

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

Wednesday, May 14, 2025  
Work Session  
Middle School Media Center

---

- I. Pledge of Allegiance
- II. **Items for Discussion**
  - a. Quarterly Behavior Update
  - b. Science & STEM Curriculum Presentation
  - c. HHS Commencement - June 6th - 7:00 pm at Todd Field
    - Logistics
    - Stoles & Cords
  - d. HHS Seniors Lunch
  - e. Policy Discussion
  - f. LTFM Presentation
  - g. Solar Panel Location Update
  - h. Budget Adjustments Update
  - i. 2025-2026 Student School Board Representatives
  - j. Newspaper Minutes
  - k. Strategic Plan Update



**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, ~~and other settings;~~

- c) Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
  - 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:* 05.02.2025

*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.
- 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 Minn Stat. 124D.094 Subd2.

**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.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:* 058.149.20253

*Policy Adopted:* 07.31.2024

*Policy Revised:* 07.01.2024



**604.1PR PARENT/GUARDIAN OR ADULT STUDENT OBJECTION TO  
INSTRUCTIONAL CONTENT & REQUEST FOR ALTERNATIVE  
INSTRUCTION**

**I. PURPOSE**

In accordance with ISD 200 Policy 604 Instructional Curriculum and Minnesota Statutes Section 120B.20, Hastings Public Schools provides a procedure for a parent, guardian, or an adult student (18 years of age or older) to review instructional content and, if necessary, request alternative instruction. The following procedure must be followed:

**II. WRITTEN REQUEST TO THE TEACHER**

- A. A parent, guardian, or adult student must submit a written request to the teacher.
- B. The request must:
  - 1. Clearly identify the instructional content or portion of the material to which they object;
  - 2. Specify the reason for the objection; and
  - 3. Include a request for alternative instruction or accommodation.
- C. The teacher will notify the site principal and Director of Teaching and Learning of the request.

**III. CONSIDERATION AND DEVELOPMENT OF ALTERNATIVE INSTRUCTION**

- A. Requests must be submitted with sufficient notice to allow for the development of appropriate accommodations or alternative instruction. The time frame considered "sufficient" depends on the length and complexity of the objected-to content;
- B. When submitted within an appropriate time frame, school staff will consider creating an alternative instructional plan or unit aligned with course outcomes and standards; and
- C. If the request is submitted without adequate lead time, the alternative instruction may consist of a district-approved online course option for the duration of the unit in question.

**IV. STAFF COMPENSATION FOR ALTERNATIVE INSTRUCTIONAL PLANNING**

- A. Staff who are required to create alternative instructional materials will be compensated for their additional work;
- B. Compensation may be provided through release time or up to 10 hours of paid curriculum writing time through Teaching and Learning;

- C. All alternative instructional materials must comply with the procedures outlined in ISD 200 Policy 603 Curriculum Development; and
- D. Alternative instruction may not require in-person teaching and may be asynchronous.

**V. PARENT PROVIDED ALTERNATIVE INSTRUCTION**

- A. If the parent, guardian, or adult student does not agree with the district-provided alternative instruction, they may choose to provide alternative instruction themselves.
  - 1. The instruction must align with Minnesota Academic Standards.
- B. Teachers may evaluate and assess the quality of the student’s alternative work solely for the purpose of determining proficiency in the required standards.
- C. No academic or other penalty shall be imposed on a student for participating in alternative instruction arranged under this procedure.

**VI. REVIEW OF PROPOSED SOLUTION**

- A. The requested solution will be reviewed by the Director of Teaching and Learning and the site Principal utilizing the following criteria:
  - 1. Does the material support the academic standards?
  - 2. Does the material consider the needs, age, and maturity of the student(s)?
  - 3. Does the material follow district policies regarding curriculum and instruction?
- B. The resolution will be communicated to those submitting the request and all relevant parties.
- C. If the parties do not agree with the solution, the request will be forwarded to the Superintendent. The decision of the Superintendent is final.

*Legal References: 20 U.S. Code § 1232h (Protection of pupil rights)  
Minn. Stat. § 120B.20 (Parental Curriculum Review)*

*Cross Reference: ISD 200 Policy 604 (Instructional Curriculum)*

*Reviewed: 05.02.2025*



## **606.1PR CURRICULUM DEVELOPMENT AND REVIEW**

### **I. THE PURPOSE OF 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.

### **II. CURRICULUM DEVELOPMENT AND REVIEW**

- A. The Director of Teaching and Learning is responsible for curriculum and program review and development. The Director will keep the school board informed of all state-mandated curriculum changes, and periodically present recommended discretionary changes for board review and approval.
- B. The review and development process will be completed through a curriculum cycle in alignment with the MDE curricular review cycle. The review and development process will:
  - 1. Use relevant data and research to inform the process;
  - 2. Provide the opportunity to purchase, design new or revise curriculum and programs; and
  - 3. Identify necessary reductions or eliminations in current curriculum and programs.

### **III. CURRICULUM ADVISORY COMMITTEE**

- A. The Curriculum Advisory Committee will be updated in the review and development process. Additionally, staff, parents/guardians, community members, students, and where appropriate, consultants, will assist in the review and development process. The selection determination will be based on the needs and demands of the curricular area or program under review within the cycle.

- B. The review and development process will address:
1. Review and articulation of courses of study within the content area (typically grades K-12)
  2. Determine learner outcomes and align local, state, and/or national standards for each course at each grade/content level
  3. Determine continuing evaluation of program(s) implementation with students and teachers, including a program for ongoing monitoring of student progress
  4. Provide for specific, particular, and special needs of all members of the student community
  5. Meet all applicable requirements of the Minnesota Department of Education and the federal Every Student Succeeds Act and all applicable state and federal laws.
- C. All district curriculum and program additions and reductions will be approved by the school board, after being given sufficient time for review. All minor adjustments/modifications to meet course outcomes and assessment may be done with the approval from the superintendent.
- D. Funding sources will be defined, ensuring that the program(s) are financially supported including the implementation and ongoing support for teacher development and student materials and curricular material replacement.
- E. Modification in the instructional delivery to a program or course will address the following:
1. Identification of the rationale for modification, including added value and supportive research/data;
  2. Completion of an approval process determined by the Director of Teaching and Learning and the site principal; and
  3. Communication of the modification to the Superintendent for approval.
- F. Curriculum/program reduction will address:
1. Rationale for reduction or elimination;
  2. Identification of the required standards that will be eliminated and what opportunities exist for students to complete these standards where applicable; and
  3. Identify the transition plan for elimination of the course/curriculum.

#### IV. CURRICULUM REVIEW PHASES

Phase	Key Actions
Phase 1 - Self Study of the Current State	<ul style="list-style-type: none"> <li>● Identify current core curricular materials</li> <li>● Identify current supplemental materials</li> <li>● Analyze the materials               <ul style="list-style-type: none"> <li>○ Do they represent all students?</li> <li>○ How have the materials been successful in meeting the needs of students in meeting the standards? What data can you pull to review?</li> <li>○ What is missing from the current materials?</li> </ul> </li> <li>● Identify potential professional development needs</li> </ul>
Phase 2 - Standards and Curriculum Review	<ul style="list-style-type: none"> <li>● Analyze updated standards               <ul style="list-style-type: none"> <li>○ Deconstruct standards</li> <li>○ Understand benchmark learning progressions</li> </ul> </li> <li>● Create program purpose statement</li> <li>● Create a prioritized list of needs and wants for new curricular materials</li> <li>● Create a review tool for potential curricular material review/creation</li> <li>● Review curricular samples (if applicable)               <ul style="list-style-type: none"> <li>○ Include feedback on curricular material choices from EL and special education</li> </ul> </li> <li>● Purchase curricular materials, or, create curricular materials</li> <li>● Receive purchases</li> <li>● Create professional development and implementation plan</li> </ul>
Phase 3 - Curriculum Implementation	<ul style="list-style-type: none"> <li>● Initial training on curricular materials (if applicable)</li> <li>● Update course descriptions (info on what students will be expected to learn, read, and write and how their work will be assessed)</li> <li>● Progress monitor implementation using identified tools</li> <li>● Receive additional professional learning in an implementation year both proactive and reactive</li> <li>● Identify what tools and information department will utilize to determine effectiveness of the curriculum throughout the next 5 years of implementation</li> <li>● Identify professional learning needs</li> </ul>
Phase 4 - Curriculum Progress Monitoring	<ul style="list-style-type: none"> <li>● Progress monitor the implementation of the curriculum utilizing the tools and data identified</li> <li>● Professional learning in areas identified through implementation</li> </ul>

Refer to Minnesota Statutes 120B.022 subd. 1 and 120B.021 subd. 1 (E).

**V. ISD200 CURRICULUM REVIEW CYCLE\***

Phase	Process	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30			
Phase 1	Self Study of the Current State	K-12 Math								
Phase 2	Standards and Curriculum Review	5-12 Social Studies 6-12 ELA K-4 Science						**K-12 Social Studies K-12 Math	K-12 Math	K-4 Science
Phase 3	Curriculum Implementation	K-5 ELA 5 Science						6-12 ELA K-4 Science	K-12 Social Studies	K-12 Math
Phase 4	Curriculum Progress Monitoring		K-5 ELA 5 Science	K-12 ELA K-4 Science	K-12 ELA K-12 Social Studies K-4 Science	K-12 ELA K-12 Social Studies K-12 Math K-4 Science	K-12 ELA K-12 Social Studies K-12 Math K-4 Science			

\*Pre-K Curriculum Review will be added in consultation with pre-k staff.

\*\*K-4 Social Studies will convene a team to join 5-12 in the 25-26 school year.

## VI. STATE STANDARDS REVIEW SCHEDULE BY MDE

Department	MDE Revision Year	MDE Implementation Year
PE	2016-17	2023-24
Arts	2017-18	2023-24
Science	2018-19	2024-25
ELA	2019-20	2025-26
Social Studies	2020-21	2026-27
Math	2021-22	2027-28

## VII. FAQ

- A. If my department is not on a cycle does that mean we will not receive funds for any new curriculum?

*We are prioritizing those content areas where new standards are being published by MDE. We know we have to balance this with the reality of curriculum needs in the district. This cycle was built mainly on the MDE review cycle while we continue to evaluate our current materials and needs. As we determine additional needs we will determine the budget prioritization and work with the departments to conduct a review.*

- B. What is the budget for purchasing new materials?

*There is not one set budget for a department or grade level. Instead of a budget to work from, we are utilizing a needs based approach through our cycle work. We do have a budget ceiling each year that we will have to stay within. Each department has unique needs that come with varying levels of budgetary requirements. We must be equitable with our budget to meet these needs.*

- C. Will all teachers in a department be involved in the Curriculum Review process?

*All teachers will be involved in Phase 1 and components of Phase 2. We will utilize representatives to engage in the full review process of purchased materials, however we will solicit feedback from all teachers who teach that content as well. All teachers will be involved in Phases 3 and 4.*

*Cross Reference: ISD 200 Policy 606 (Textbook and Instruction Materials)*

*Reviewed: 05.02.2025*



## 704 DEVELOPMENT AND MAINTENANCE OF AN INVENTORY OF FIXED ASSETS AND A FIXED ASSET ACCOUNTING SYSTEM

### I. PURPOSE

The purpose of this policy is to provide for the development and maintenance of an inventory of the fixed assets of the school district and the establishment and maintenance of a fixed asset accounting system.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is that a fixed asset accounting system and an inventory of fixed assets be developed and maintained.

### III. DEVELOPMENT OF INVENTORY AND ACCOUNTING SYSTEM

The superintendent or such other school official as designated by the superintendent or the school board shall be responsible for the development and maintenance of an inventory of the fixed assets of the school district and for the establishment and maintenance of a formal fixed asset accounting system. The accounting system shall be operated in compliance with the applicable provisions of the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS): *with a capitalization level that equals or exceeds \$10,000. Group purchases for technology, furniture, or other equipment that is purchased as a per quantity that otherwise may be below the individual item threshold, the total threshold is \$25,000* 50,000. ~~In addition,~~ The inventory ~~must~~ *shall* specify the location of all continued abstracts showing the conveyance of the property to the school district; certificates of title showing title to the property in the school district; title insurance policies; surveys; and other property records relating to the real property of the school district.

### IV. REPORT

The administration shall annually update the property records of the school district and provide an inventory of the fixed assets of the school district to the school board.

**Legal References:** *Minn. Stat. § 123B.02 (General Powers of Independent School Districts)*  
*Minn. Stat. § 123B.09 (Boards of Independent School Districts)*  
*Minn. Stat. § 123B.51 (Schoolhouse and Sites; Uses for School and Nonschool Purposes; Closings)*  
*GASB Implementation Guide 2021-1*  
*2 C.F.R. § 200 (Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards)*

*Policy Reviewed:* 05.02.2025  
*Policy Adopted:* 08.07.2024  
*Policy Revised:* 03.07.2025

# 2025-2026 BUDGET ADJUSTMENTS



Projected overspend: \$2,400,000

Planned fund balance use: \$900,000

Adjustment target: \$1,500,000

<b>ASSUMPTION UPDATES</b>		<b>TOTAL: \$328,000</b>	
	<b>Description</b>	<b>FTE</b>	<b>Savings</b>
	The basic formula allowance was initially projected to increase by 2.4%, however, the actual increase is 2.74%	N/A	\$100,000
	Board approved adjustment to staffing ratios for grades 5-8 to align with the most recent Metro ECSU/BrightWorks average class size study	2.0	\$228,000
<b>CHANGE IN FUNDING STREAMS AS ALLOWED</b>		<b>TOTAL: \$725,000</b>	
	<b>Description</b>	<b>FTE</b>	<b>Savings</b>
	Staffing costs allocated to Long Term Facilities Maintenance restricted funds	N/A	\$200,000
	Staffing costs allocated to Student Support Personnel Aid restricted funds	N/A	\$150,000
	Staffing costs allocated to Literacy Incentive Aid restricted funds	N/A	\$114,000
	Student parking fees reallocated from Operating Capital to Unassigned funds to offset lot security-related costs and supplies	N/A	\$100,000
	Multi-year Staff Development carryover restricted funds utilized to cover a portion of professional development day payroll costs	N/A	\$100,000
	Staffing costs allocated to Talented and Gifted restricted funds	N/A	\$61,000
<b>STAFFING</b>		<b>TOTAL: \$56,000</b>	
	<b>Description</b>	<b>FTE</b>	<b>Savings</b>
	Elimination of unfilled night custodian position	1.0	\$56,000
<b>OTHER</b>		<b>TOTAL: \$308,510</b>	
	<b>Description</b>	<b>FTE</b>	<b>Savings</b>
	Early Childhood Special Education transportation schedule alignment	N/A	\$223,510
	Credit card processing fees charged to users at time of purchase	N/A	\$60,000
	Middle School athletics study for restructuring	N/A	\$25,000
			<b>TOTAL: \$1,417,510</b>