between the third and the tenth day following the election.

19. The Clerk shall make all Campaign Financial Reports required to be filed with the School District under Minnesota Statutes, Section 211A.02 available on the School District's website. The Clerk must post the report on the School District's website as soon as possible, but no later than thirty (30) days after the date of the receipt of the report. The School District must make a report available on the School District's website for four years from the date the report was posted to the website. The Clerk must also provide the Campaign Finance and Public Disclosure Board with a link to the section of the website where reports are made available.

The motion for the adoption of the foregoing resolution was duly seconded by _____

Upon a roll call vote, the following voted in favor:

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA)
)SS
COUNTY OF DAKOTA)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 200 (Hastings Public Schools), State of Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the school board of said school district duly called and held on the date therein indicated, so far as such minutes relate to the calling of the special election to be held in conjunction with the general election to fill a school board vacancy and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such clerk this 23rd day of July, 2025.

Melissa Millner
School District Clerk

**RESOLUTION REQUIRING THE TALLY OF WRITE-IN VOTES ONLY IF
WRITE-IN VOTES ARE GREATER THAN A BALLOT CANDIDATE'S TOTAL VOTES**

WHEREAS, Minnesota Statutes 204B.09, subdivision 3, provides that a school board may adopt a resolution governing the counting of write-in votes for school board elections. The resolution may require that write-in votes for an individual candidate for the school board only be individually recorded if the total number of write-in votes for that office is equal to or greater than the fewest number of non-write-in votes for a ballot candidate; and

WHEREAS, the write-in vote counting process can be overly time consuming and require resources that does not result in a change of election results unless a single write-in candidate receives the most votes for election.

THEREFORE, BE IT RESOLVED, that the School Board of Independent School District No. 200 requires that write-in votes for an individual candidate for the school board will only be individually recorded if the total number of write-in votes for that office is equal to or greater than the fewest number of non-write-in votes for a ballot candidate.

This resolution shall remain effective for all future elections until and unless the school board rescinds this resolution.

The motion for adoption for the Resolution was made by Member _____, duly seconded by Member _____,

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly adopted.

By: _____
Chair

By: _____
Clerk

Date: 07.23.2025



2025 Hastings School Board & Committee Future Meetings

This document is a list of all the dates for work sessions, board meetings, special meetings, and committee meetings.

Committee descriptions and members are listed below the list of meetings.

Any questions or concerns regarding meetings can be directed to LynDee Humble at 651-480-7013 or via email at lhumble@isd200.org.

Color Key	Regular Board Work Session	Regular Board Meeting (Including Closed & Special)	Policy Committee	Facilities, Finance & Joint Powers Committee	Community Collaboration Committee	Student School Board Committee
Future Meeting Dates						
Date	Time	Description	Board or Committee		Location	
07.23.2025	6:00 pm	Regular Board Meeting	School Board		Hastings Middle School Media Center	
08.06.2025	12:00 pm	Policy Meeting	Policy Committee		District Office Conference Room A	
08.11.2025	7:30 am	Joint Powers Meeting	Facilities, Finance & Joint Powers Committee		Tilden, Room 117	
08.13.2025	6:00 pm	Work Session	School Board		Hastings Middle School Media Center	
08.20.2025	12:00 pm	Policy Meeting	Policy Committee		District Office Conference Room A	
08.27.2025	6:00 pm	Regular Board Meeting	School Board		Hastings Middle School Media Center	
09.05.2025	12:00 pm	Policy Meeting	Policy Committee		District Office Conference Room A	
09.10.2025	6:00 pm	Work Session	School Board		Hastings Middle School Media Center	
09.19.2025	12:00 pm	Policy Meeting	Policy Committee		District Office Conference Room A	
09.24.2025	6:00 pm	Regular Board Meeting	School Board		Hastings Middle School Media Center	
10.03.2025	12:00 pm	Policy Meeting	Policy Committee		District Office Conference Room A	

10.08.2025	6:00 pm	Work Session	School Board	Hastings Middle School Media Center
10.17.2025	12:00 pm	Policy Meeting	Policy Committee	District Office Conference Room A
10.22.2025	6:00 pm	Regular Board Meeting	School Board	Hastings Middle School Media Center
10.31.2025	12:00 pm	Policy Meeting	Policy Committee	District Office Conference Room A
10.31.2025	1:00 pm	Finance Meeting	Facilities, Finance & Joint Powers Committee	District Office Conference Room A
11.05.2025	6:00 pm	Work Session	School Board	Hastings Middle School Media Center
11.14.2025	12:00 pm	Policy Meeting	Policy Committee	District Office Conference Room A
11.19.2025	6:00 pm	Regular Board Meeting	School Board	Hastings Middle School Media Center
12.03.2025	6:00 pm	Work Session	School Board	Hastings Middle School Media Center
12.12.2025	12:00 pm	Policy Meeting	Policy Committee	District Office Conference Room A
12.12.2025	1:00 pm	Finance Meeting	Facilities, Finance & Joint Powers Committee	District Office Conference Room A
12.17.2025	6:00 pm	Regular Board Meeting	School Board	Hastings Middle School Media Center

Purpose Statement: *The Community Collaboration Committee is a link between the Hastings School District and the ISD 200 community. The committee focuses on identifying avenues to continuously improve the district's communication process for increased transparency and to better articulate the district's goals with its stakeholders. The committee seeks opportunities for shared learning, knowledge, awareness, experience, and growth to create a stronger, more united community.*

Committee Members: Melissa Millner (Chair) :: Matt Bruns :: Philip Biermaier :: Tammy Champa

Facilities, Finance & Joint Powers Committee (3)

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

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

Working collaboratively with City of Hastings elected officials and staff collaborate on opportunities with the City under Joint Powers Programs. The Committee works to maximize shared resources through partnerships with the City, as outlined in Minnesota Statutes 124D.18 et. seq., to achieve meaningful outcomes for students and the community.

Committee Members: Mark Zuzek (Chair) :: Melissa Millner :: Jen Seubert :: Tammy Champa

Policy Committee (3)

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

Committee Members: Jessica Dressely (Chair) :: Mark Zuzek :: Carrie Tate :: Tammy Champa :: Guests as determined by policy review

Student School Board Committee (3)

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

Committee Members: Matt Bruns (Chair) :: Jessica Dressely :: Melissa Millner :: Tammy Champa

Commitment: Typical 1 meeting per month

Mark Zuzek

RELICENSURE COMMITTEE REP

**Philip Biermaier
Backup - Mark Zuzek**

MSHSL REP (1)

Mark Zuzek

AMSD Liaison (1)

**Matt Bruns
Backup - Mark Zuzek**

BRIGHTWORKS (1) If appointment is open

Jessica Dressely

Native American Parent Advisory Committee Liaison

**Matt Bruns
Backup - Jessica Dressely**