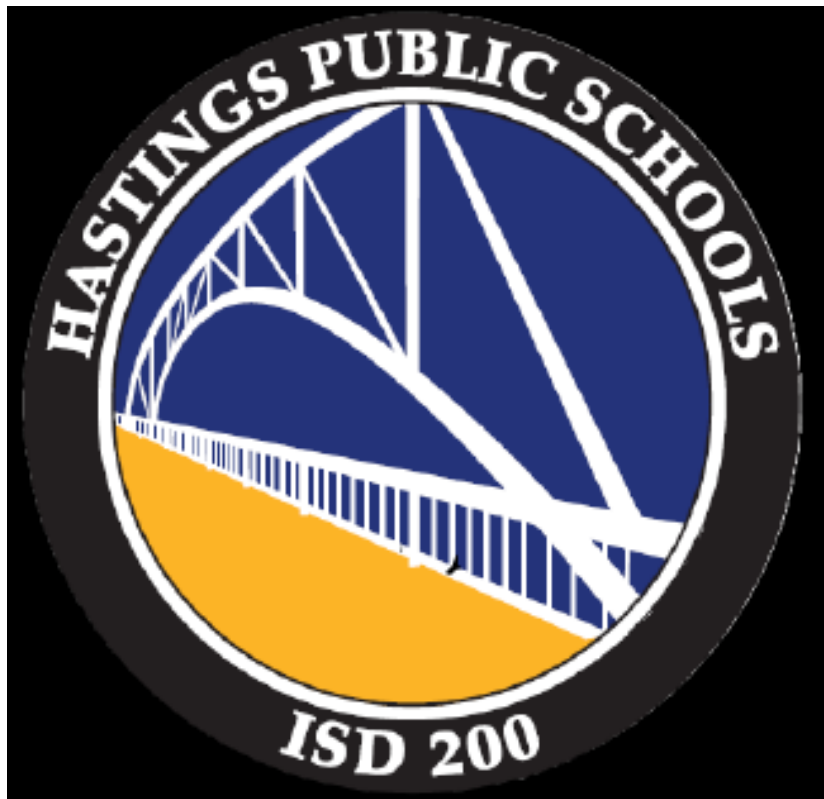


# BOARD MEMBER HANDBOOK

A Guide for  
Hastings Public Schools  
Board of Education Members



1000 West 11th Street  
Hastings, MN, 55033

<http://www.hastings.k12.mn.us>

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# HASTINGS PUBLIC SCHOOLS LEADERSHIP DIRECTORY

2025-2026

## BOARD MEMBERS

	PHONE NUMBER	EMAIL ADDRESS
Director Philip Biermaier	651-295-3064	<a href="mailto:pbiermaier@isd200.org">pbiermaier@isd200.org</a>
Director Matt Bruns	651-226-5697	<a href="mailto:mbruns@isd200.org">mbruns@isd200.org</a>
Director Jessica Dressely	651-366-7130	<a href="mailto:jdressely@isd200.org">jdressely@isd200.org</a>
Director Melissa Millner	651-353-4325	<a href="mailto:mmillner@isd200.org">mmillner@isd200.org</a>
Director Carrie Tate	612-354-0732	<a href="mailto:ctate@isd200.org">ctate@isd200.org</a>
Director Jenny Wiederholt-Pine	651-503-3161	<a href="mailto:jwiederholtpine@isd200.org">jwiederholtpine@isd200.org</a>
Director Mark Zuzek	651-335-0786	<a href="mailto:markzuzek@isd200.org">markzuzek@isd200.org</a>
Student Representative Jenevieve Behnke		
Student Representative Briseis Rusnacko		
Student Representative Victoria Steinke		
Student Representative Aidan Suarez-Garcia		

## EXECUTIVE STAFF

Superintendent of Schools Tammy Champa	651-480-7001	<a href="mailto:tchampa@isd200.org">tchampa@isd200.org</a>
Administrative Assistant LynDee Humble	651-480-7013	<a href="mailto:lhumble@isd200.org">lhumble@isd200.org</a>

## LEADERSHIP CABINET

Director of Building/Grounds & Safety Scott Stockdale	<a href="mailto:sstockdale@isd200.org">sstockdale@isd200.org</a>
Director of Community Education/Communications Kari Gorr	<a href="mailto:kgorr@isd200.org">kgorr@isd200.org</a>
Director of Finance & Operations Jen Seubert	<a href="mailto:jseubert@isd200.org">jseubert@isd200.org</a>
Director of Human Resource Cathy Moen	<a href="mailto:cmoen@isd200.org">cmoen@isd200.org</a>
Director of Student Support I Services Jill Petersen	<a href="mailto:jpetersen@isd200.org">jpetersen@isd200.org</a>
Director of Teaching & Learning Andrew Hodges	<a href="mailto:ahodges@isd200.org">ahodges@isd200.org</a>
Director of Technology Missy Williams	<a href="mailto:mwilliams@isd200.org">mwilliams@isd200.org</a>
High School Principal Scott Doran	<a href="mailto:sdoran@isd200.org">sdoran@isd200.org</a>
Kennedy Principal Kyle Latch	<a href="mailto:klatch@isd200.org">klatch@isd200.org</a>
Pinecrest Principal Paul Bakker	<a href="mailto:pbakker@isd200.org">pbakker@isd200.org</a>
McAuliffe Principal Matt Esterby	<a href="mailto:mesterby@isd200.org">mesterby@isd200.org</a>
Middle School Principal Ryan Wynn	<a href="mailto:rwynn@isd200.org">rwynn@isd200.org</a>

# DISTRICT BUILDINGS



District Office

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



Hastings High School  
Grades 9 -12 and  
Area Learning Center

200 General Sieben Drive, Hastings, MN 55033  
(651) 480-7470  
(651) 480-7690



Hastings Middle School  
Grades 5 - 8

1000 West 11th Street, Hastings, MN 55033  
(651) 480-7060



Kennedy Elementary  
Grades K - 4

1175 Tyler Street, Hastings, MN 55033  
(651) 480-7220



McAuliffe Elementary  
Grades K - 4

1601 West 12th Street Hastings, MN 55033  
(651) 480-7390



Pinecrest Elementary  
Grades K -4

975 West 12th Street Hastings, MN 55033  
(651) 457-9426



Tilden Community Center  
Early Learning Programming,  
Adult Education,  
Family Education,  
Community Education

310 River Street, Hastings, MN 55033  
(651) 480-7680

# THE STORY OF HASTINGS PUBLIC SCHOOLS

## OUR HISTORY

In February 1866, the Minnesota legislature passed an act that allowed Hastings to establish an independent school district, provided that all children between the ages of five and twenty- one be admitted to schools for free. In April 1866, the board of education for the school district of Hastings was organized. The newly formed board sought bids to construct two schoolhouses, Everett grade school in the First Ward and Cooper grade school in the Third Ward.



August 13, 1866, the board of education authorized school terms of nine months.

Bryant school building was sold to the school board in 1867 for \$6,000 and renamed Irving School. In 1870, Tilden school was built and named after Samuel Tilden, New York Governor and the Democratic candidate for president in the disputed election of 1876. Irving School was replaced by Central school in 1899. Six decades of Hastings students went to classes in “Old Central” between 1899 and 1959. In 1954, the Hastings Middle/High school was built alongside Central school. Several additions to the building later, it became the Hastings Middle School until 1999. Many schools were built between 1959-1988, including the new Tilden and Cooper buildings, John F. Kennedy Elementary School, Pinecrest Elementary School, the current Middle School, and McAuliffe Elementary School.

Our newest addition was the 100-acre Hastings High School, which was completed in August of 2001. The new Hastings High School offered our students the ability to connect to the community with up-to-date facilities that enhance the learning environment. Also, during this time, ISD #200 adopted a new school district logo depicting the bridge to learning. On April 3, 2003, the board of education approved a proposal to close Cooper school, which resulted in over a million in budget reductions. In addition, Tilden became a Kindergarten site and eventually changed to the Community Education Center in 2011.

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## HASTINGS PUBLIC SCHOOLS TODAY

The Hastings School District encompasses over 170 square miles and is geographically one of the largest school districts in the Twin Cities metropolitan area. The school system has a Kindergarten through grade twelve enrollment of approx. 4,300 students and a total district population of about 28,000 residents. Independent School District #200 serves Hampton, Hastings, Miesville, New Trier, and Vermillion, and portions of Denmark, Douglas, Hampton, Marshan, Nininger, Ravenna, and Vermillion townships. While most of the school district is located in Dakota County, parts of ISD #200 are in Washington and Goodhue Counties.



# INTRODUCTION: ONBOARDING

The purpose of this handbook is to outline the board's operating procedures and norms. It also includes important information on policies, meetings, committees, partnerships and communication. Its ongoing guidance is meant to enable each board member to fulfill essential governance duties and to exercise their responsibilities as a board member, while also providing expectations, and standards of behavior for the conduct of the board.

*Through our commitment and work, the members of the Hastings Public Schools Board of Education will strive to provide an excellent public education that meets the needs of all students in our district. As a board, we will model with each other the leadership and relationships we seek to build with others. The way we run meetings and interact with one another sends clear signals about how we value the mission of the district. Collaborative relationships based on trust and accountability inspire confidence in our leadership and the vision of what we intend to create for Hastings Public Schools.*

## SCHOOL BOARD NORMS

Norms are not dictated by policy, nor mandated by law, but by explicitly stating board norms, every board member will understand how the board operates to complete its work and how to interact with one another. Norms provide a standard against which board members can give each other feedback, evaluate efficiencies, and improve board operations. The board maintains its ability to be flexible and through general consensus at a working session, the board may add, remove, and/or replace norms to improve the board's operations. **When we know better, we do better!**

## NAVIGATING THE HANDBOOK

- All active links are underlined
- Five general terms used throughout this handbook should be explained. From this point forward, the words, "board", "board member", "district", "chair", and "meeting" will have the same meaning as the formal terms, "school board", "school board member", "school district", "school board chair", and "school board meeting".

## HANDBOOK MAINTENANCE & REVIEW PROCEDURE

- During each year, the handbook may undergo a brief review by the policy committee that will:
  - Ensure consistency with the 200 series policies, and procedures;
  - Be presented to the board for discussion during a working session; and
  - Be adopted by a majority vote during a single board meeting.
- During the review of the 200 series policies, the handbook will undergo a full review that will:
  - Ensure consistency with the 200 series policies, and procedures;
  - Seek input and feedback regarding best practices;
  - Be presented to the board for discussion at a working session; and
  - Be adopted by a majority vote of the board following the 3 reading procedure.
- Board members may propose additions/revisions to the handbook by sending an email to the chair & superintendent requesting to add "handbook discussion" as a topic for an upcoming working session.
- The handbook may be updated to reflect adopted policy changes without further board action;
- Links to policies, procedures, and board norms may be updated without further board action;
- The date that this handbook was last reviewed, updated, and/or revised, is included on the last page of this handbook.

# SCHOOL BOARD MEMBERS

Board members have the duty of the care, management, and control of the public schools of the school district in accordance with the authority granted to them in law.

## AS A MEMBER OF THE SCHOOL BOARD, I WILL:

- Attend all school board meetings, working sessions, committee meetings, and board retreats;
- Come to the meetings prepared for discussion of the agenda items;
- Listen to the opinions and views of others;
- Vote my conscience unless I abstain because a conflict of interest exists;
- Support the majority decision. This does not mean that my position has changed, but it does mean that I support & I respect the fairness of the board's voting process;
- Seek to understand the context of the decisions made by previous boards; and
- Be motivated by a desire to provide the best possible education for all students in Independent School District 200.

## IN PERFORMING THE FUNCTIONS OF A SCHOOL BOARD MEMBER, I WILL:

- Focus on students, and education;
- Consider myself a trustee of public education and I will do my best to protect, conserve, and advance its progress;
- Recognize that my responsibility, exercised through the actions of the board as a whole, is to see that the schools are properly run – not to run them myself;
- Work collaboratively with the superintendent; and
- Delegate the implementation of board decisions to the superintendent.

## LEGAL OBLIGATIONS OF A SCHOOL BOARD MEMBER

- Comply with all federal, state and local laws relating to my work as a board member;
- Comply with all policies and procedures as adopted by the board;
- Abide by all rules and regulations as promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts;
- Transact district business in an open meeting of the board;
- Avoid conflicts of interest and refrain from using a board position for personal gain; and
- Guard the confidentiality of information that is protected under applicable law.

## RESPONSIBILITY TO THE COMMUNITY THAT WE SERVE

- Plan for both the present and future educational needs of students;
- Obtain adequate financial support for the school district's programs;
- Insist that business transactions of the school district be ethical and open;
- Strive to uphold my responsibilities and accountability to the taxpayers in my school district; and
- Fully accept my fiduciary responsibility to focus on the district's need for resources to carry out its mission and goals, approve a school district budget that protects the future fiscal integrity of the district and is an effective use of public funds.

# DUTIES OF THE SCHOOL BOARD

*ISD 200 Policy 201*

## THE SCHOOL BOARD SHALL PERFORM THE FOLLOWING:

- provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;
- conduct the business of the schools and pay indebtedness and proper expenses;
- employ/contract with necessary qualified teachers and discharge the same for cause;
- provide services to promote the health of its pupils;
- provide school buildings and erect needed buildings;
- purchase, sell, and exchange school district property and equipment as deemed necessary by the school board for school purposes;
- provide for payment of claims against the school district, and prosecute and defend actions by or against the school district, in all proper cases;
- employ and discharge necessary employees and contract for other services;
- provide for transportation of pupils to and from school, as governed by statute; and
- procure insurance against liability of the school district, its officers, and employees.

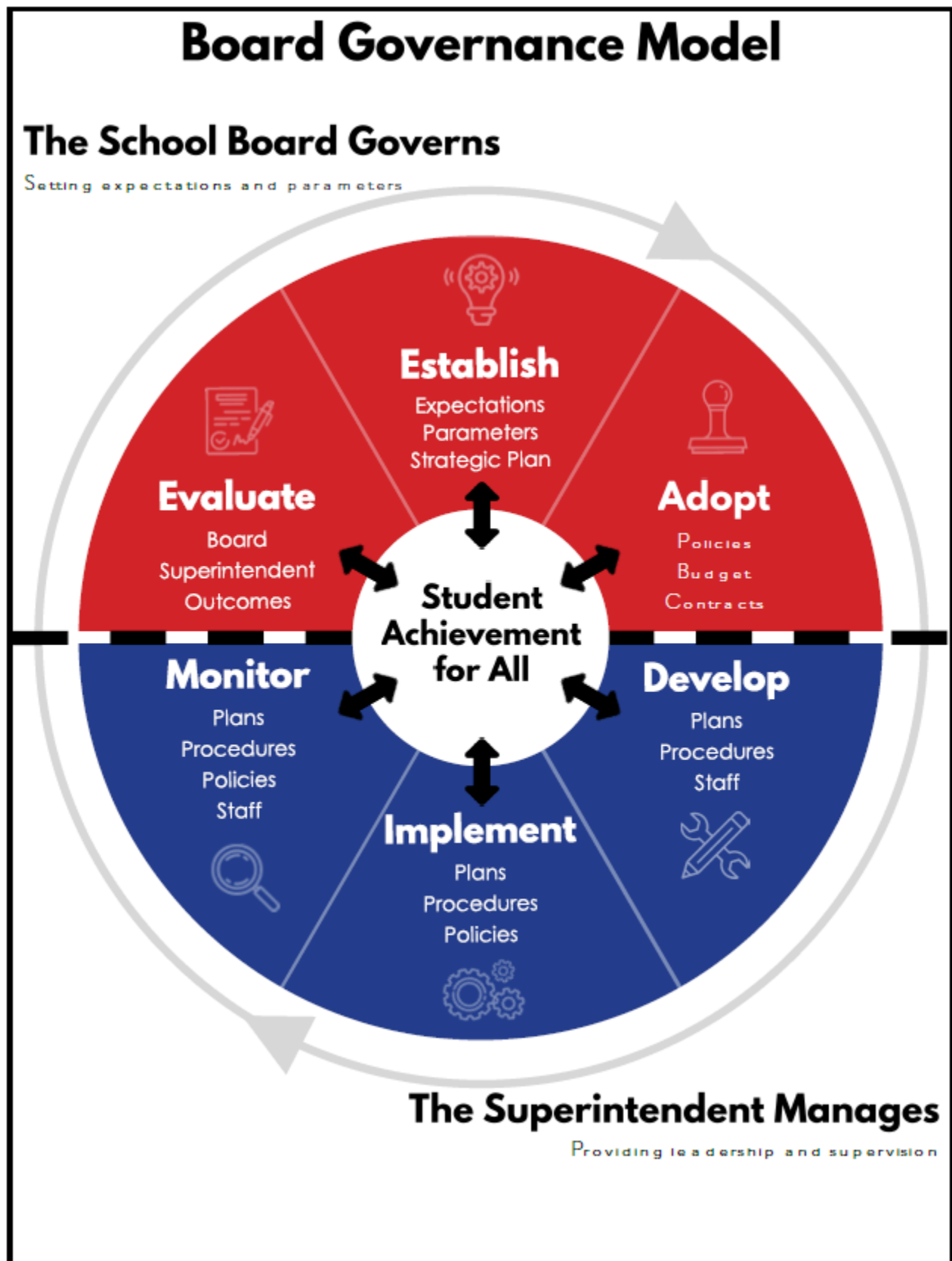
## THE SCHOOL BOARD MAY PERFORM THE FOLLOWING:

- provide library facilities, public evening schools, adult and continuing education programs, summer school programs, and intersession classes of flexible school year programs;
- provide free breakfast & lunch for pupils in accordance with MN statute and furnish lunch for teachers on such terms and prices as the school board determines;
- enter into agreements with one or more other independent school districts to provide for agreed-upon educational services;
- lease rooms or buildings for school purposes;
- authorize the use of school facilities for community purposes that will not interfere with their use for school purpose;
- authorize co-curricular and extracurricular activities;
- receive, for the benefit of the school district, bequests, donations, or gifts for any proper purpose; and
- perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools.



# BOARD GOVERNANCE MODEL

MSBA Board Development





**INDEPENDENT  
SCHOOL  
DISTRICT 200**

## STRATEGIC PLAN

ONE MISSION. SEVEN CORE VALUES. ALL LEARNERS.



## MISSION

*Our Core Purpose*

**We Care**  
**We Empower**  
**We Achieve**

Students are the heart of all we do

## OUR CORE VALUES

*Drivers of Our Words and Actions*

**1**

**Student-Centered** - Students at the heart of our words, actions, and decisions

**2**

**Compassion and Respect** - How we treat each other daily

**3**

**Agility** - Building capacity and skill to proactively respond to the signs of the times, the conditions, and the needs of oneself and others

**4**

**Innovation** - Constantly striving to improve and to creatively address challenges and opportunities

**5**

**Voice and Choice** - Expressing one's experiences and pursue one's passions

**6**

**Partnership** - Seeking to connect, to engage, to leverage the assets and interests of others to improve our students, schools, and communities

**7**

**Empathy** - Aspiring to understand and share the feelings of another

## VISION

*What We Intend to Create*

**Hastings Public Schools is The Choice of Families for:**

### A Caring and Inclusive Culture for All

- Safe, accepting, and respectful schools where individual uniqueness, talents, and interests are nurtured
- One's voice is expressed, heard, and valued
- A united and resilient culture of family and community

### That Empowers Students, Families, and Staff

- Opportunities and choices are accessible and diverse
- Community collaborations and connections are abundant, robust, and engaging
- Service and support to school and community is energized, recognized, and celebrated

### Focused on Achievement and Engagement in All We Do

- All students and staff realize the depth and breadth of their passions and are supported academically, socially, and emotionally to achieve
- Learning and development as a whole person is energizing, empowering, engaging, and excelling for students and staff

## STRATEGIC ANCHORS

*Drivers of Our Continuous Improvement*

### A. Engaged Learners

### B. Effective Operations

### C. Communication and Collaboration

# THE ELECTION IS OVER; WHAT'S NEXT?

## CERTIFICATION OF FILING

The Certification of Filing is due no later than seven days after the general election. Access form [here](#).

## CANVASS

Between the third and tenth days after a school district election, the school board shall canvass the returns and declare the results of the election.

## CERTIFYING RESULTS

The school district clerk shall certify the results of the school district election to the county auditor.

## CAMPAIGN FINANCE REPORTING

Candidates must submit all campaign finance reports required by *MN Statute Section 211A.02* to the school district clerk.

## CERTIFICATE OF ELECTION

After the time for contesting results has passed (five days after the canvass is completed) and after confirming that all campaign financial reports have been filed, the school district clerk shall issue a certificate of election to each successful candidate. The successful candidates shall sign & file "Acceptance and Oath of Office" (document provided by the district) with the clerk within 30 days. **NORM:** The school district clerk will contact successful candidates to complete this process at the district office.

## DISTRICT HUMAN RESOURCES & Human Resources will contact you

- Complete intake
- Provide Forms
- Collect contact information
- Background check
- Set up email, and payroll

## ADMINISTRATIVE ASSISTANT Administrative Assistant will contact you

- Request your photo
- Request telephone number for website
- Schedule one on one with the superintendent
- Provide & explain access to electronic resources
- Provide MSBA website login

## OATH OF OFFICE

Every person elected or appointed to any public office shall take an oath or affirmation to support the U.S. Constitution and the Constitution of Minnesota, and to discharge faithfully the duties of their office to the best of their judgment and ability. **NORM:** Newly elected school board members participate in a Ceremonial Oath of Office prior to being seated at the board table during the Organizational Meeting. (Group board photo will be taken at the start of the Organizational Meeting).

## TERM OF OFFICE

Board members are elected to four-year terms commencing on the first Monday in January of the year following the November election and ending the first Monday in January, four years later. There is no limit on the number of consecutive terms a member can serve.

# WHAT'S NEXT CONTINUED . . .

## APPOINTMENTS TO FILL VACANCIES

A vacancy on the board shall occur when a member dies, resigns, or ceases to be a resident of Independent School District #200. Any vacancy on the board must be filled by a board appointment at a regular or special meeting. The board will fill all vacancies in accordance with legal requirements and MN Statute Section 123B.09 subd.5b.

## RESOURCES TO PREPARE

Review content available on the [district's website](#) or click on the links below:

- [District Policies](#)
- [Strategic Plan](#)
- [Previous meeting minutes & agendas](#)
- [Board meeting information and schedule](#) click Future Meetings
- Board meetings: Attend in person or [watch online](#)
- Connect with current board members

## MINNESOTA SCHOOL BOARD ASSOCIATION

MN Statute Section 123B.09 subd.2 - A board member shall receive training in school finance and management developed in consultation with the Minnesota School Boards Association. Attending the Minnesota School Boards Association's "Learning to Lead Workshops I & II" fulfills this requirement. **NORM:** Sign up for MSBA workshops & conferences by contacting the district's administrative assistant.

Learning to Lead Workshops;

- Phase I: Learning to Lead – School Board Basics
- Phase II: Leadership Foundations – School Finance and Management
- Phase III: Building a High-Performance School Board Team
- Phase IV: Representing your Community through Policy and Engagement
  - Virtual workshops are held in late November, and early December.
  - In-person workshops are held during MSBA Leadership Conference in January

## BOARD MEMBER COMPENSATION

During the Organizational Meeting the board will vote to establish annual board member compensation. Pay dates are the 5th and 20th of each month.

- Board member annual compensation: \$4,250 (2024)
- Board chair annual compensation: \$4,750 (2024)
- Intermediate School District #917 liaison annual compensation: determined by 917's board

## BOARD MEMBER EXPENSE REIMBURSEMENT

Expense reimbursement requests must be approved by the school board chair prior to incurring the expense. Board members may request reimbursement in accordance with Policy 412.1 PR .

Note: The maximum meal reimbursement will be in accordance with local per diem and mileage reimbursement is based on the Internal Revenue Service (IRS) standard mileage rate.



# AGENDAS AND MINUTES

## AGENDA PREPARATION

The board will conduct business during meetings through an adopted agenda that advances board work and district goals. While each board member has the right to request additions, amendments, or revisions to the agenda prior to its adoption during a regular board meeting, it shall be the responsibility of the board chair and superintendent to develop, prepare, and arrange the tentative items for the agenda of each board meeting and working session. **NORM:** For an item, presentation or material request to be considered for placement on the agenda, board members will strive to make email requests to the board chair and superintendent at least seven (7) days prior to the scheduled meeting. If the request is not added to the next meeting agenda, the board chair will follow up with the board member regarding the status of the request.

## POSTED AGENDAS FOR REGULAR MEETINGS

The preliminary agenda with supporting documents will be posted in BoardBook, five (5) days prior to the scheduled meeting (Friday afternoon). It is expected that all board members read the agenda prior to the meeting. **NORM:** It may be necessary to add items to the agenda after it has been posted in BoardBook. The superintendent or designee will send an email informing board members of any additions or changes to the posted agenda.

## POSTED AGENDAS FOR WORKING SESSIONS

The agenda and available supporting documents will be posted in BoardBook, five (5) days prior to the scheduled meeting. If supporting documents are not available at the time of posting, the board expects to receive a printed packet containing these materials at the working session.

**NORM:** A board member's questions pertaining to agenda items requiring time and preparation for response should be emailed to the superintendent as soon as possible, and ideally at least three days [72 hours] in advance of the meeting. The superintendent will review the question to determine if the information is readily available. If the information is readily available, it will be provided by email to the full board. If the information is not readily available, the superintendent or designee will follow up with the board member regarding the status of the request.

**NORM:** If a clerical error is identified in a presentation, report, agenda or minutes, board members will email requests for corrections to the district's administrative assistant, this ensures that the correction can be made prior to the meeting. Clerical errors should not be addressed during the meeting.

## MEETING MINUTES

Minutes will be carefully recorded to include all actions of the board and all votes taken at a board meeting by the board's clerk or designee. Meeting minutes shall be adopted or modified by the board at a subsequent meeting. Once adopted, the meeting minutes shall be available at the district office and may be posted in BoardBook. A summary of the meeting shall be published in the official newspaper of the district.

# MEETING OPERATION NORMS

## OPEN MEETING LAW

The Open Meeting Law is intended to preserve the rights of the public to observe actions and decisions of its representatives. To satisfy this, all meetings of the board will be open to the public for attendance, and a schedule of the board's regular meetings and working sessions will include times and locations, and shall be kept on file at the district office. Additionally, the board will ensure that a schedule of meetings is posted on the district's website. The Open Meeting Law applies to all meetings of the public body and, in general, meetings of its committees and subcommittees. For the law to apply, a quorum (a majority of the members of the board) must be present. Although the responsibility to ensure that meetings are properly noticed lies with the board, this operational activity is typically carried out by the individual who functions as the clerk to the board.

## LOCATION OF MEETINGS

Regular board meetings and working sessions are held at the Hastings Middle School in the Media Center. Committee meetings are held at the District Office in Conference Room A. All meeting location changes will be posted on the district's website.

## QUORUM

In order for a board meeting to be official and before any action can be taken by the board, at least a quorum of board members (four or more of the seven members) must be present. In the absence of a quorum, the only official action that the board may take is to adjourn the meeting. The gathering of a quorum constitutes a meeting if "members discuss, decide, or receive information as a group on issues relating to the official business of the district."

## PRESIDING OFFICER

The chair will preside over all board meetings. In the event that the chair is unable to preside, the vice-chair will perform the duties of the chair. Should both the chair and vice-chair be unable to preside, the clerk will perform the duties of the chair. In the unlikely event that the chair, vice-chair, and clerk are unable to preside, the treasurer will perform the duties of the chair.

## PARLIAMENTARY AUTHORITY DURING MEETINGS

Robert's Rules of Order will govern the board in its deliberations of "Action Items" during regular, closed, emergency, and special board meetings. The board must discuss and vote on each "Action Item" one motion at a time. All motions that require a second, shall receive a second prior to discussion or debate. The member that makes the motion, has the first opportunity to speak to the motion. Additional members may speak to the motion, by raising their hand to request the floor. When a member has the floor, no other member shall interrupt unless allowed per Robert's Rules. Once a motion has been made and received a second, all discussion should be focused on the motion that is on the table.

Motion	A member makes a motion or the chair may ask for a motion & a second
Second	Another member seconds the motion
Restate Motion	The chair restates the motion
Discuss/Debate	The members debate/discuss the motion
Vote	The chair restates motion and asks for affirmative votes, and then negative votes
Announce Vote	The chair announces the results of the vote

# MEETINGS OF THE BOARD

## ATTENDANCE TO MEETINGS

All board members are expected to attend all meetings. However, it is recognized that scheduling conflicts will occur. **NORM:** A board member should notify the board chair and the district's administrative assistant by email as soon as they are aware of a scheduling conflict.

## VOTING

Each elected member of the board will have one vote. A roll call vote will be taken when required by law or when requested by any board member.

## ORGANIZATIONAL MEETING

The first meeting in January will be devoted to business required for the proper organization of the board. The board will take their annual group photo. The agenda may include;

- Administering the *Oath of Office* for new board members, new members seated;
- Electing officers for chair, vice-chair, clerk, and treasurer (see election procedure on pg.19);
- Setting board member compensation and meeting dates & times for the calendar year;
- Establishing standing committees & committee members;
- Determining time, place, and manner for public comments;
- Designating District Depositories; and
- Selecting the official newspaper & the district's legal counsel.

## REGULAR BOARD MEETINGS

Regular board meetings are the formal process where the board meets as a whole to conduct the business of the school district. Meetings shall be conducted in a manner that allows board members the opportunity to review district related topics, discuss district business, and vote on action items in a timely and consistent manner. Regular Board Meetings are recorded and live streamed by Hastings Community TV.

**NORM:** Addressing others during regular board meetings - it is appropriate to use official titles followed by last name:

### Administrative

Assistant	(last name)	Principal	(last name)
Chair	(last name)	Superintendent	(last name)
Clerk	(last name)	Treasurer	(last name)
Director	(last name)	Vice Chair	(last name)

## WORKING SESSIONS

Working sessions are for board members to receive detailed reports, for district staff & board committees to introduce recommendations, and also provides time for the board to discuss topics prior to board action. Board members should utilize this time to ask clarifying questions, and request additional information. Working sessions are not recorded or live streamed. **NORM:** Addressing others during working sessions - it is appropriate to use first names.

# MEETINGS OF THE BOARD CONTINUED . . .

## SPECIAL MEETING

Any meeting that was not previously approved during the Organizational Meeting is considered a “special meeting”. When it is necessary to call a special meeting, the district’s administrative assistant will post a notice including the meeting date, time, place, and purpose on the district’s website three days before the meeting. The board’s actions during a special meeting are limited to the topics included in the notice.

## EMERGENCY MEETING

An emergency meeting is a special meeting called because of circumstances that require immediate consideration by the board. Notice of an emergency meeting must be given to the members of the board. Posted or published notice is not required per *MN statute 13D.05 subd.3*.

**CLOSED MEETING** MN Statute 13D.05, subd. 2 & 3 govern what constitutes a closed meeting  
All documents provided and notes taken will be collected at the end of the meeting.

<b>What meetings MUST be closed?</b> <b>Meetings that discuss:</b>	<b>What meetings MAY be closed?</b> <b>Meetings that discuss:</b>
Alleged victims or mandated reporters of criminal sexual conduct, domestic violence, or maltreatment	Employee performance evaluations, but the meeting must be open at employee's request
Active criminal investigations and law enforcement officer misconduct	Labor negotiations
An individual's medical records	Certain security matters
Not public education data, medical data, welfare data and mental health data	Certain property transactions (asking price for property, review of confidential appraisals, develop offers or counteroffers)
Preliminary consideration of allegations or charges, but the meeting must be open at employee's request	
Meetings closed as permitted by the attorney-client privilege	
Meetings closed as expressly authorized by statute	

## BOARD RETREAT

The board will hold at least one annual retreat for board development. These meetings are not open to the public since no board business will be discussed. In addition, the superintendent may provide various opportunities throughout each calendar year for board member development.

## MEETINGS CANCELLED DUE TO WEATHER

If a meeting is canceled due to inclement weather or other unforeseen circumstances, it will be rescheduled to the next business day, same location and time.



# PUBLIC COMMENTS TO THE BOARD

This time is for citizens who wish to address the board regarding school district related topics. Board members will not engage in discussion or provide responses during this time. For additional details regarding public comments, see Policy 206 and 206.1FRM. Prior to opening public comment and recognizing the first speaker, the chair will provide a verbal reminder of expectations.

- Data Privacy rules and the penalties for violations in accordance with *MN Statute Section 13.09*;
- The chair will recognize one speaker at a time, and will rule out of order other speakers who are not recognized;
- Only those speakers recognized by the school board chair will be allowed to speak;
- Individuals who interfere with or interrupt a speaker may be directed to leave;
- If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one representatives or spokespersons to speak on behalf of the group or organization; and
- Board members will not provide responses during public comments.

## 206.2PR - PUBLIC COMMENTS PROCEDURE

In accordance with Policy 206, section X, the school board will develop the procedures for public comment during the Organizational Meeting, or as otherwise necessary. Procedures outlined include the time, place and manner for public comment.

Update this section after the Org. Meeting

- Meeting start time and day of the week  
Current practice: During each regular board meeting.
- Start time of the public comment session  
Current practice: Following the recognition of visitors on the agenda.
- The location of the public comment session  
Current practice: Hastings Middle School Media Center
- If the public comment sessions will be recorded/live streamed  
Current practice: Live streamed
- If public comment sessions will be summarized as outlined in Policy 203.2.  
Current practice: No summary necessary

# VISITING SCHOOL BUILDINGS AND CLASSROOMS

The purpose of this **NORM** is to outline procedures for school board members to visit district schools, and classrooms in a manner that supports transparency, fosters positive relationships, and ensures minimal disruption to the educational process. Board members are always welcome and encouraged to attend after school activities, concerts, and sporting events that are open to the public.

## SCHEDULING VISITS

Board members must email the building principal (copy the superintendent) to request and schedule a building visit at least one (1) business day in advance of their intended visit and five (5) business days in advance of their intended classroom visit.

## PURPOSE OF VISITS

Elementary classroom observation will not exceed 20 minutes. Secondary classroom observation will not exceed one class period.

- Board members will clarify the purpose of their visit when making arrangements and will identify subjects, programs, activities, and clubs rather than specific room numbers or teachers (e.g., "I would like to observe a fourth grade class", or "I would like to observe an English 10 classroom", or "I would like to observe a CIS class" or "I would like to observe the elective class that has highest number or lowest number of students enrolled")
- Visits are intended for observation and will not be used to evaluate staff or intervene.

## PROTOCOL DURING VISITS

To ensure the safety of all in the school and to avoid disruption to the learning environment, visitors must:

- Arrive on time;
- Report directly to the welcome desk or the main office upon entering the building;
- Sign in and provide a valid driver's license;
- Wear district issued identification badge at all times while on school grounds; and
- Respect classroom routines, and instructional time, and should not interrupt or disrupt the learning environment.

Principal or designee may or may not accompany the board member during the visit.

## COMMUNICATION

Please share the positives that you observe with respective personnel. Any concerns from the visit should be communicated to the superintendent or board chair, rather than directly to staff or students.. Board members must refrain from discussing confidential student or personnel matters observed during visits.

## STUDENT AND STAFF PRIVACY

Board members must adhere to all district policies regarding student and staff privacy, including compliance with the Family Educational Rights and Privacy Act (FERPA). Photos, videos, or recordings are prohibited without prior approval from the superintendent and the express consent of those being recorded.

## FOLLOW- UP

Following a visit, board members may be invited to share general observations or insights at a board meeting, provided the discussion respects confidentiality and focuses on policy-level considerations.

# COMMUNICATION PROTOCOLS

In order to ensure Open Meeting Law compliance (Minnesota Statute 13D), one way communications to distribute information to the board should come from the board chair, superintendent, or the district's administrative assistant;

- A board member should never Reply All;
- A board member should never participate in serial emails or conversations with a quorum of board members about a topic concerning the district; and
- If a board member receives information they feel the entire board needs; email the information to the board chair and superintendent.

The school board chair will maintain a Topic Action Registrar. This registrar is accessible to the full board and is intended to be a one way communication to board members for situational awareness. To ensure Open Meeting Law compliance, the topics on this registrar should not be discussed between a quorum of board members. If a topic needs to be discussed by the full board, it should be added as an agenda item in an open meeting by following the Agenda Preparation procedure outlined on page 12 of the Handbook.

The registrar will include documentation of any topic(s) addressed, dates of communications, names of constituents and any follow-up actions related to:

- Constituent concerns related to the school board or governance;
- Constituent concerns having been elevated to the school board when they feel it is not being addressed by the superintendent;
- Constituent concerns submitted to the entire board that are directed through the appropriate chain of command;
- Staff requests/concerns that must be addressed by the school board; and
- Constituent communications that are directed to staff for resolution.

The Topic Action Registrar will not include:

- Agenda item questions/concerns (they are accessible via a Google Doc maintained by the superintendent)

In general, all non-governance questions and concerns should follow a chain of command when being addressed. The proper chain of command for non-staff constituents is teacher, principal, superintendent, then school board. For staff, the first step in the chain of command is their supervisor. The superintendent should be the first chain of command when an issue involves multiple schools or when the issue is unresolved after already contacting a principal.

No Open Meeting Law Violation occurs when mail (electronic or printed) is used to distribute materials to board members. A problem or violation may arise when the board members respond to the information and begin a discussion of the materials. Additional information about Open Meeting Law is found here:

[Minnesota Open Meeting Law - Minnesota Counties Intergovernmental Trust \(mcit.org\)](https://mcit.org/Minnesota-Open-Meeting-Law-Minnesota-Counties-Intergovernmental-Trust)


## CONTACTING LEGAL COUNSEL

The board member authorized to contact legal counsel is the board chair.

# COMMUNICATIONS CONTINUED . . .

Situation	Communication Protocol
<p>If I get a phone call, email, or stopped in public with concerns from a constituent, including:</p> <ul style="list-style-type: none"> <li>• Staff member</li> <li>• Student</li> <li>• Parent</li> <li>• Community Member</li> </ul>	<p>Request name and phone number of the constituent if contacted via phone or while in public. Always seek to identify the situation/interest. Board members should:</p> <ul style="list-style-type: none"> <li>• Thank the person for contacting them and for bringing the issue to their attention;</li> <li>• Redirect staff to supervisor/ principal;</li> <li>• Redirect student to teacher/principal;</li> <li>(Caution: Follow district procedures if a safety concern is raised)</li> <li>• Redirect parent appropriately per the chain of command;</li> <li>• In all situations notify the superintendent by email or phone call for situational awareness;</li> <li>• Be available for contact in the future if redirecting does not address the concern;</li> <li>• Be alert to “patterns” of like concerns, and if present, notify the superintendent by email and possibly the board chair;</li> <li>• Contact the board chair in addition to the superintendent if the concern raises governance questions (the chair will then add it to a topic action registrar);</li> <li>• Not try to solve the problem/issue independently; and</li> <li>• Immediately notify the superintendent and chair if they are threatening to elevate a situation to the media/social media.</li> </ul>
<p>If I get an email that is addressed to the entire board with concerns from a constituent, including:</p> <ul style="list-style-type: none"> <li>• Staff member</li> <li>• Student</li> <li>• Parent</li> <li>• Community Member</li> </ul>	<p>The board chair will respond on behalf of the board using these guidelines:</p> <ul style="list-style-type: none"> <li>• Contact the superintendent and possibly legal, if needed;</li> <li>• Respond within 72 hours;</li> <li>• Reply including all board members for situational awareness;</li> <li>• In the event of a conflict of interest, the chair will coordinate with the superintendent and vice chair to identify responsibility for responding (the chair will communicate any delegation of duty to the entire board);</li> <li>• The board chair will document the communication in the Topic Action Registrar; and</li> <li>• Board members are able to reply individually to constituents, but should do so cautiously if the chair has already responded on behalf of the board. If doing so, board members should advise the constituent they are replying as a board member and not on behalf of the full board.</li> </ul>

# COMMUNICATIONS CONTINUED . . .

Situation	Communication Protocol
As a board member, what should I do if I have a concern or complaint?	<ul style="list-style-type: none"> <li>• Contact the chair and the superintendent directly, in person, by phone or by email;</li> <li>• Don't engage in serial meetings or emails with other board members;</li> <li>• Be clear, explain your concern and/or complaint               <ul style="list-style-type: none"> <li>◦ If it relates to the board's operations, offer a solution;</li> </ul> </li> <li>• Identify what in the concern is governance work and what is management work; and</li> <li>• Don't raise an issue as a surprise in a working session or a regular meeting. Allow the board chair, and superintendent time to research and prepare for a board discussion.</li> </ul>
What if I disagree with a report or presentation to the board?	<ul style="list-style-type: none"> <li>• Submit questions &amp; concerns by email to the superintendent;</li> <li>• If the disagreement is in the details, request a meeting with the superintendent to discuss;</li> <li>• Do not surprise administrators or your fellow board members at a meeting; and</li> <li>• Praise publicly, confront privately</li> </ul>
Regular One Way Communications: <ul style="list-style-type: none"> <li>• Board chair to board members</li> <li>• Superintendent to board members</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Board Chair Notes</b> - weekly email to all board members and the superintendent to celebrate successes from the previous week, identify upcoming activities, and note changes/additions in future board work</li> <li>• The chair may send other informational emails (If a questions arises, email the chair separately)</li> <li>• <b>Weekly Wrap</b> - weekly email from the superintendent each week.</li> </ul>
Accessing the school board's shared Google Drive folder	<ol style="list-style-type: none"> <li>1. Login to your district email</li> <li>2. Top right corner, click <i>Google Apps</i></li> <li>3. From drop down click the <i>Drive</i> logo</li> <li>4. Click <i>Shared Drives</i></li> <li>5. From dropdown click <i>2024 School Board Shared Docs</i></li> </ol> 
Communication Among Board Members	No open meeting violation occurs when mail (electronic or printed) is used to distribute materials to board members. A problem or violation may arise when the board members respond to the information and begin a discussion of the materials.

# ELECTION OF OFFICERS

The chair, vice-chair, treasurer, and clerk of the board are elected annually at the Organizational Meeting in January.

## ELECTION OF OFFICERS PROCEDURE

- The acting chair asks for nominations. Any member of the board may nominate any other board member, and nominations do not require a second.
- If no other nominations are immediately offered, the acting chair should pause and repeat the call for nominations.
- The acting chair should again pause and repeat the call for nominations a third time to ensure that any board members wishing to make a nomination has ample opportunity to do so.
- After the third call for nominations, if no other nominations are forthcoming, the acting chair should close the nomination for the office.

## SCRIPT FOR NOMINATION PROCEDURE

- **Acting Chair:** "Nominations are now in order for the office of chair."
- **Director\_\_\_\_\_:** "I nominate Director\_\_\_\_\_."
- **Acting Chair:** "Director\_\_\_\_\_ is nominated. Are there any other nominations for the office of chair?"
- **Acting Chair:** "Are there any further nominations for the office of chair?"
- **Acting Chair:** "Are there any further nominations for the office of chair?"
- **Acting Chair:** "If there are no further nominations ... [pause] ... nominations for the office of chair are closed."

## SCRIPT FOR VOTING PROCEDURE

All votes must be recorded as required by Minnesota's Open Meeting Law

1. If a single nomination
  - **Acting Chair:** "Director\_\_\_\_\_ is the only candidate nominated for the office of chair, can I see a show of hands for those in support?"
  - **Acting Chair:** Announces the vote "Let the minutes show that Director\_\_\_\_\_ has been elected to the office of chair." **MOVE TO STEP 3**
2. If multiple nominations, vote is required and will be in the order of the nominations
  - Acting Chair:** "All those in favor of the Director\_\_\_\_\_ for the office of chair raise your hands."
  - Acting Chair:** "All those in favor of the Director\_\_\_\_\_ for the office of chair raise your hands."
  - Three or more candidates, requires a roll call vote.
  - Acting Chair:** "Director\_\_\_\_\_ received a majority of the votes cast and is elected chair of the school board." **MOVE TO STEP 3**
3. The newly elected chair then immediately assumes the duties of the presiding officer and conducts the election of other officers following the same procedure.

# ROLES OF OFFICERS

## ROLES OF BOARD OFFICERS

Once elected, officers will immediately assume their duties. All board members maintain equal rights, equal voices, and equal access to information.

### Chair

- Presides at all school board meetings, countersigns all orders upon the treasurer for claims allowed by the board, represents the school district in all actions, and performs all duties a chair usually performs. See pages 23 & 24 for board chair norms.

### Vice-Chair

- Perform the duties of the chair in the event of the chair's temporary absence.

### Clerk

- Reads resolutions and, when necessary, records attendance and roll call votes;
- Signs documents when necessary;
- Perform such duties of the chair in the event of the chair's and vice-chair's temporary absence; and
- Since certain duties of the clerk require the clerk to be available regularly in the district office, Minnesota law allows other persons (such as the district's administrative assistant under the direction of the board clerk) to perform some duties of clerk. Including but not limited to the following:
  - Keep and maintain permanent records of the school board, including records of the minutes;
  - Ensure all public records maintained by the district are available for inspection by the public during the district's regular business hours at the district office;
  - Perform election duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections; and
  - Notify all persons elected within three days after an election.

### Treasurer

- Signs documents when necessary;
- The treasurer shall perform such duties of the chair in the event of the chair's, vice-chair's, and clerk's temporary absence; and
- Since certain tasks of the treasurer require the treasurer to be available regularly to the district's administration. The law allows the board by resolution to name a person (such as Director of Finance) to perform certain duties of treasurer. Including but not limited to the following:
  - Deposit district funds in the official depository;
  - Make reports called for by the board and perform other duties a treasurer usually performs; and
  - In the event of insufficient funds to pay valid orders presented to the treasurer, receive, endorse, and process the orders according to the law.


### Student School Board Representatives

Four student representatives serve on the school board as non-voting members for a 1-year term.

# BOARD CHAIR NORMS

## ANNUALLY

- Make Committee Assignments (January) - consider board member interest, experience, time availability and equivalent distribution of workload. Make sure 917 and policy committee members understand the level of work required;
- Make Mentor Assignments (January following election years) - consider board member temperament, experience, previous relationship, and time availability;
- Initiate conversations related to the 200 Series - School Board Policies, Procedures and Norms. Highlighting Policy 209 Ethics and Policy 215 Addressing School Board Member Violations (as necessary);
- Set up Board Work Calendar (prior year chair starts a draft in Sept/Oct and responsibility is transferred to new chair in January) - incorporate board working sessions, regular meetings, board development, responsibilities to superintendent, legislative work, and board member meeting conflicts. Board Work Calendar is maintained in the board's shared google drive;
- Develop a draft 3-year work plan during the July/August working session, to get board response prior to final approval during July/August regular meeting; and
- Maintain the board's shared folder in Google Drive.

 <b>School Board Governance Work Plan November 2024</b>	
<b>Strategic Anchors</b>	<b>Priorities for 2024-2025 School Year</b>
<b>Engaged and Successful Learners</b>	<ul style="list-style-type: none"> <li>• Monitor Vision Card Results</li> <li>• Discipline &amp; Building Reports</li> <li>• Monitor and Adjust Comprehensive Achievement and Civic Readiness Goals</li> <li>• Monitor Pathways Progress</li> <li>• Curriculum Review and Approval</li> </ul>
<b>Effective Operations</b>	<ul style="list-style-type: none"> <li>• Budget Approval and Monitoring</li> <li>• Review 1/3 of District Policies + Annual Policies According to Review Cycle</li> <li>• Monitor Pathways Progress</li> <li>• District Sizing to Enrollment and Trends</li> <li>• District Long Range Model/Goals</li> <li>• Bond Expenditures Completed</li> <li>• Provide Competitive Salaries and Benefits are in Place to Retain and Attract High Quality Staff</li> <li>• Maintain Necessary Board Committees (Policy, Finance, Facilities, Community Collaboration, Student School Board, Ad Hoc)</li> <li>• Maintain Necessary Liaison Positions (ISD 917, NAPAC, MSHSL)</li> <li>• Board Development Retreats and Evaluations</li> <li>• Develop and Monitor Superintendent Goals and Perform Evaluations (Mid-Year and Annual)</li> <li>• Continued Education for Board Members</li> <li>• Add Student Board Representatives</li> <li>• Provide Mentorship to New Board Members and Student Board Representatives</li> <li>• Review/Revise Board 3-Year Work Plan</li> <li>• Review/Revise Board Handbook</li> </ul>
<b>Communication and Collaboration</b>	<ul style="list-style-type: none"> <li>• Legislative Action through MSBA Resolutions/Delegate Assembly</li> <li>• Regular Communications</li> <li>• Community Collaboration Committee</li> <li>• Review School Perceptions Survey Results</li> <li>• Review New Curriculum</li> <li>• Update Strategic Plan</li> </ul>



# BOARD CHAIR NORMS CONTINUED . . .

## WEEKLY

- Meet with the superintendent to look at upcoming work and assign it to the board work calendar. This could be every other week. Consistency is important; and
- Notes from the Chair - weekly email to all board members and the superintendent celebrating successes from the previous week, identifying upcoming activities, and announcing changes/additions to future work.

## AT REGULAR MEETINGS

- Preside over meetings in accordance with policies and procedures (200 Series);
- Specifically for the Future Meetings and Topics, have a summary of the next 3-4 meetings (working and regular), ready to share with the board and community; and
- Maintain decorum during working sessions and regular meetings using Robert's Rules & established board norms.

## AS NEEDED

Prepare responses to community/board member/media questions

- Maintain a topic register in the board's shared Google Drive - chair editor; board members and superintendent viewers:
  - Input topic, sender, method and date;
  - Coordinate with superintendent on developing a response;
  - Reply, including all board members for situational awareness (aim for 24-72 hour response time; allowing for weekends/holidays/info gathering);
  - Update Topic Register when response is provided - date and by whom;
- If a conflict of interest exists, coordinate with the superintendent and vice chair to identify responsibility for responding. Communicate any delegation of duty to the entire board;
- In the rare instance where factually inaccurate information is released to the public (Letter to the Editor or other local media source) coordinate accurate response with superintendent;
- Keep the Board Work Calendar accurate!
- Establish and foster board member development, growth, accountability, and focus towards and to student achievement; and
- Delegate specified duties to vice chair, when necessary. Communicate any delegation of duties to the entire board.

# SUPERINTENDENT

The superintendent is a leader who aspires to improve student achievement, while ensuring that students truly are at the heart of all we do. The superintendent manages the day-to-day operation of the school district, implements decisions and policies as adopted by the school board, and supervises administrators, educators, & staff. The school board recognizes the superintendent as the chief executive officer of the school district, and a non-voting member of the board. The board expects the superintendent to inform the board of needs related to the school district's current and future operations, and to make recommendations, proposals and suggestions regarding topics before the board.

Effective school boards know that they have a duty to themselves and their communities to determine whether the authority delegated to the superintendent is being used as intended. As a result, evaluating the superintendent's performance is a major focus of the school board and, by extension, the superintendent.

## STRATEGIC ANCHORS

*Drivers of Our Continuous Improvement*

A. Engaged Learners

B. Effective Operations

C. Communication and Collaboration

### ENGAGED LEARNERS:

Goal #1: *The superintendent will lead and support a comprehensive redesign of high school programming to empower students in self-discovery and exploration of diverse career and academic pathways, fostering engagement and future readiness.*

Goal #2: *The superintendent will foster a culture of academic excellence by collaborating with the department of teaching and learning to implement and continually refine instructional strategies, curriculum, and support systems. These efforts will focus on enhancing academic achievement across all grade levels, closing achievement gaps, and improving outcomes in core subjects such as math, reading, and science. Professional development will be strategically aligned to equip educators with the tools and knowledge needed to support these initiatives effectively.*

### EFFECTIVE OPERATIONS:

Goal #1: *In coordination and collaboration with the department facilities and safety, the superintendent will prioritize and enhance school safety across the district, ensuring that all schools provide a secure and supportive learning environment. This will involve the implementation of updated safety protocols, staff training, and integration of technology to improve crisis response and prevention efforts.*

### COMMUNICATION AND COLLABORATION:

Goal #1: *The superintendent will provide reliable and consistent communication to board, staff and community stakeholders.*

Goal #2: *Following the completion of the annual nationally-normed survey, the superintendent will establish and implement a comprehensive communication plan to address the outcome and district priorities to students, staff, parents, and the broader community. This plan will ensure transparency, foster engagement, and align the district's action with the feedback and needs identified through the survey.*

# SUPERINTENDENT EVALUATION NORM

## SUPERINTENDENT EVALUATION TIMELINE

**Summer:** Share superintendent goals with the school board and come to a mutual agreement.

**Fall:** Superintendent provides the school board with a benchmark report of strategic/operational plan and applicable goal progress update.

**November:** The board chair sends out mid-year superintendent evaluations to board members. Evaluation will use a rating system of 1-4.

- Each board member completes and returns evaluation to the board chair within 7 days.
- The school board chair completes a mid-year formative evaluation summary document consisting of each school board member's ratings and comments.

**December Closed Session:** The school board chair brings the mid-year evaluation summary document to the superintendent's evaluation meeting (closed session).

- The school board shares and discusses the formative evaluation of performance.
- Superintendent (may or may not) complete and share goal progress self-evaluation with the school board.

**December Board Meeting:** The school board chair, at the next open meeting, summarizes conclusions regarding the mid-year evaluation. The mid-year evaluation shall be attached to the summative evaluation and placed in the superintendent's personnel file.

**January:** Superintendent provides the school board with a benchmark report of strategic/operational plan and applicable goal benchmark progress.

**May:** The board chair sends out summative superintendent evaluations to board members. Evaluation will use a rating system of 1-4.

- Each board member completes and returns evaluation to the board chair within 7 days.
- The school board chair creates a summative evaluation summary document consisting of each school board member's ratings and comments.

**June Closed Session:** The school board chair brings the summative evaluation summary document to the superintendent's evaluation meeting (closed session).

- The school board shares and discusses the summative evaluation of performance. Changes to the evaluation may be made as a result of the discussions.
- Superintendent may or may not complete and share goal progress self-evaluation with the school board.

**June Board Meeting:** The school board chair, at the next open meeting, summarizes conclusions regarding the summative evaluation. A copy of the final written summative evaluation is placed in the superintendent's personnel file.

# SUBSEQUENT CONTRACT NEGOTIATIONS

In accordance with Minnesota Statute section 123B.143 subdivision 1, the school board may enter into negotiations regarding a possible subsequent contract with the superintendent during the 365 days prior to the expiration of the current contract.

**NORM:** During the closed session to discuss the superintendent's second summative evaluation (second year of the current contract), the board will determine if subsequent contract negotiations will begin in July. During the next regular board meeting, the board will appoint one board member to enter into subsequent contract negotiations.

The appointed board member will work collaboratively with the director of human resources and the superintendent. They will have the latitude to operate within the following parameters:

- The current contract will be used as a base to build the subsequent contract;
- The subsequent contract will align with the district's existing contract ;
- Year three salary of the current contract will be used as a starting point for pay scale placement. Pay scale placement will also be competitive in comparison to the averages identified in our comparable districts; and
- The subsequent contract shall be contingent upon the superintendent completing the terms of the current contract.

The mutually agreed upon proposed subsequent superintendent contract will be provided to all school board members in BoardBook at least five (5) days prior to the board voting on said contract in a special meeting.

## NOTIFICATION REQUIREMENTS

The notification requirements set forth in this section do not prohibit the school board from entering into negotiations regarding a possible subsequent contract with the superintendent during the 365 days prior to the expiration of the current contract.

## NOTICE BY THE SUPERINTENDENT

If the superintendent does not intend to negotiate a subsequent contract, the superintendent must notify the school board in writing by December 1, during the third year of the current contract.

## NOTICE BY THE SCHOOL BOARD

If the school board does not intend to offer the superintendent a subsequent contract, it shall notify the superintendent in writing no later than December 1, during the third year of the current contract.

## MODIFICATION OF TIMELINE

The timeline provided above may be modified by written agreement between the superintendent and the school board.

## SPECIAL MEETINGS

The school board's chair will coordinate the scheduling of required special meetings to determine if a subsequent contract will be offered.

# SCHOOL BOARD COMMITTEES

Committees may be established to address recurring needs of the school board. Committees are in place to make the board's work more efficient and effective. They serve in advisory capacities and bring recommendations to the full school board for decision making.

## ESTABLISHING SCHOOL BOARD COMMITTEES

During the Organizational Meeting, the school board shall establish each standing committee, as well as the number of committee members. Ad hoc committees may be established by general consensus to address temporary needs or perform special functions, after the completion of which the ad hoc committee will automatically dissolve.

## COMMITTEE MEMBERSHIP

Each school board committee will consist of two or three school board members, the superintendent, and/or administrators as delegated by the superintendent. It is the responsibility of the school board chair to appoint the members for each standing committee.

## COMMITTEE MEETINGS

Committees should meet as often as necessary to accomplish their work and should meet only when there is substantive work to be done. Meeting dates and times will be determined by the committee and proper notice will be posted for the public. **NORM:** Committee chairs are responsible for documenting committee recommendations, providing written committee reports to the district's administrative assistant, and shall provide a verbal summary of the committee recommendations for board consideration during regular board meetings.

**COMMUNITY COLLABORATION COMMITTEE:** 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.

**FACILITIES COMMITTEE:** The mission of the Facilities Committee is to provide strategic guidance of substantial facilities investment activities on behalf of ISD 200. The Committee will support sustainability, transparency, and equity throughout the School Board and the community at large. This will in turn enhance public confidence in the district's ability to effectively manage, maintain and improve District facilities through communication of the results of its work to the School Board and by educating the public regarding the facility usage, condition and outlook for the District.

**FINANCE COMMITTEE:** The finance committee works with the superintendent and the director of finance. Topics may include district budget, annual audit, right sizing, LTFM, fund balance, grants, and projects under construction. Communicating the work of the finance committee and educating the public regarding the district's financial position enhances public confidence in the district's ability to effectively handle its financial affairs. Chair for this committee shall be the board's treasurer.

**POLICY COMMITTEE-** See page 32

**STUDENT SCHOOL BOARD REPRESENTATIVE COMMITTEE -** The Student School Board Committee will focus on identifying, interviewing, and recommending student representatives to serve on the school board.

# MEMBERSHIPS AND LIAISONS

Partnerships with various organizations that are affiliated with the school district, require that a board member be appointed as a liaison. It is the responsibility of the board chair to appoint members to serve as liaisons at the Organizational Meeting. **NORM:** The board chair will consult with each individual board member and determine each member's interests & their ability to fulfill the role of liaison prior to appointment.

## ASSOCIATION OF METROPOLITAN SCHOOL DISTRICTS (AMSD)

Forty- seven K-12 school districts, six intermediate/ educational cooperative districts – ONE voice. AMSD's primary task is to lobby at the state level for the needs of metropolitan school districts. The appointed liaison will attend virtual meetings and report relevant information back to the board.

## INTERMEDIATE SCHOOL DISTRICT #917

In partnership with nine member districts, Intermediate School District #917 provides special education, career and technical education, and alternative education for students in the southeast metro area. ISD #917's Board of Education is composed of one board member from each of its nine-member districts. One board member from ISD 200, will be appointed to serve as a liaison on the board of ISD #917 for a three-year term. The appointed liaison will:

- attend ISD #917 meetings, one Tuesday a month from 4:45pm -6:15pm;
- ~~first meeting: January 9, 2024 from 4:45pm – 6:30pm;~~
- provide a brief ISD #917 update during the reports portion of ISD 200's regular meeting;
- receive additional compensation as determined by the board of ISD #917;

## MINNESOTA STATE HIGH SCHOOL LEAGUE (MSHSL)

The Minnesota State High School League provides educational opportunities for students through interscholastic athletics and fine arts programs and provides leadership and support for member schools. The appointed liaison will vote on ISD 200's behalf when necessary.

## BRIGHTWORKS (formally MetroECSU)

Provide cost-effective, high quality education services and programs to public schools/districts in the Twins Cities. A liaison is appointed but no additional meetings are required.

## MINNESOTA SCHOOL BOARDS ASSOCIATION (MSBA)

The Minnesota School Boards Association (MSBA) is a leading advocate for public education, they support, promote, and strengthen the work of Minnesota school boards. Board members are provided a login to access available resources. The Delegate Assembly is held annually to vote on resolutions proposed by school boards across Minnesota. One or two liaisons are appointed to serve a two-year term as delegates. Delegates attend one zoom meeting in November, and one in person meeting in December. See page 11 for Learning to Lead Workshop Series & Annual Leadership Conference details.

## IN DISTRICT LIAISONS

*TBD by the board in January 2024*

# POLICY NORMS

## MSBA POLICY REFERENCE MANUAL

As a service the Minnesota School Board Association provides our district with access to MSBA's Policy Reference Manual. This access assists the board and administrators in the development of proper policies and procedures in managing the district. MSBA's model policies are designed to provide accurate and authoritative information regarding the subject matter covered. Most ISD 200 policies are developed using the MSBA model policy as a starting point.

## POLICY COMMITTEE

The policy committee serves in an advisory capacity to the board. The committee researches, reviews, and develops policy recommendations. In maintaining the district's policies, this committee meets twice a month, working collaboratively with the superintendent, the district's administrative assistant, department directors and building administrators. The committee's work is guided by a three- year policy review cycle. It is common for a policy to be under review for multiple months before the committee has a recommendation to bring forward for the full board to review, discuss, and possibly adopt.

## THREE YEAR POLICY REVIEW CYCLE

The three- year policy review cycle ensures compliance with Policy 208 subd.VI (D) which states *"The school board shall review policies at least once every three years."* The review cycle began in January 2023 and goes in order of series with the committee reviewing 12-15 policies each quarter.

## MANDATORY POLICIES

A number of policies are mandatory as state or federal law requires a policy. From 2019- 2021, the policy committee worked diligently to ensure that ISD 200 adopted all mandatory policies. In addition to mandatory policies, there are also a number of policies that need to be consistent with state or federal laws which specify how a policy is to be stated or implemented. The school district's legal counsel should be consulted prior to deviation from the recommended language in an MSBA Model Policy to ensure that any variances are not inconsistent with legal requirements.

## POLICY DEVELOPMENT

Policy development may be initiated by school board members, the superintendent, district employees, students, parents, and/or community members. Proposed policy requests should be emailed to the policy committee chair and the district's administrative assistant, these requests will be placed on the policy committee's agenda for consideration. **NORM:** Policy topics that are covered by an MSBA model policy, shall be developed using the model policy as a starting point. Policies shall meet the educational goals of ISD 200, be within the scope of the board's authority, and be consistent with law and existing policies.

- New policy shall be proposed to the board for consideration.
- Adopted policies are posted in the policy manual on the district's website.

## ANNUAL REVIEW POLICIES

Per state statute, a number of policies must be reviewed annually by the board. The policy committee will begin the review of these policies in April or May. **NORM:** Annual review policies will be presented to the board for a first reading, no later than June of each year. This ensures that annual review policies are ready for the start of the new school year.



# POLICY NORMS CONTINUED . . .

## POLICY REVIEW

The policy committee reviews 12-15 policies each quarter following the review cycle. MSBA Model Policies are the starting point for each review. MSBA may also provide updates to existing policies. The objective of policy review is to determine whether the policy is consistent with:

- State and federal law;
- Current policies and procedures;
- Best practice;
- Strategic direction of the school district; and
- Meets the needs of students, families, and staff.

In addition to the review cycle, the committee may review policies that require revision based on changes made in state/federal law, and/or at the request of the board or superintendent. **NORM:** Procedures may be reviewed and revised as determined by the board and superintendent. The 200 series procedures and the school board member handbook will undergo a full review during the committee's review of the 200 series policies.

## POLICY READINGS

Readings serve as an introduction to a new policy and/or a notice of proposed changes to a current policy as recommended by the policy committee. A policy is included as an attachment to the agenda for at least three regular board meetings; this provides three opportunities for board members and the public to read the proposed policy. Policies will be proposed in the following format:

- Meeting 1 = 1st Reading: a red-lined version of the policy showing all proposed changes is included as an attachment to the agenda. Members of the public may offer suggestions regarding a policy during the public comments portion of the board meeting. The policy committee chair provides a written and verbal summary of newly proposed policies and recommended changes to current policies. At this point, suggestions and revisions to a policy are discussed by the board and additional revisions may be agreed upon. The policy is sent back to the committee. (The committee implements revisions to the policy and researches any questions asked by the board); **NORM:** Board members may make suggestions for a policy during the first and second reading and should also email those suggestions to the policy committee chair. **NORM:** As a general rule of practice, board members should refrain from making grammatical, spelling, spacing, numbering, and general formatting suggestions during the regular board meeting; these may be emailed to the policy committee chair and administrative assistant. Corrections will be reflected in the final policy once adopted by the board.
- Meeting 2 = 2nd Reading: a red-lined version of the policy showing all proposed changes and any previously agreed upon revisions is included as an attachment to the agenda. Members of the public may offer suggestions regarding a policy during the public comments portion of the board meeting. The policy committee chair provides a written and verbal summary of the policy revisions. Suggestions and revisions to the policy are discussed by the board and additional revisions may be agreed upon. The policy is sent back to the committee. (The committee implements the agreed upon revisions).
- Meeting 3 = 3rd Reading/Consent Agenda: a red-lined version of the policy showing all proposed changes and revisions is included in the agenda. The board votes to approve or reject the recommended policy or policy changes.



# POLICY NORMS CONTINUED . . .

## POLICY ADOPTION

A policy is approved by a majority vote of the board, and once approved, the policy is considered adopted and is added to the district's policy manual on the district's website. **NORM:** Minor editorial changes to a policy that do not affect the purpose, scope, or policy statement may be made without board action.

- In compliance with the district's record retention schedule, the red-lined version of a policy shall be maintained digitally in an archive folder in the policy committees shared Google Drive for up to three years. Upon completion of a three year policy review cycle, the archived folder should be re-titled to "Policy Review Cycle 20\_\_ - 20\_\_"

## USE OF THE CONSENT AGENDA FOR POLICY ADOPTION

Revisions to policies that are required due to a change in statute, or other governmental mandate, may be made by the policy committee and adopted through the consent agenda in a single meeting. A policy that is on an agenda for 3rd reading or beyond may be included in the consent agenda.

## POLICY MANUAL

The district's policy manual contains nine series, each series focuses on a specific content area. There are three document formats contained within the manual, Policies are identified by number, Procedures are identified by a number followed by PR, and forms are identified by a number followed by FRM.

100 Series - School District	600 Series - Educational Programs
200 Series - School Board	700 Series - Non-Instructional Operations
300 Series - Administration	800 Series - Health & Safety
400 Series - Employee's/Personnel	900 Series - School District/Community Relations
500 Series - Students	

Policies are the formal guidelines adopted by the school board ensuring that ISD 200 operates in an effective and efficient manner in order to achieve its mission. Policies define the desire and intent of the board, while policy implementation is delegated to the superintendent (with the exception of the 200 series - school board policies).

Procedures (PR) contain administration's guidelines as determined by the superintendent for the operational implementation of its respective policy. The superintendent will determine if a procedure is needed. No board action is required for new procedures or for changing existing procedures. Procedures shall be titled in accordance with *Policy 208.2PR* and shall be available in the policy manual on the district's website.

Forms (FRM) may accompany a policy at the direction of the superintendent.

## SUNSETTING A POLICY

In order to sunset a policy, the policy committee must introduce the recommendation to remove the policy from the policy manual during a regular board meeting. At the next regular board meeting the policy will be included in the consent agenda for removal approval.

## 200 SERIES – SCHOOL BOARD POLICIES

*MN Statute 129B.09 Subd. 7 “The board shall make, and when deemed advisable, change or repeal rules relating to the organization and management of the board and the duties of its officers.”*

The policies within the 200 series govern the board’s operation. The policy committee is responsible for the development of the policies, procedures, and norms within this series and the board is responsible for implementation of this series.

201 -	<a href="#"><u>LEGAL STATUS OF THE SCHOOL BOARD</u></a>
202 -	<a href="#"><u>SCHOOL BOARD OFFICERS</u></a>
203 -	<a href="#"><u>OPERATION OF THE SCHOOL BOARD – GOVERNING RULES</u></a>
203.1PR	<a href="#"><u>SCHOOL BOARD PROCEDURES; RULES OF ORDER</u></a>
203.2PR -	<a href="#"><u>ORDER OF THE REGULAR SCHOOL BOARD MEETING PROCEDURE</u></a>
203.5PR -	<a href="#"><u>SCHOOL BOARD MEETING AGENDA PROCEDURE</u></a>
203.6PR -	<a href="#"><u>CONSENT AGENDAS PROCEDURE</u></a>
204 -	<a href="#"><u>SCHOOL BOARD MEETING MINUTES</u></a>
205 -	<a href="#"><u>OPEN MEETINGS AND CLOSED MEETINGS</u></a>
206 -	<a href="#"><u>PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS</u></a>
206.1FRM	<a href="#"><u>PUBLIC PARTICIPATION AT SCHOOL BOARD MEETING REQUEST FORM</u></a>
206.2PR -	<a href="#"><u>PUBLIC COMMENTS PROCEDURE</u></a>
207 -	<a href="#"><u>PUBLIC HEARINGS</u></a>
208 -	<a href="#"><u>DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES</u></a>
208.1PR -	<a href="#"><u>DEVELOPMENT, ADOPTION, AND IMPLEMENTATION OF POLICIES PROCEDURE</u></a>
208.2PR	<a href="#"><u>200 SERIES POLICY PROCEDURE NORM</u></a>
209 -	<a href="#"><u>CODE OF ETHICS</u></a>
210 -	<a href="#"><u>CONFLICT OF INTEREST – SCHOOL BOARD MEMBERS</u></a>
211 -	<a href="#"><u>CRIMINAL OR CIVIL ACTION AGAINST SCHOOL DISTRICT, SCHOOL BOARD MEMBER</u></a>
212 -	<a href="#"><u>SCHOOL BOARD MEMBER DEVELOPMENT</u></a>
213 -	<a href="#"><u>SCHOOL BOARD COMMITTEES</u></a>
213.1PR -	<a href="#"><u>SCHOOL BOARD COMMITTEE PROCEDURE</u></a>
214 -	<a href="#"><u>OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS</u></a>
215 -	<a href="#"><u>ADDRESSING SCHOOL BOARD MEMBER VIOLATIONS</u></a>
220-	<a href="#"><u>STUDENT SCHOOL BOARD REPRESENTATIVE</u></a>

[SCHOOL BOARD MEMBER HANDBOOK REVIEW NORM](#)

# EDUCATIONAL DEFINITIONS & ACRONYMS

ABE	Adult Basic Education
ABI	Acquired Brain Injury
ABS	Adaptive Behavior Scale
ADA	Americans with Disabilities Act
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ADM	Average Daily Membership
ADR	Alternative Dispute Resolution
ADSIS	Alternative Delivery of Specialized Instructional Services
AEM	Accessible Educational Material
AIDS	Acquired Immunodeficiency Syndrome
ALC	Area Learning Centers
APR	Annual Performance Report
ASD	Autism Spectrum Disorders
ASL	American Sign Language
AT	Assistive Technology
AYP	Adequate Yearly Progress
BOSA	Board of School Administrators
BOT	Board of Teaching
BVI	Blind/Visually Impaired
CAP	Corrective Action Plan

CEIS	Coordinated Early Intervening Services
CFR	Code of Federal Regulations
CIMP	Continuous Improvement Monitoring Process (See MNCIMP and MNCIMP:SR)
CLASS	Coordinating Learner for Academics and Social Success (A Federal Setting III academic support)
CMS	Centers for Medicare and Medicaid Services
CNS	Central Nervous System
COMS	Certified Orientation and Mobility Specialist
CP	Cerebral Palsy
CSPR	Consolidated State Performance Report
CT	Computed Tomography
CTIC	Community Transition Interagency Committee
CVI	Cortical/Cerebral Visual Impairment
DAPE	Developmental Adaptive Physical Education
DB	Deaf-Blind
DCD	Developmental Cognitive Disabilities
DD	Developmental Delay
DHH	Deaf/Hard of Hearing
DHS	Department of Human Services

# EDUCATIONAL DEFINITIONS & ACRONYMS CONTINUED

DIRS	Disciplinary Incident Reporting System
DLC	Disability Law Center
DOC	Department of Corrections
DSM	Diagnostic and Statistical Manual of Mental Disorders
EBD	Emotional and Behavioral Disorders
EC	Early Childhood
ECFE	Early Childhood Family Education
ECSE	Early Childhood Special Education (Birth-5)
ECSU	Education Cooperative Service Unit
EDGAR	Education Department General Administrative Regulations
EDRS	Electronic Data Reporting System
EEP	Emergency Evacuation Plan
EI	Early Intervention
EL	English Learner
ER	Evaluation Report
ESEA	Elementary Secondary Education Act
ESL	English as a Second Language
ESU	Education Service Unit
ESY	Extended School Year
F&R	Free and Reduced

FAE	Fetal Alcohol Effects
FAPE	Free Appropriate Public Education
FASD	Fetal Alcohol Spectrum Disorder
FBA	Functional Behavioral Assessment
Federal Setting	Refers to the percentage of time a student spends in special education
Federal Setting I	0-21 percent in special education
Federal Setting II	21-60 percent in special education
Federal Setting III	60 percent or more in special education
Federal Setting IV	separate special education site
Federal Setting V	public hospital, day treatment, correctional facility, etc.
FERPA	Family Educational Rights to Privacy Act (The Buckley Amendment)
FFY	Federal Fiscal Year
FR	Federal Register
FTE	Full Time Equivalent
FY	Fiscal Year
GED	General Education Development
GLBTQ	Gay, lesbian, bisexual, transgender, questioning

# EDUCATIONAL DEFINITIONS & ACRONYMS CONTINUED

HCJC	Hennepin County Juvenile Center
HIV	Human Immunodeficiency Virus
HQ	Highly Qualified
IASA	Improving Americas' Schools Act
ICC	Interagency Coordinating Council
IDEA	Individuals with Disabilities Education Act
IEE	Independent Educational Evaluation
IEIC	Interagency Early Intervention Committee
IEP	Individualized Education Program
IFCSP	Individual Family Community Support Plan
IFSP	Individualized Family Service Plan
IHE	Institution of Higher Education
IHP	Individual Health Plan
IIIP	Individual Interagency Intervention Plan
IQ	Intelligence Quotient
ISD	Independent School District
LD	Learning Disabilities
LEA	Local Educational Agency (e.g., school district, charter school, etc.)
LEP	Limited English Proficient
LPN	Licensed Practical Nurse
LRE	Least Restrictive Environment

LSTA	Library Services and Technology Act
MA	Medical Assistance
MAEF	Minnesota's Academic Excellence Foundation
MARSS	Minnesota Automated Reporting Student System
MCA	Minnesota Comprehensive Assessment
MCIS	Minnesota Career Information System
MDE	Minnesota Department of Education
MESPA	Minnesota Elementary School Principal's Association
MH	Mental Health
MHCP	Minnesota Health Care Programs
MMR	Multiple Measurements Rating
MnCIMP	Minnesota Continuous Improvement Monitoring Process
MnCIMP : SR	Minnesota Continuous Improvement Monitoring Process: Self Review
MnSEMS	Minnesota Special Education Mediation Service
MnSIC	Minnesota System of Interagency Coordination
MNTAFS	Minnesota Technical Assistance for Family Support
MOE	Maintenance of Effort
MRI	Magnetic Resonance Imaging

# EDUCATIONAL DEFINITIONS & ACRONYMS CONTINUED

MS	Multiple Sclerosis
MSBA	Minnesota School Board Association
MSS	Minnesota Student Survey
MRI	Magnetic Resonance Imaging
MTC	Minneapolis Technical College
MTSS	Multi-Tiered Systems of Support
N&D	Neglected and Delinquent
NAD	National Association of the Deaf
NAEP	National Assessment of Education Progress
NCAA	National Collegiate Athletic Association
NIMAC	National Instructional Materials Access Center
NIMAS	National Instructional Materials Accessibility Standard
NP	Nurse Practitioner
O&M	Orientation and Mobility
OCD	Obsessive Compulsive Disorder
OCR	Office for Civil Rights (U.S. Department of Education)
OEO	Office of Economic Opportunity
OHD	Other Health Disabilities
OMB	Office of Management and Budget
OSEP	Office of Special Education Programs, U.S. Department of Education
OSERS	Office of Special Education and Rehabilitation Services, U.S. Department of Education

OT	Occupational Therapist or Therapy
P&A	Protection and Advocacy
PACER	Parent Advocacy Coalition for Educational Rights Center
Part C	Infants and Toddlers with Disabilities Program
PBIS	Positive Behavioral Interventions and Supports
PCA	Personal Care Attendant
PD	Physical Disability
PDD	Pervasive Developmental Disorders
PDD/NOS	Pervasive Developmental Disorders Not Otherwise Specified
PE	Physical Education
PFDA	Pupil Fair Dismissal Act
PI	Physically Impaired
PL	Public Law
PLAAFP	Present Levels of Academic Achievement and Functional Performance
PSEO	Postsecondary Enrollment Options
PT	Physical Therapy or Physical Therapist
PTA	Parents, Teachers and Students
PTI	Pathways to Employment
PTSD	Post Traumatic Stress Disorder
RDA	Results-Driven Accountability



# EDUCATIONAL DEFINITIONS & ACRONYMS CONTINUED

RLIF	Regional Low Incidence Facilitator
RLIP	Regional Low Incidence Projects
RRC	Regional Resource Center
Rtl	Response to Intervention
SAT	Scholastic Assessment Test
SDFS	Safe and Drug Free Schools
SDFSC	Safe and Drug Free Schools and Communities
SEA	State Educational Agency
SEAC	Special Education Advisory Council (local)
SEAP	Special Education Advisory Panel (state)
SEAU	Special Education Administrative Unit
Section 504	A federal law that protects a student with an impairment that substantially limits one or more major life activities, regardless of whether the student receives special education services.
SERVS	State Educational Record View and Submission
SIC	State Interagency Coordination Committee
SIMR	State-Identified Measurable Result
SL	Speech/Language
SLD	Specific Learning Disability
SLP	Speech Language Pathologist
SMI	Severely Multiply Impaired
SPDG	State Personnel Development Grant

SpEd or SPED	Special Education
SPP	State Performance Plan
SRBI	Scientific, Research-Based Intervention
SSA	Social Security Act; Social Security Administration
SSB	State Services for the Blind and Visually Handicapped
SSDI	Social Security Disability Income
SSI	Supplemental Security Income
SSIP	State Systemic Improvement Plan
STAR	Staff Automatic Reporting System
STD	Sexually Transmitted Diseases
SW	Social Worker
SW-PBIS	Schoolwide Positive Behavioral Interventions and Supports
TBI	Traumatic Brain Injury
TBVI	Teacher of the Blind and Visually Impaired
TDD	Telecommunication Devices for the Deaf
TEAE	Test of Emerging Academic English
TIES	Technology and Information Educational Services
TSES	Total Special Education System
TTY	Teletypewriter (Phone System for Deaf Individuals - see TDD)
UDL	Universal Design for Learning

## EDUCATIONAL DEFINITIONS & ACRONYMS CONTINUED

UEB	Unified English Braille
UFARS	Uniform Financial Accounting and Reporting System
USC	United States Code
VI	Visually Impaired
VR	Vocational Rehabilitation
VSA	Very Special Arts
WIDA	World-Class Instructional Design and Assessment
WIOA	Workforce Innovation and Opportunity Act
WISC	Wechsler Intelligence Scale for Children
WSS	Work Sampling System



# MINNESOTA STATUTES CITED

*MN Statute Section 211A.02*

*MN Statute Section 123B.09 subd.2*

*MN Statute Section 123B.09 subd.5b*

*MN Statute 129B.09 Subd. 7*

*MN Statute Section 13D.05, subd. 2 & 3*

*MN Statute Section 13.09*

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