

Hastings Area Public Schools - ISD 200

School Board Meeting Agenda

Wednesday, September 23, 2026
Regular Meeting
Middle School Media Center

- I. **Call Meeting to Order**
 - a. Attendance
- II. **Pledge of Allegiance**
- III. **Motion to Approve the Agenda/Table File**
- IV. Student School Board Representative Oath of Office
- V. **Recognition of Visitors**
- VI. **Raider Spotlight**
 - Austin Eliason - MN Class AAA Assistant Tennis Coach of the Year
- VII. **Public Comment Session**
- VIII. **Reports and Discussions**
 - a. Superintendent Report
 - b. Block Schedule Considerations Discussion
 - c. Ice Arena Discussion
 - d. Building Construction Fund Project Update
 - e. Legal: Data Request Update
 - f. School Board Representatives/Committees
 - i. ISD 917 School Board Representative Update
 - ii. AMSD Update
 - iii. Community Collaboration Committee Update
 - No meeting held since last update.
 - iv. Finance & Facilities Committee Update
 - v. Joint Powers Committee Update
 - vi. NAPAC Committee Update
 - vii. Student School Board Committee Update
 - No meeting held since last update.
 - viii. Policy Committee Update
 - g. Policies
 - i. First Readings
 - 506 Student Discipline
 - 806 Crisis Management
 - ii. Second Readings
 - 505 Distribution, Posting & Display of Materials on School District Property
 - 721 Procurement Policy
- IX. **Action Items**
 - a. Consent Agenda
 - i. Approval of the Minutes from the:
 - 08/24/2026 Regular Board Meeting
 - ii. Bills Payable
 - iii. Approval of Fundraisers
 - iv. Personnel Report
 - v. Approval of Updated Non-Contracted Rates of Pay
 - vi. Procedure for Approval

b. Items for Individual Action

i. Max Levy Limitations

Attachment with MDE information will be available on 9/23/2026

ii. School Perceptions Survey Vote to Administer the Survey

iii. Presentation and Approval of Referendum Survey Consultant

iv. Investment Recommendation

v. Field Trip Approval: Eagle Bluff

vi. Field Trip Approval: HHS Band Jazz Festival (Appleton, WI)

vii. Donations Acceptance Resolution

X. **Future Meetings**

XI. **Adjournment**



BRIDGE TO SUCCESS

Hastings Public Schools

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

OATH OF OFFICE

I swear/affirm that I will support the Constitution of the United States and the Constitution of the State of Minnesota and will faithfully discharge the duties of student school board representative serving Independent School District 200 to the best of my judgment and ability.

Signature

Date

Notary Public



Hastings
Public Schools

Block Schedule Considerations

September 23, 2026

Students are the heart  *of all we do*

Pathway Development

The Why





VISION:
Hastings Public Schools
families. We are focused
to develop lifelong learners.

Compassion and Respect
We treat one another with kindness, dignity, and empathy in all interactions.

ACADEMIC EXCELLENCE
• Deliver rigorous, engaging, and evidence-based instruction that supports and challenges each and every student to thrive and succeed.
• Provide targeted support for academic growth for all students.
• Build and foster community partnerships for student experiences.
• Build and sustain robust secondary pathways.



ACADEMIC EXCELLENCE

- Deliver rigorous, engaging, and evidence-based instruction that supports and challenges each and every student to thrive and succeed.
- Provide targeted support for academic growth for all students.
- Build and foster community partnerships for student experiences.
- Build and sustain robust secondary pathways.

background image



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

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

Equity
We provide each and every student and staff member with the resources and supports they need to achieve their personal best.

EFFECTIVE AND RESPONSIVE OPERATIONS
• Ensure resources are allocated in alignment with strategic plan priorities.
• Maintain strong leadership and transparent student-centered decision making that supports district-wide success.
• Establish transparent and timely communication systems that foster meaningful engagement with families and the broader community.

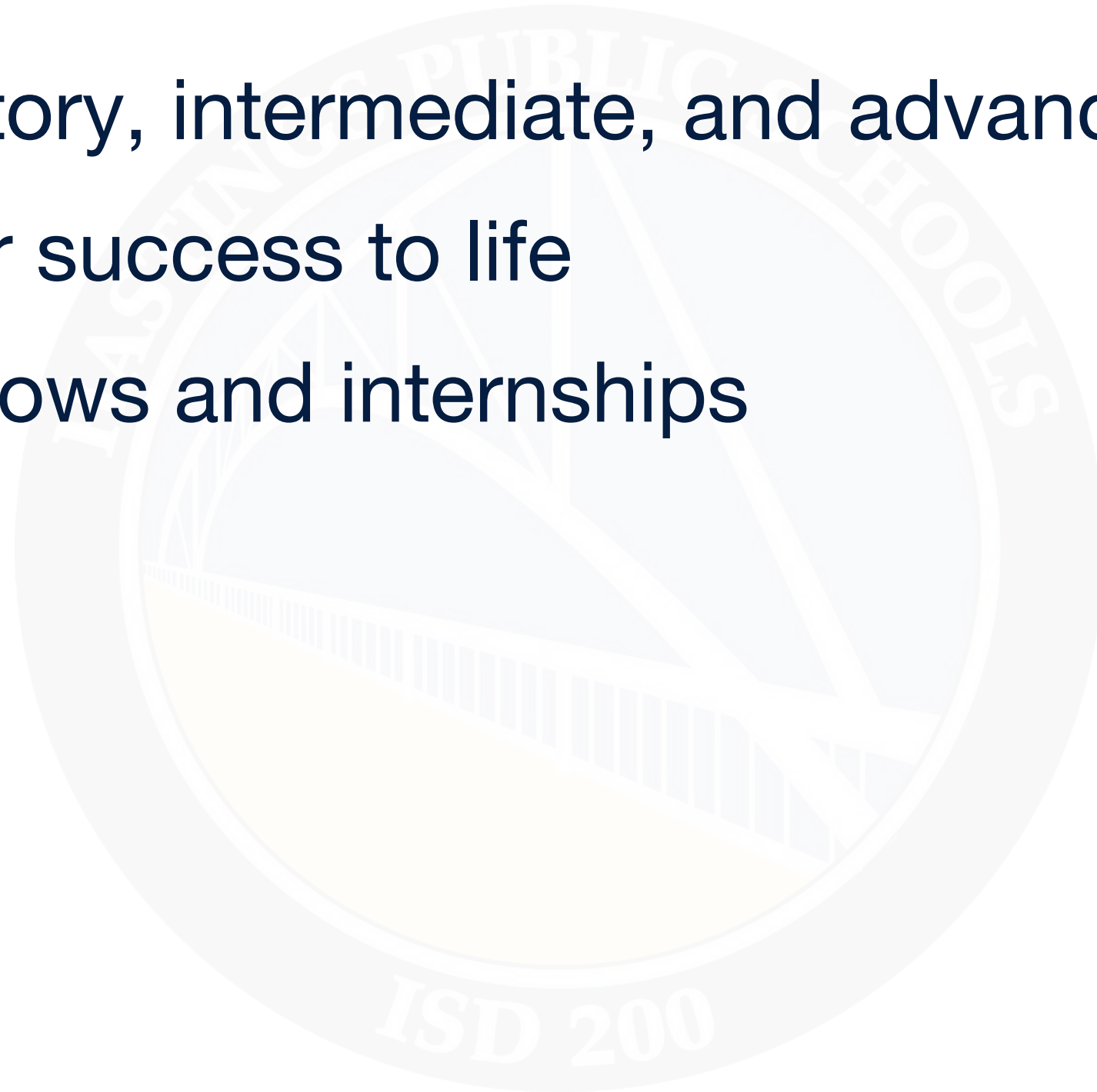


DESTINATION DISTRICT



Pathway Development

- Develop introductory, intermediate, and advanced courses
- Bring the skills for success to life
- Time for job shadows and internships



Sample Schedules

Typical 4x4 Student Schedule - Without Music Request

Class of 2032 and later | Proposed 58-credit total | Policy 613 departmental requirements | Without music request or skinny courses

9th Grade					10th Grade				
Time	Q1	Q2	Q3	Q4	Time	Q1	Q2	Q3	Q4
7:50-9:20	Human Performance 9	Health 9	Pathway Elective	Pathway Elective	7:50-9:20	English 10 A	English 10 B	Health 10	Pathway Elective
9:25-10:55	Algebra I A	Algebra I B	World Studies / Geography A	World Studies / Geography B	9:25-10:55	Geometry A	Geometry B	American History A	American History B
11:00-12:56*	English 9 A	English 9 B	Earth Science 9	Space Science 9	11:00-12:56*	Biology A	Biology B	Pathway Elective	Pathway Elective
1:01-2:31	Pathway Elective	Pathway Elective	Pathway Elective	Pathway Elective	1:01-2:31	Pathway Elective	Pathway Elective	Pathway Elective	Pathway Elective

11th Grade					12th Grade				
Time	Q1	Q2	Q3	Q4	Time	Q1	Q2	Q3	Q4
7:50-9:20	English 11 A	English 11 B	Chemistry A / Physics A	Chemistry B / Physics B	7:50-9:20	English 12 A	English 12 B	Art Elective	Art Elective
9:25-10:55	Algebra II A	Algebra II B	Pathway Elective	Pathway Elective	9:25-10:55	Economics	Government / Citizenship	Pathway Elective	Pathway Elective
11:00-12:56*	Pathway Elective	Pathway Elective	Social Studies Elective	Pathway Elective	11:00-12:56*	Pathway Elective	Pathway Elective	Pathway Elective	Pathway Elective
1:01-2:31	Pathway Elective	Pathway Elective	Pathway Elective	Personal Finance	1:01-2:31	Pathway Elective	Pathway Elective	Pathway Elective	Pathway Elective

Credit audit	Required	Scheduled	Credit audit	Required	Scheduled
Language Arts	8	8	Social Studies	7	7
Mathematics	6	6	Art	2	2
Science	6	6	Health	2	2
Physical Education	1	1	Personal Finance	1	1
Electives	25	31	TOTAL	58	64

Sample Schedules Continued

Typical 4x4 Student Schedule - Music Skinnies

Class of 2032 and later | Proposed 58-credit total | Music paired with Health, PE, and Human Performance

9th Grade				
Time	Q1	Q2	Q3	Q4
7:50-8:35	Music 9A		Music 9B	
8:35-9:20	Human Performance 9		Health 9	
9:25-10:55	Algebra I A	Algebra I B	World Studies / Geography A	World Studies / Geography B
11:00-12:56*	English 9 A	English 9 B	Earth Science 9	Space Science 9
1:01-2:31	Pathway Elective	Pathway Elective	Pathway Elective	Pathway Elective

10th Grade				
Time	Q1	Q2	Q3	Q4
7:50-8:35	Music 10A		Music 10B	
8:35-9:20	Health 10		PE / Human Performance Elective	
9:25-10:55	English 10 A	English 10 B	American History A	American History B
11:00-12:56*	Geometry A	Geometry B	Biology A	Biology B
1:01-2:31	Pathway Elective	Pathway Elective	Pathway Elective	Pathway Elective

11th Grade				
Time	Q1	Q2	Q3	Q4
7:50-8:35	Music 11A		Music 11B	
8:35-9:20	PE / Human Performance Elective A		PE / Human Performance Elective B	
9:25-10:55	English 11 A	English 11 B	Chemistry A / Physics A	Chemistry B / Physics B
11:00-12:56*	Algebra II A	Algebra II B	Social Studies Elective	Pathway Elective
1:01-2:31	Pathway Elective	Pathway Elective	Pathway Elective	Personal Finance

12th Grade				
Time	Q1	Q2	Q3	Q4
7:50-8:35	Music 12A		Music 12B	
8:35-9:20	PE / Human Performance Elective A		PE / Human Performance Elective B	
9:25-10:55	English 12 A	English 12 B	Pathway Elective	Pathway Elective
11:00-12:56*	Economics	Government / Citizenship	Pathway Elective	Pathway Elective
1:01-2:31	Pathway Elective	Pathway Elective	Pathway Elective	Pathway Elective

Credit audit	Required	Scheduled	Credit audit	Required	Scheduled
Language Arts	8	8	Social Studies	7	7
Mathematics	6	6	Art	2	2
Science	6	6	Health	2	2
Physical Education	1	1	Personal Finance	1	1
Electives	25	31	TOTAL	58	64

[Additional Samples](#)

Instructional Time Comparisons

7 Period Schedule

- $(46 \text{ minutes} \times 6 \text{ classes}) + (50 \text{ minutes} \times 1 \text{ class}) = 326 \text{ minutes of instruction per day}$

4 Period Schedule

- $90 \text{ minutes} \times 4 \text{ classes} = 360 \text{ minutes of instruction per day}$

Instructional Time Comparisons

	Number of Non-Credit Bearing Courses		
	2024-2025	2025-2026	2026-2027*
Study Hall	766	835	717
Student Aide	137	190	x
Senior Release	81	169	x
* This is the number of students as of noon on August 18, 2026 Schedule changes are still being made for first semester and second semester. According to the counselors, this number will likely change to a higher number based on historical trends.			
x Students are not assigned to these options until after the school year begins.			

	Class Time (bell to bell)	Instructional Time (actual instruction)
4 Period (per quarter)	90 min Average 3780 minutes per class	90 min class 5 min administrative tasks (e.g. attendance, etc) Average 3570 minutes per class
7 Period (per semester)	46 min class Average 3864 minutes per class	46 min class 5 min administrative tasks (e.g. attendance, etc) Average 3444 minutes per class



Executive Summary of Potential Benefits

Overall Considerations - Support

Potential Student Outcomes:

- May decrease course failures as they have more time in class each day with the teacher to ask questions and get help.
- May decrease discipline as there are fewer passing times.
- Student Survey Results - may show increased student teacher relationships (students are with fewer teachers, but more often).
- Provide ability to have job shadow/internships experiences in their schedules and not miss a class.
- Increased opportunities to take classes within a pathway.

Potential Improved Teacher Retention:

- May allow teachers to get to know their students better as they are with them for longer periods of time each day.
- May allow teachers to give more timely and meaningful feedback to students as they are working with fewer students each day (assuming 32 students per class, a teacher has 96 students compared to 160 students).
- Have fewer classes to plan and prepare for each day (3 compared to 5).
- May have the opportunity to collaborate with other teachers built into their schedules.

Overall Considerations - Challenges

- AP Courses - Scheduling may require 3 quarters or skinny schedule
- Sequential Courses - May be a gap in time between courses
- Shared Staff - Need to have creative scheduling of teachers who travel between the high school and middle school
- Transferring Students - Schedules may not perfectly align
- Transportation for job shadows and internships

Impact of a 4 x 4 Schedule

GRADUATION POLICY

Update the credits required for graduation:

- 56 out of 64 = 87.5%
- 58 out of 64 = 90.6%

Wayzata = 93.75%

Shakopee = 87.5%

Alexandria = 93.75%

TEACHER CONTRACT

There are minimal contract language items to address.

TIMELINES & COMMUNICATION

Click [HERE](#) to view the timeline



Questions & Discussion



Hastings
Public Schools

Ice Arena Discussion

August 12, 2026
September 23, 2026

Prepared by: Jennifer Seubert, Director
of Finance and Operations

Students are the heart



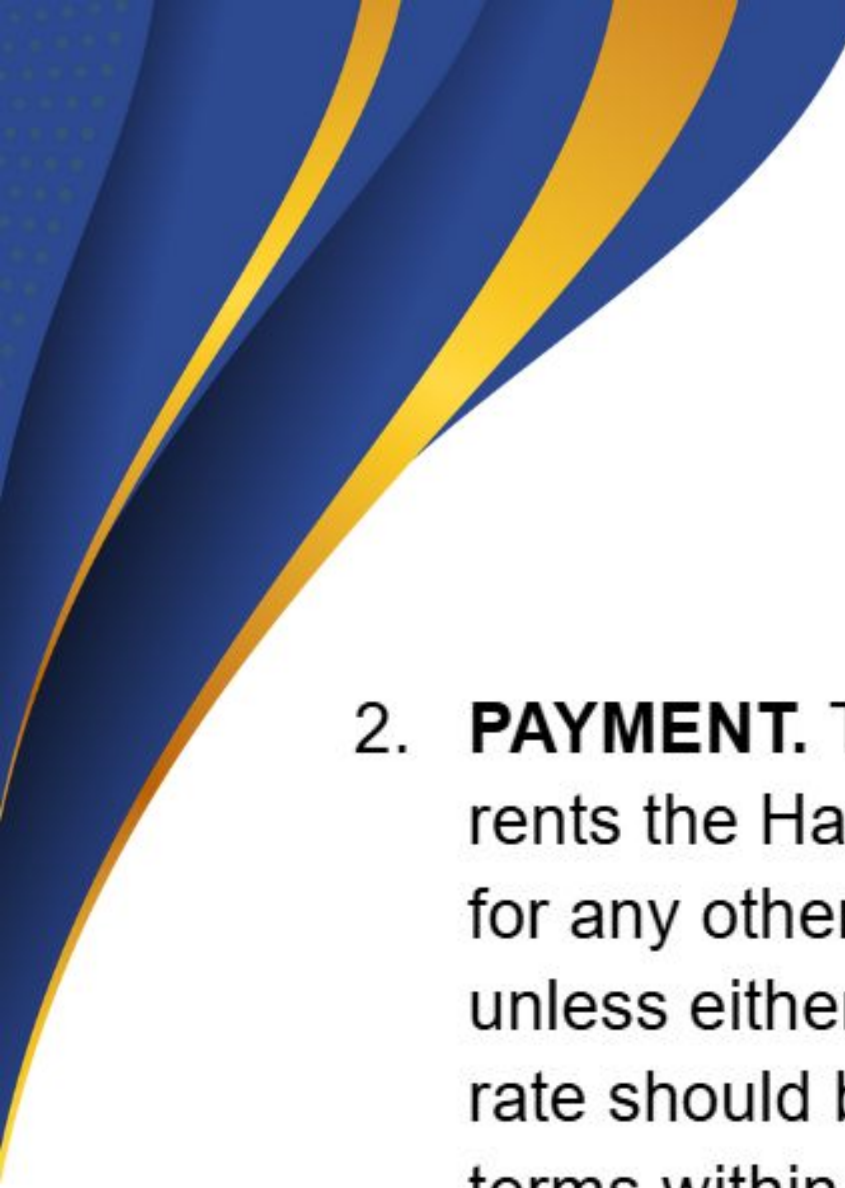
of all we do

Additional Contract - City of Hastings

Locker Room Agreement (2001)

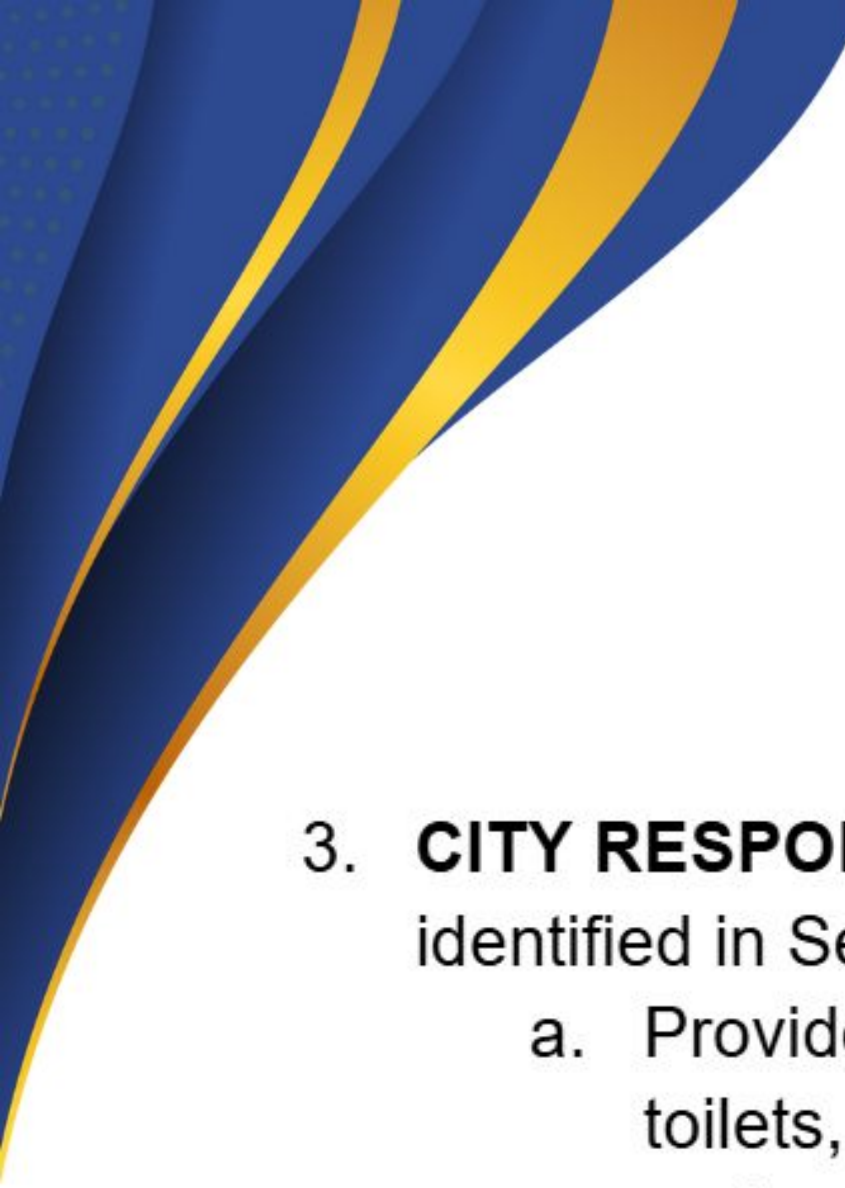
Exclusive use of the locker room (varsity)

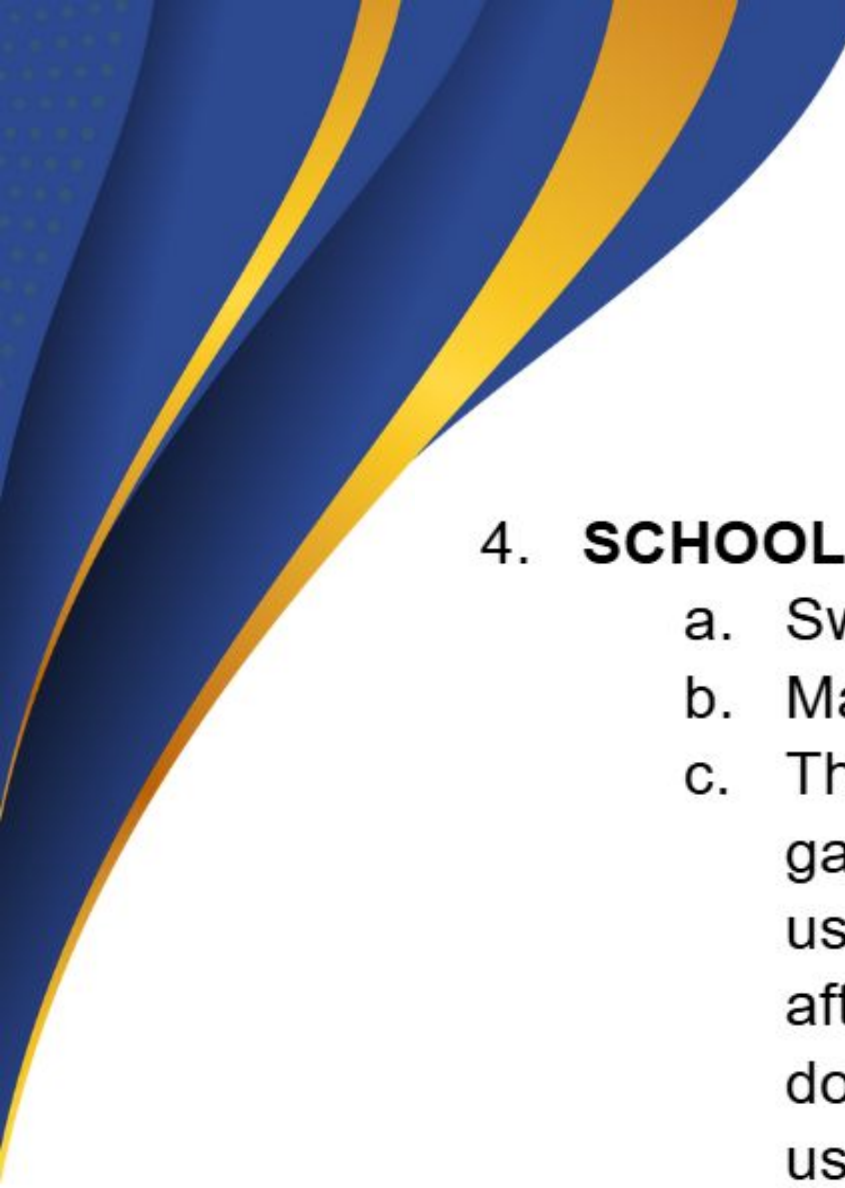
Supplementary Emails/Memos

- 
2. **PAYMENT.** The School District agrees to make payment equal to \$8.50 for each hour that it rents the Hastings Civic Arena for Girls and Boys Varsity and Junior Varsity Hockey Program, or for any other hourly rental. There shall be an automatic increase of 2.5% of the prior years' rate, unless either party informs the other in writing by March 1 of each year that a different hourly rate should be negotiated. In the event the parties cannot reach agreement on the new rental terms within 30 days after being notified that a different rental payment is being sought, the rate shall be increased by 2.5%, and either party shall have the right to terminate the Agreement, so long as written notification is provided by June 1.

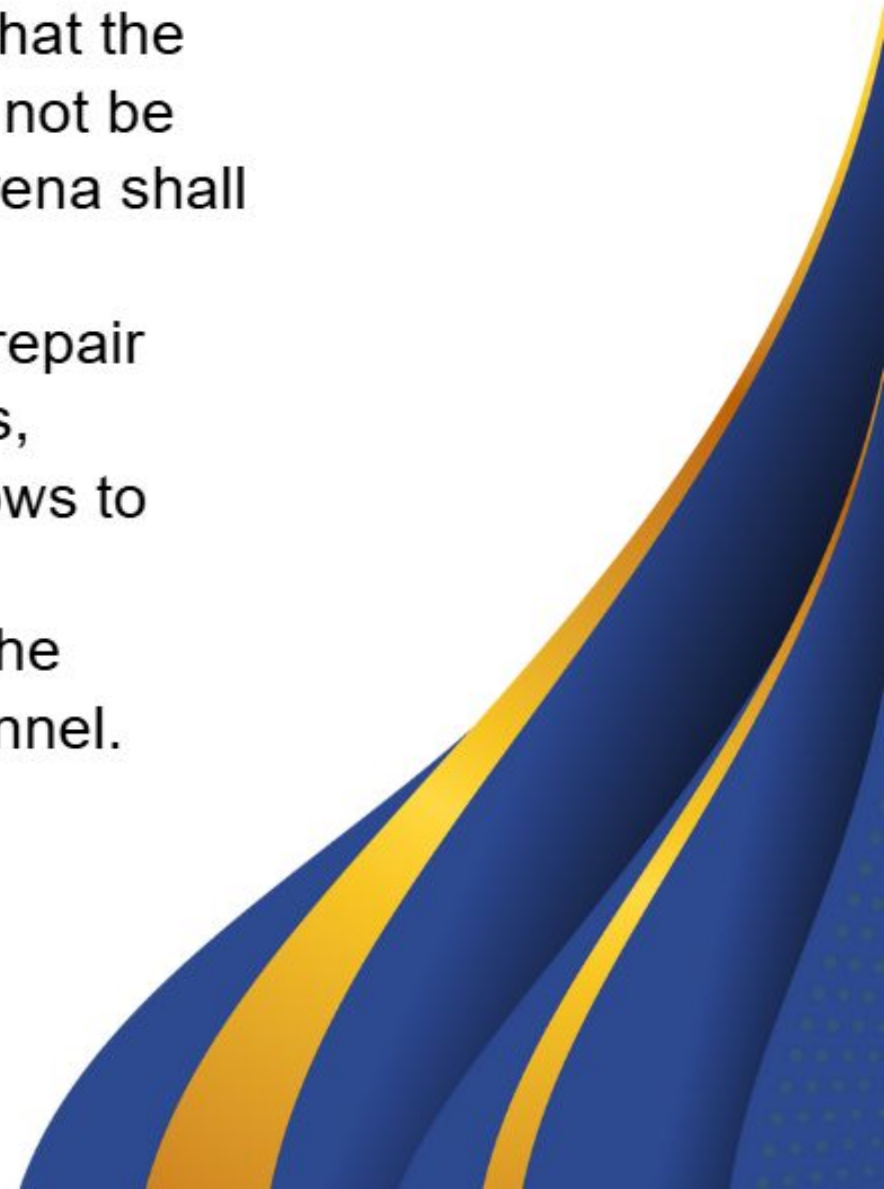
[Rate History](#)



- 
- 
3. **CITY RESPONSIBILITIES.** For consideration of the hourly payment made by the School, as identified in Section #2, the City agrees to complete the following:
- a. Provide weekly maintenance to the locker rooms, which will include the following: clean toilets, clean sinks, clean mirror, disinfect showers, clean floors, clean benches, empty garbage cans, scrub floors, scrub showers, clean windows, clean walls.
 - b. Provide heat and electricity to the locker rooms.
 - c. Provide the cleaning supplies and equipment to complete the above.



4. **SCHOOL RESPONSIBILITIES:**

- a. Sweep lock rooms in a thorough manner after each use.
 - b. Maintain orderliness, neatness and straightening of the locker rooms.
 - c. The School shall be responsible for securing the locker rooms during all practices, games and scrimmages and other uses in which it participates or for others it allows to use the locker rooms. The School shall be responsible for securing the locker rooms after each usage. The School and all its users, or those it allows to use, agree that the doors in the locker room and the doors on the east end of the Civic Arena shall not be used for entering from the outside. The doors in the main portion of the Civic Arena shall be the ones used to enter and exit the Civic Arena.
 - d. The School shall be responsible for the costs associated with the damage and repair associated with any negligence or vandalism caused by the School, its students, employees, guests, agents, visiting teams or any other person or persons it allows to use the locker rooms.
 - e. The School shall provide all necessary insurance on its personal property and the contents in the locker rooms and all workers compensation for its School personnel.
- 

10. **DONATION.** School District acknowledges that it has no ownership interest in the Locker Rooms at the Hastings Civic Arena. School District's only interest in these Locker Rooms is that interest created by this Agreement.



Capital & Major Maintenance

Upcoming Projects (2028)

Varsity Locker Room Roof

Estimated Cost: **\$215,000**

Varsity Locker Room HVAC

Estimated Cost: **\$30,000**

East Rink Board Replacement

Estimated Cost: *Not Provided Yet*

Scoreboard (2022)

City Contribution

Cost: **\$10,500**

Booster Club Contribution

Cost: **\$10,500**

School District Contribution

Cost: **\$7,000**

Legal Opinion

The Agreement with the City is silent on which party is responsible for replacement or repair of structural parts of the property and/or replacements that are capital expenditures (i.e. roof). Under No. 4 of the Agreement, the City is responsible for “heat and electricity to the locker rooms”, so there is an argument that includes a functioning HVAC system. As far as the roof, the Agreement clearly makes the City the owner of the locker rooms, thus all rights and responsibilities of ownership are solely with the City, including costs associated with repair and replacement of the components of the structure.

Public Purpose & Stewardship of School District Funds



- City owns the facility
- District has no ownership interest or maintenance responsibility
- Funding a roof replacement would improve another entity's capital asset

Current Rate Structure (as invoiced)

25-26 RATES

Prime: \$270/Hr

NonPrime: \$180/Hr

Premium: \$55/Hr

Locker Room Usage: \$15.76/Hr

- *October 27, 2025 - March 1, 2026*

Games: \$225 per event for providing cleaning & personnel (on-duty manager, ice maintenance personnel, janitorial services, game announcer, scorekeeper, ticket personnel and statistician/penalty box supervisors).

EXAMPLES

Practice Costs (Boys):

3:15-4:30 \$425.95

4:40-5:50 \$396.69

Game Costs: \$991.71

Practice Costs (Girls):

3:10-4:30 \$453.21

4:45-5:45 \$340.76

Game Costs: \$906.52

Annual Costs

2021-2022: \$74,203.30

2022-2023: \$72,835.90

2023-2024: \$79,542.44

2024-2025: \$81,900.70

2025-2026: \$111,066.95

2026-2027: \$116,620.30 (Estimated 5% increase)

Other Rink Rates



TRIA Rink Winter Hourly Ice Rental Rates 11/01/2026 - 2/28/2027

Days	Rate Type	Times	Base Rate	With Tax
Mon - Fri	Non-Prime	12:00 AM - 5:00 PM	\$205.00	\$225.24
Mon - Sun	Non-Prime	10:00 PM - 12:00 AM	\$195.00	\$214.26
Mon - Fri	Prime	5:00 PM - 6:00 PM	\$255.00	\$280.18
Mon - Thurs	Premium	6:00 PM - 8:00 PM	\$265.00	\$291.17
Mon - Fri	Prime	8:00 PM - 10:00 PM	\$255.00	\$280.18
Sat - Sun	Non- Prime	12:00 AM - 8:00 AM	\$195.00	\$214.26
Sat - Sun	Prime	8:00 AM - 10:00 PM	\$255.00	\$291.17



<https://www.triarink.com/icerentals>

Other Rink Rates Cont...

2026 proposed Hourly Rates

(source of data on other cities: staff phone survey of proposed rates for upcoming year).

	<u>Ice time</u>			<u>notes</u>
	<u>Prime</u>	<u>Non- prime</u>	<u>Off- peak</u>	
Burnsville	280	210	135	
St.Thomas Ice Arena	250	200		
Lakeville	280	180		summer -215
Apple Valley	275	195	0	
Eagan	260	195	175	
Inver Grove Heights	240	175	160	
			150-	
South St. Paul	240	185	170	
Richfield	255	195	170	
Rosemount	255	175	175	

	<u>Turf/Dry Floor</u>	<u>Concreate</u>	<u>Arena Floor</u>
Full Floor	105/hour	65/hour	\$850/day
1/2 floor			
Less than 24/hour notice			

<u>Mezzanine Rental</u>			
	<u>Hourly</u>	<u>8- hour rental</u>	<u>Notes</u>
Resident	\$35/hour	\$260/8 hours	
Non-resident			
Resident w/outside F & B	\$70/hour	\$520/8 hours	
Non-resident w/outside F & B			

Other Rink Rates Cont...

2027 proposed Hourly Rates

(source of data on other cities: staff phone survey of proposed rates for upcoming year).

	<u>Ice time</u>		
	<u>Prime</u>	<u>Non- prime</u>	<u>Off- peak</u>
Burnsville	No Data yet		
St.Thomas Ice Arena	No Data yet		
Lakeville	290	190	summer -225
Apple Valley	295	205	
Eagan	265	200	180
Inver Grove Heights	No Data yet		
South St. Paul	No Data yet		
Richfield	265	205	170
Rosemount	No Data yet		
	<u>Turf/Dry Floor</u>	<u>Concreate</u>	<u>Arena Floor</u>
Full Floor	105/hour	65/hour	\$850/day
Less than 24/hour notice			
	<u>Mezzanine Rental</u>		
	<u>Hourly</u>	<u>8- hour rental</u>	
Resident	\$35/hour	\$260/8 hours	
Non-resident			
Resident w/outside F & B	\$70/hour	\$520/8 hours	
Non-resident w/outside F & B			



DISCUSSION



Building Construction Fund Projects as of 8/31/2026

	A	B	C	D	E	A-C-D-E	
Project	Project Budget	Vendor Bid Amount +/- Change Orders	Vendor Contract Expenses to Date	Wold/Loeffler Fees to Date	Other Expenses Less Rebates to Date	Remaining Funds	Status
High School Roof Replacement	4,645,800	2,944,318	2,944,318	294,530	11,568	1,395,384	Complete
High School & Pinecrest Chillers	1,182,000	753,551	753,551	74,842	(34,273)	387,879	Complete
Multi-Site Exterior Lighting	468,500	246,483	246,483	30,569	(26,321)	217,770	Complete
High School & McAuliffe Parking Lot	1,516,540	1,084,851	1,084,851	116,970	22,836	291,883	Complete
High School Track Resurfacing	360,000	286,864	286,864	23,219	3,323	46,593	Complete
High School BAS Replacement	1,951,100	606,642	606,642	123,429	28,570	1,192,459	Complete
Pinecrest Partial Roof Replacement	373,000	289,800	289,800	23,757	248	59,194	Complete
McNamara Stadium Improvements	3,370,000	2,688,639	2,688,639	216,215	286,531	178,615	Complete
Pinecrest Deferred Maintenance	968,000	602,279	602,279	62,183	248	303,290	Complete
Early Childhood Improvements (High School)	445,000	275,513	275,513	28,362	1,414	139,711	Complete
District Wide Camera Project	382,000	192,975	192,975	24,421	22,175	142,429	Complete
Tilden Deferred Maintenance & Roof	828,746	691,944	691,944	49,803	29,121	57,878	Complete
Board Room Renovations	93,359	-	-	-	63,193	30,166	Complete
High School Athletic Field Parking Lot	506,000	426,038	426,038	27,646	20,549	31,766	Complete
Pinecrest Exterior Emergency Lighting	10,000	-	-	-	4,780	5,220	Complete
High School Tennis Court Replacement	542,000	495,345	495,345	34,683	34,647	(22,674)	Complete
Kennedy & McAuliffe Partial Roof Replacement	533,200	405,900	405,900	33,978	3,154	90,168	Complete
High School Lecture Hall	140,000	-	-	-	139,530	470	Complete
Replace Middle School Softball & Baseball Backstops	160,000	-	-	-	84,647	75,353	Complete
Miscellaneous Deferred Maintenance Projects <\$100,000	367,100	-	-	-	135,856	231,244	Complete
High School Baseball Drainage	200,000	-	-	-	61,770	138,230	Complete
Tilden Asbestos	18,400	-	-	-	-	18,400	Complete
Miscellaneous Deferred Maintenance Projects <\$100,000	27,800	-	-	-	9,005	18,795	Complete
Middle School Improvements	23,814,024	22,189,111	22,189,111	1,385,892	251,768	(12,747)	Complete
High School Retaining Wall	50,000	-	-	339	47,500	2,161	Complete
Middle School Privacy Improvements	324,300	263,071	263,071	15,522	1,261	44,446	Complete
High School Parking Lot Improvement - Phase 3	324,760	138,208	138,208	6,340	7,100	173,112	Complete
High School Lighting (split from HS Deferred Maintenance)	119,939	128,822	128,822	2,555	(11,439)	0	Complete
District Office Renovations	278,000	164,723	164,723	19,169	98,904	(4,796)	Complete
Middle School Storage Building	452,500	418,363	418,363	15,275	19,518	(657)	Complete
ALC Renovation	1,421,640	1,169,674	1,165,674	120,806	116,940	18,220	Complete
McAuliffe Deferred Maintenance & Water Coolers	336,731	288,842	288,842	12,216	42,869	(7,197)	Complete
Middle School Track	404,750	341,273	341,273	40,196	17,334	5,947	Complete
Monument Signs	357,000	326,472	326,472	14,029	8,609	7,890	Complete
Board Room Renovations - Phase II	6,641	-	-	-	5,845	796	Complete
Water Coolers (Tilden & Middle School)	182,000	142,500	142,500	11,559	198	27,743	Complete
HHS Privacy Improvements	1,013,063	876,007	876,007	127,025	6,880	3,150	Complete
Middle School Partial Roof Replacement	717,200	747,255	747,255	45,778	10,396	(86,230)	Complete
Gymnastics	50,000	-	-	-	21,913	28,087	Complete
Tilden Preschool Classroom	90,000	60,660	60,660	5,877	678	22,785	Complete
Door & Glass Improvements Phase I	67,262	31,450	31,450	-	35,812	(0)	Complete
Safety & Security Improvements-Phase I	33,245	33,245	33,245	-	-	-	Complete
Middle School Media Center	160,000	-	-	-	92,157	67,843	Complete
Replace High School Carpet (Phase I&II)	537,629	376,700	376,700	43,234	117,695	0	Complete
High School Fire Alarm/Alert System Replacement	410,000	362,552	362,552	27,735	135	19,579	Complete
District Wide Fire Alarm/Alert System Replacement	205,000	161,250	161,250	23,110	1,864	18,775	Complete
Kennedy Deferred Maintenance	662,576	599,554	599,554	19,106	6,951	36,965	Complete
Nature Preserve Gravel Parking Lot & Monument Sign	9,100	-	-	-	9,100	-	Complete
High School Student Entrance Bollards	5,000	-	-	-	5,000	-	Complete
Technology Improvements	2,529,625	-	-	-	2,529,625	-	Complete
Replace High School Carpet (Phase III)	74,471	-	-	-	74,471	-	Complete
High School TuckPoint (split from HS Deferred Maintenance)	237,075	236,791	236,791	-	284	0	Complete
Door & Glass Improvements (Middle School split w/LTFM)	432,738	380,393	380,393	33,445	-	18,901	Complete
Grounds/Site Improvements (split w/Capital)	500,000	464,605	464,605	35,265	222	(92)	Complete

Safety & Security Improvements	576,468	424,152	424,152	70,553	17,193	64,571	Complete
Radio Replacement	100,000	-	-	-	100,170	(170)	Complete
Middle School Pod Redesign	235,000	57,045	57,045	-	158,455	19,499	Complete
Interior Locks Allowance-Door Hardware Upgrades	420,000	379,619	379,619	37,823	2,026	532	Complete
High School Deferred Maintenance (Storefront/Shower Valves)	264,386	227,515	227,515	36,172	242	457	Complete
Pinecrest Kitchen Roller Door Replacement	10,500				9,860	640	Complete
High School Exhaust Ventilation	77,000				75,696	1,304	Complete
Flexible Learning Furniture	600,000	-	-	-	600,000	-	Complete
Contingency	2,007,858	-	-	-	-	2,007,858	Contingency
Reallocations from/to projects	(9,960,222)	-	-	-	-	(9,960,222)	Reallocation
Interest Earnings		-	-	-	-	2,660,863	Interest Earnings

Subtotal	49,225,804	42,980,994	42,976,994	3,313,628	5,385,804	210,241	
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Remaining funds from complete projects are available for excess costs on other identified projects or reallocation for new projects.

A	B	C	D	E	A-C-D-E
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High School Concessions	16,500				11,500	5,000	In Process
District Wide Security - Exterior Door Hardware	125,000				2,398	122,602	In Process
Subtotal	141,500	-	-	-	13,899	127,601	

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

Total	49,367,304	42,980,994	42,976,994	3,313,628	5,399,703	337,842	
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WORK SESSION

COMMUNICATIONS

Update from Student Services

Update from Member Districts

STEWARDSHIP

Reviewed Payment Register

Reviewed Direct Deposits

Reviewed MSDLAF Statement and Investment Report

BOARD MEETING

COMMUNICATIONS

Approved consent items

8/4/26 minutes

Personnel:

New Hire

Najmo Abdullahi ESP August 26, 2026

Karli Anderson ESP August 26, 2026

Olivia Bailey ESP August 26, 2026

Isabella Brown ESP August 26, 2026

Sue-Ellen Cooker ESP August 26, 2026

Haylie Craigie SFSP August 26, 2026

Audrey DeMers ESP August 26, 2026

Abby Dingman ESP August 26, 2026

Sydney Eisenmann ESP August 26, 2026

Kaycee Frelix ESP August 26, 2026

Miranda Groth ESP August 26, 2026

Ashley Harbaugh ESP August 26, 2026

Antoinisha Harper ESP August 26, 2026

Hibak Ibrahim ESP August 26, 2026

Abdisamic Ibrahim ESP August 26, 2026

Patricia Lampland ESP August 26, 2026

Nevaeh-Lee Lindsey ESP August 26, 2026

Yesenia Manning ESP August 26, 2026

Ellie Mercil ESP August 26, 2026

Finah Parker ESP August 26, 2026

Malea Paukert SFSP August 26, 2026

Alexander Reishus ESP August 26, 2026

Kobe Schroeder ISP August 26, 2026

Justin Shepard ESP August 26, 2026

LeVarn Shelby Comm Srvcs Outreach Liaison
August 25, 2026

Emily Sims ESP August 26, 2026

Lilian Stephens ESP August 26, 2026
Danita Swanson ESP August 26, 2026
Lytiana Taylor ESP August 26, 2026
Maureen Tieskoetter ESP August 26, 2026
Janejah Washington ESP August 26, 2026
Samaya Williams ESP August 26, 2026
Janelle Wiser ESP August 26, 2026
Anthony Zepeda ESP August 26, 2026
Kelsey Arch School Psychologist
August 24, 2026

Re-Hire

Mikayla Coops Health Associate August 26, 2026
Anghosom Ghebreselassie ESP August 26, 2026
Emma Karnes Teacher August 24, 2026
Steven Nasshan Teacher August 24, 2026
Rushel Rejuso Teacher August 24, 2026
Stacey Ruud ESP August 26, 2026
Ryo Zayn Bowen ESP August 26, 2026

Change in Status

Venkata Guntur ESP August 1, 2026

INTEGRITY

Approval of Policies
First and Final Reading
806 Crisis Management Policy

STEWARDSHIP

Approval of donation from Thidaluck Le for a Freedom Concepts Discovery Bike
Approval of a CD Ladder Investment Procedure

INNOVATION

Approval of DCALS MAPP Stars
Field Trips 2026-27



Association of Metropolitan School Districts



2026 ELECTION

EDUCATION ISSUES GUIDE



WWW.AMSD.ORG



WWW.FACEBOOK.COM/AMSDMN



[@AMSDMN](https://twitter.com/AMSDMN)

AUGUST 7, 2026



Association of Metropolitan School Districts

2026 ELECTION EDUCATION ISSUES GUIDE TABLE OF CONTENTS

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Association of Metropolitan School Districts

A MESSAGE FROM THE AMSD BOARD CHAIR

Each election year AMSD develops a guide designed to help members engage in the electoral process and educate legislative candidates about the challenges facing our school districts. I encourage you to share it with your community members and your local legislative candidates. Your voice and engagement in the electoral process are critical to ensuring we have state policymakers who understand the importance of strong public schools and their role in supporting them.

These are challenging times for our school districts. A [survey conducted in March 2026](#) showed members of the Association of Metropolitan School Districts projected more than \$223 million in combined shortfalls for the 2026-27 school year. The Governor and Legislators did not take meaningful action to mitigate those shortfalls leaving many school districts no choice but to make painful cuts to balance their budgets.

What is even more alarming is that this is a trend that will continue unless state policymakers address the structural imbalance between school district revenues and the expenses associated with recently enacted state programs and requirements.

What caused this imbalance? Didn't the state make a historic investment in education in 2023?

State policymakers approved significant investments in the 2023 session such as linking the formula to inflation, reducing the special education and English learner funding shortfalls, and reforming literacy instruction. But they also approved historic new programs, requirements, and expectations for our schools. While the new programs and requirements were well intentioned, the funding for those new obligations didn't match the real cost of delivering them.

Consider the list:

- Literacy reform including mandatory statewide literacy instruction training for teachers and new curriculum requirements.
- Two new paid leave programs: [MN Paid Leave Program](#) and [Earned Sick and Safe Time](#).
- Extended unemployment benefits to hourly school workers over the summer.

These initiatives were either partially funded, relied on temporary funding, or came with no funding at all.

That patchwork approach has created a structural mismatch between what schools are expected to do and the resources they actually have to do it.

Furthermore, in the 2025 session lawmakers retreated on the 2023 special education investment when they approved a \$125 million annual reduction in special education funding effective in FY28.

State leaders must either provide additional funding or modify the new programs to lower the cost. If they don't act to align revenues and expenditures, school districts will be forced to make deep cuts including fewer program offerings and staff layoffs that result in larger class sizes directly affecting students' day-to-day experience.

There are also unintended consequences from recent policy changes. Universal meals, for example, altered how the state identifies students eligible for additional academic support. The new method leaves out a significant number of students who still need help. Schools will continue to serve those students but with fewer resources to do so.

Then there's staffing. New employee leave programs provide meaningful benefits, but they also create funding and operational challenges that haven't been addressed. When staff take leave, schools still have to fill those roles. Classrooms don't pause. Buses still run. Meals still get served. As a result, the costs for staff substitutes has skyrocketed and it's growing.

Minnesota has raised expectations for its public schools without providing a stable, long-term way to pay for them. The longer state leaders wait to address the imbalance, the harder and more expensive it will be to fix.

Thank you for your support and advocacy for public education. Your voice matters!

Alison Sherman, Chair, Association of Metropolitan School Districts and the Stillwater Area Public School Board.





Association of Metropolitan School Districts

AMSD ELECTION RESOURCES

AMSD urges citizens concerned about public education to become familiar with the local issues and challenges in their school district.

AMSD is also available to political candidates to assist with answering questions related to education policy and funding issues. Please contact Scott Croonquist, AMSD executive director, at 612-430-7811 or scroonquist@amsd.org with questions.



CONSTITUTIONAL OBLIGATION FOR PUBLIC SCHOOLS

Since even before its founding, Minnesotans have seen the value of public education. Our state's commitment to public schools is enshrined in the state's founding document.

"The stability of a republican form of government depending mainly upon the intelligence of the people, it is the duty of the legislature to establish a general and uniform system of public schools. The legislature shall make such provisions by taxation or otherwise as will secure a thorough and efficient system of public schools throughout the state."

— **Minnesota State Constitution (1857), Article XIII, Section 1**

WHAT'S ON MY BALLOT?

The general election ballot will include the following for all voters:

- U.S. Senate Seat
- U.S. House of Representatives
- Governor, Lt. Governor, Attorney General, Secretary of State, and State Auditor
- MN State Senate
- MN State House of Representatives
- Permanent School Fund Constitutional Amendment

In addition, many voters will have important local races on their ballot including school board, county, city, township, and judicial races. In addition, some voters will have important school referendum questions on their ballot.



Association of Metropolitan School Districts

EDUCATION FUNDING & POLICY: THE IMPACT ON SCHOOLS

After approving significant investments and numerous new programs and requirements for school districts in the 2023-24 biennium, state policymakers retreated on some of those investments in the 2025 session to address a projected budget shortfall. The cuts adopted in the 2025 session were primarily for the 2028-29 biennium while the overall projected funding level for 2026-27 was unchanged. Some of the significant changes approved in the 2025-26 biennium included:



- The 2025 education bill included \$420 million in cuts for the 2028-29 biennium with the bulk of the cuts in special education. The special education cuts included a reduction in special education transportation reimbursement and an additional \$250 million to be identified by an 18 member Blue Ribbon Commission on Special Education. The bill included a contingent cut of \$250 million to special education cross-subsidy reduction aid if the Commission does not identify sufficient reductions.
- The bill also included cuts to student support personnel aid, library aid, and some grant programs to cover the cost of one-time hold-harmless funding for compensatory revenue. Many school districts were facing major cuts in compensatory revenue following the change

in how that revenue stream was calculated under the Universal School Meals legislation. An additional \$10 million was approved in the 2026 session to partially offset the reductions in compensatory revenue.

- The 2026 education bill included modest grant funding to assist districts in implementing anonymous threat reporting systems.
- Lawmakers also approved a constitutional amendment to modernize distributions from the Permanent School Fund in the 2026 session. The proposed amendment would amend the distribution formula from the Permanent School Fund (PSF) and modestly increase the funding schools receive from the fund. Had the proposed formula been in effect for FY25, schools would have received approximately \$33 more per student than under the current distribution method.



Association of Metropolitan School Districts

CONSTITUTIONAL AMENDMENT TO MODERNIZE PERMANENT SCHOOL FUND DISTRIBUTIONS

Minnesota's Department of Natural Resources manages about 2.5 million acres of school trust land, with proceeds from land management activities such as timber sales, mining, and land leases added to the PSF. Revenues are invested by the State Board of Investment, and the Minnesota Department of Education annually distributes a portion to every public school district.

Minnesota's Constitution currently limits distributions to the net interest and dividends earned on the Fund, often resulting in small and unpredictable payments (2.5 percent). Passage of this amendment will provide a nominal funding increase for all public school districts in the state (increasing the distribution formula to 4.5 percent) without increasing taxes and without using revenue from the state general fund.

It's important to note that school districts will continue to rely on voter approved



referendums to ensure their students have the resources and opportunities they need to be successful. For the amendment to be approved, the question must receive a majority of all votes cast in the election. **If a voter does not vote on the question, it has the effect of being a “no” vote.**

You can learn more about the Permanent School Fund here:

- **AMSD WEBSITE:** <https://www.amsd.org/psf/>
- **MSBA Website and Toolkits:** <https://mnmsba.org/advocacy/permanent-school-fund/>
- **Minnesota Permanent School Fund Information Site:** <https://www.mnpsfamendment.org/>
- **Advocacy Website:** <https://voteyesmnstudents.org/>



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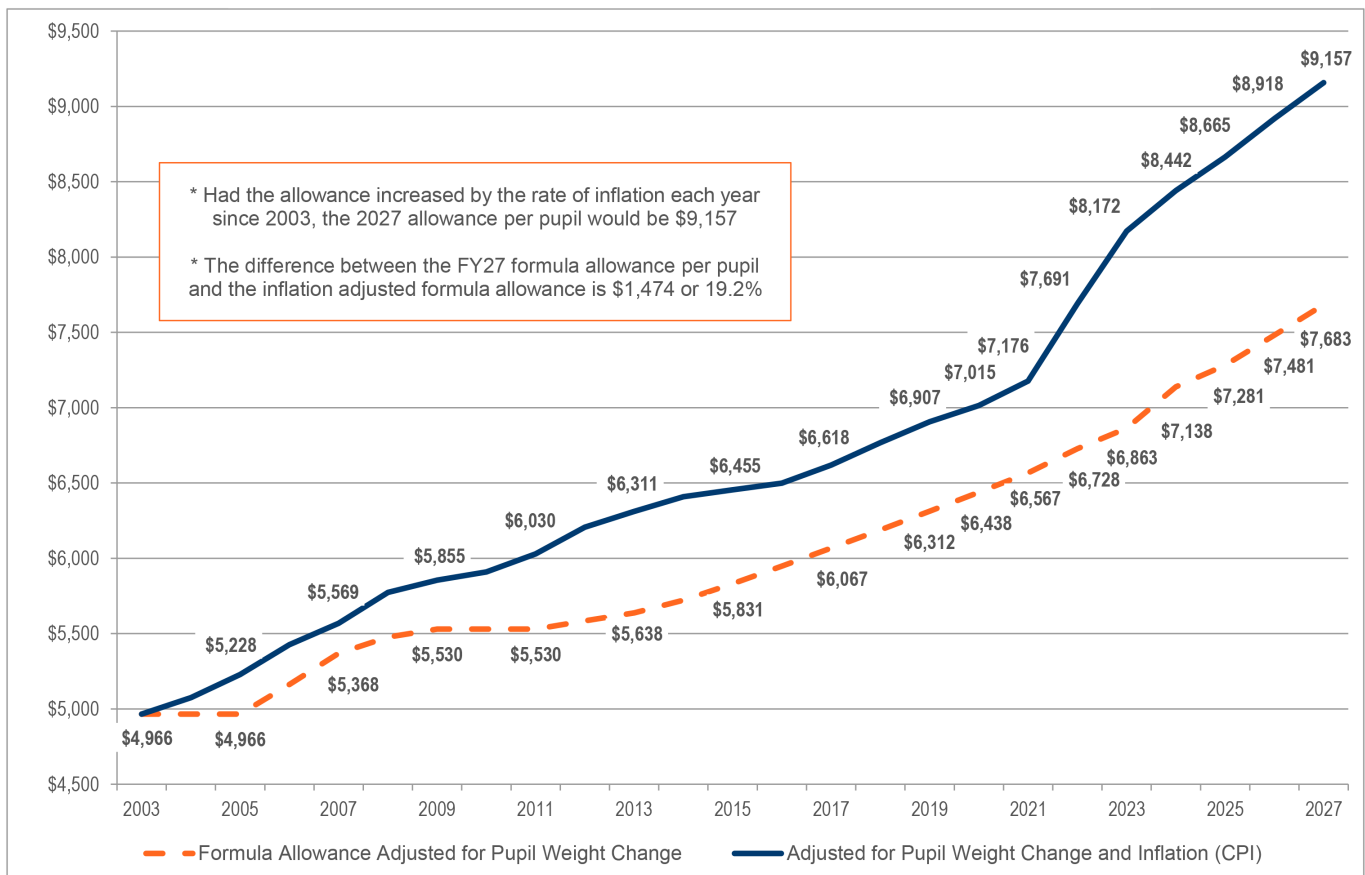
EDUCATION FUNDING & POLICY

Key funding streams continue to lag behind inflation



General Education Formula Allowance, 2003-2027

Adjusted for Pupil Weight Change and Inflation (CPI)



Source: MDE December 2025 CPI Inflation Estimates and Minnesota Laws 2023



Lawmakers approved a long-time AMSD priority during the 2023 legislative session to link the basic education funding formula to inflation. This added some badly needed stability to the funding system. At the same time, it does not make up for the ground lost to inflation over the past few decades. As the

graph above shows, the basic formula would be \$1,474 per pupil higher in FY27 if it had simply kept pace with inflation since 2003 — the year the Legislature repealed the general education levy and committed to funding education with state income and sales taxes.



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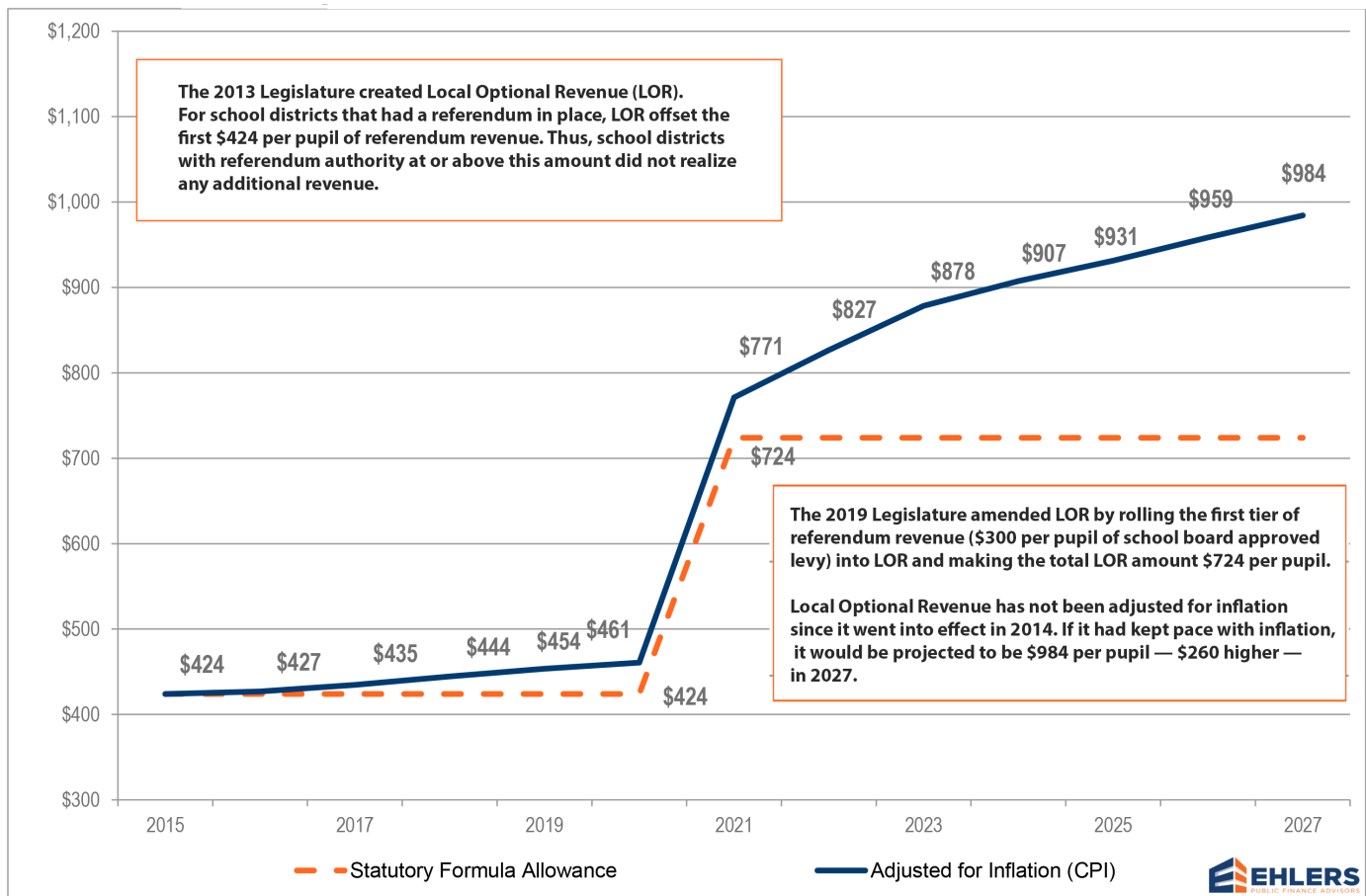
EDUCATION FUNDING & POLICY

Key funding streams continue to lag behind inflation



Local Optional Revenue (LOR) Allowance, 2015-2027

Adjusted for Inflation (CPI)



Local optional revenue (LOR), a critical funding stream, has lost considerable ground to inflation since it went into effect in 2014. The basic formula and LOR comprise nearly 75 percent of school districts' general education revenue — the funding stream that is the

most flexible and is used to pay staff salaries, transportation, supplies, and other general operations. As the graph above shows, LOR would be \$260 per pupil higher in the coming school year if it had kept pace with inflation.



Association of Metropolitan School Districts

EDUCATION FUNDING

The following education funding facts provide some context to the school funding climate in Minnesota. The data highlights the funding trends and helps explain some of the cost drivers challenging school districts' budgets. It also helps explain why school districts have continued to face budget challenges.

Inflation, Staffing Shortages, and Enrollment Stress School Budgets

- While inflation has declined from historic highs in 2022, continued significant increases in utilities, transportation, fuel, food, supplies, insurance, and other costs have had a major impact on school district budgets. At the same time, school districts have had to respond to historic staff shortages by significantly increasing salaries in a number of job categories to fill vacancies and settle employment contracts.

In addition, new state leave programs have drastically increased staff absences causing the cost for staff substitutes to skyrocket.



Enrollment fluctuations

- Demographics, immigration enforcement, and the pandemic have caused significant enrollment fluctuations for many school districts. With state education funding largely distributed through per pupil formulas, this can have a significant impact on school district revenue.



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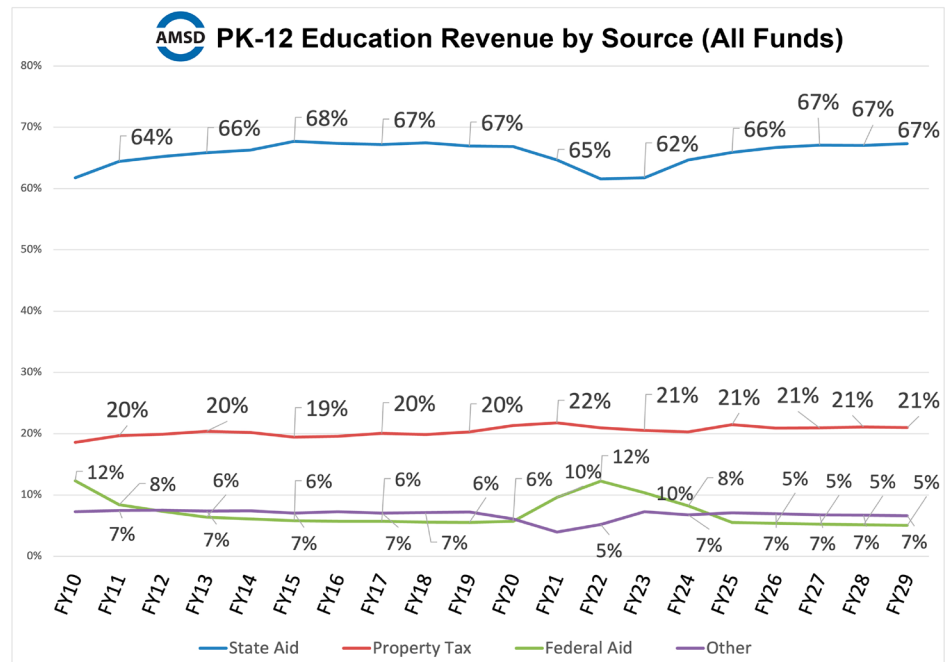
EDUCATION FUNDING

THE SCHOOL PROPERTY TAX SYSTEM IS INEQUITABLE

Minnesota's education funding system is based on a state/local partnership to provide resources and opportunities for students throughout the K-12 experience. This is what prepares them to graduate from high school ready for college or career.

Local property taxes provide about 21 percent of the revenue for Minnesota school districts — a level that has been fairly constant for years. According to the Minnesota Department of Education, the State share of education revenue has remained somewhat steady between 62 to 68 percent since 2010.

Districts rely on levies just to maintain current programs or to reduce budget cuts. Operating referenda provide resources for basic, essential services and programs for students. School districts also rely on capital projects referenda to keep school buildings safe and secure and to provide the technology



Source: Minnesota Department of Education, July 2026

students need in today's digital world. Capital bond referenda are used to build and maintain facilities for students, staff and the public.

Unlike many other states, Minnesota's education funding system does not account for regional wage variations. As a result, AMSD member districts, which face significantly higher labor costs, are heavily dependent on voter-approved operating referendums. This reliance creates inequities for school districts, students and taxpayers.

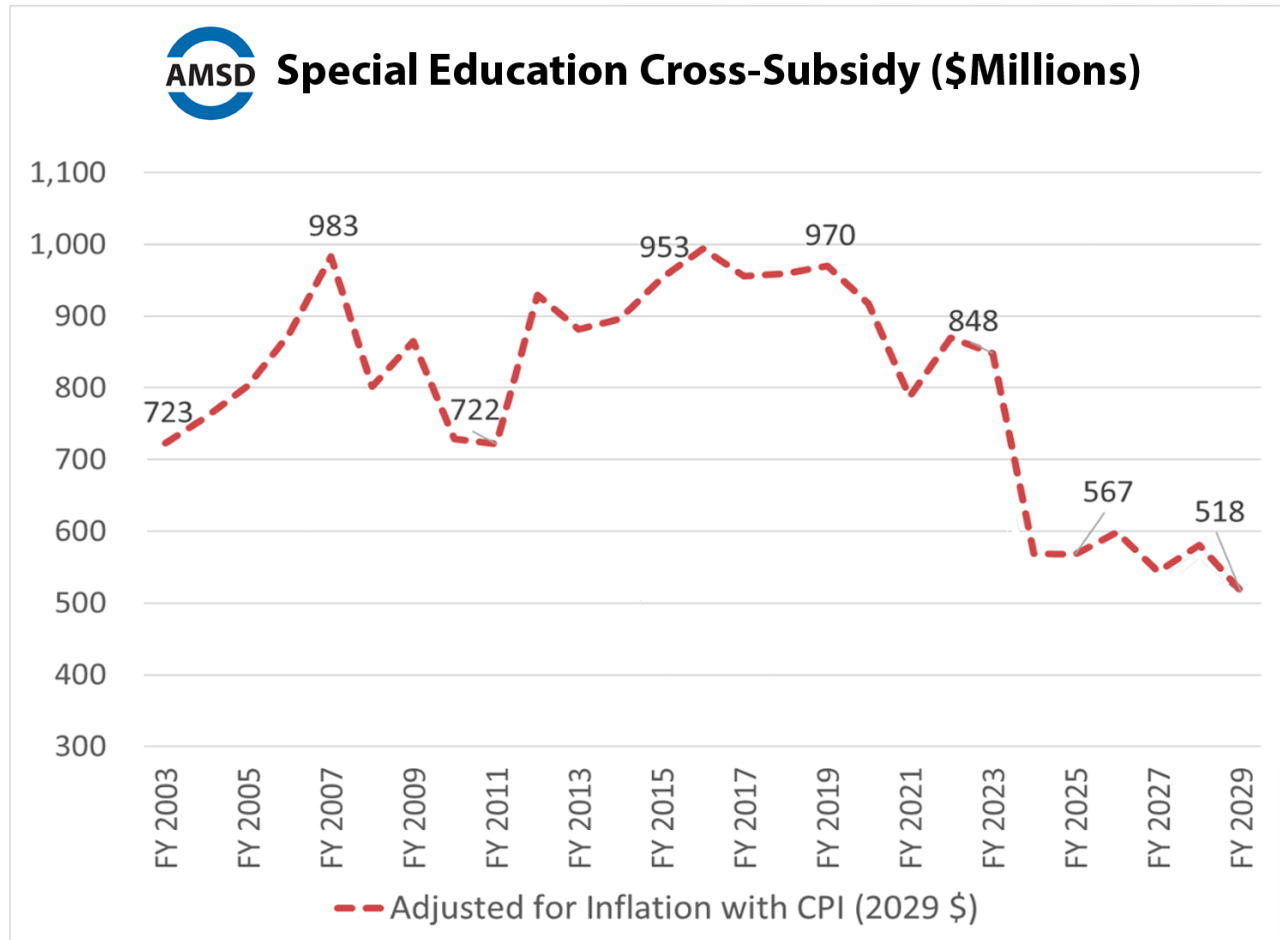
Homeowners who live in comparably valued homes and pay similar amounts in property taxes do not always generate a similar level of funding for their school district. Some districts generate three and four times more than others due to variations in property tax base. Districts with more commercial/industrial property are able to spread out property taxes and reduce the tax burden on homeowners. It is vital that legislators address property tax disparities.



Association of Metropolitan School Districts

EDUCATION FUNDING

THE STATE FALLS SHORT OF PAYING FOR SPECIAL EDUCATION SERVICES



Source: Minnesota Department of Education, August 2026

In 1975, the federal government passed landmark legislation requiring states to provide a “free and appropriate education to special education students.” This historic legislation ended years of discrimination against students with physical and cognitive disabilities. However, the state and federal governments have never provided the funding necessary to serve our special education students. Consequently, school districts are

forced to use money meant for regular classroom instruction to make up the difference. That difference is known as the “cross-subsidy.”

MDE is required to annually submit a cross-subsidy report to the legislative committees having jurisdiction over K-12 Education showing the amount each district is subsidizing special education costs with general education revenue.



Association of Metropolitan School Districts

EDUCATION FUNDING

THE STATE FALLS SHORT OF PAYING FOR SPECIAL EDUCATION SERVICES

The [FY25 Special Education Cross-Subsidies report](#) shows the impact of the investments included in the 2023 education bill.

The FY25 Special Education Cross-Subsidies report shows the impact of the investments included in the 2023 education bill. The FY24 cross-subsidy declined from \$724.4 million to \$502.6 million. The FY25 cross-subsidy increased to \$513.7 million and then is projected to increase to \$560.6 million in FY26 before dropping to \$522.7 million in FY27 when cross-subsidy reduction aid increases to 50 percent. It is projected to reach \$568.6 million in FY28.

The 2025 education bill lowered the reimbursement of special education pupil transportation expenditures from 100 percent of eligible costs to 95 percent of eligible costs for fiscal year 2026 and 90 percent of the eligible costs for fiscal years 2027 and later. This change is reflected in the updated cross-subsidy report. However, the bill also created a Blue Ribbon Commission on Special Education charged with identifying \$250 million in cost savings in the 2028-29 biennium. If the commission fails to identify \$250 million in savings, the cross-subsidy reimbursement percentage will be reduced proportionately

to reach the \$250 million target. This potential reduction in cross-subsidy reduction aid is not reflected in the recently released report.

Further complicating the challenge for school districts is the issue of “tuition billing,” whereby a serving school district or charter school is allowed to bill back significant portions of special education costs to a student’s resident school district. Insufficient special education funding has a tremendous financial impact on AMSD member school districts, ranging from \$669 per pupil in outer-ring metro suburbs to more than \$1,240 per pupil in Minneapolis and Saint Paul. In comparison, the average per pupil cross-subsidy for charter schools is just \$307. In FY25-26, AMSD districts spent nearly \$79 million of their general education revenue on special education costs for resident students attending charter schools.

The recent investments to address the special education cross-subsidy provided some financial relief for school districts. At the same time, the potential reduction in cross-subsidy aid included in the 2025 Education bill could result in significant cuts to special education funding and exacerbate school district budget challenges.



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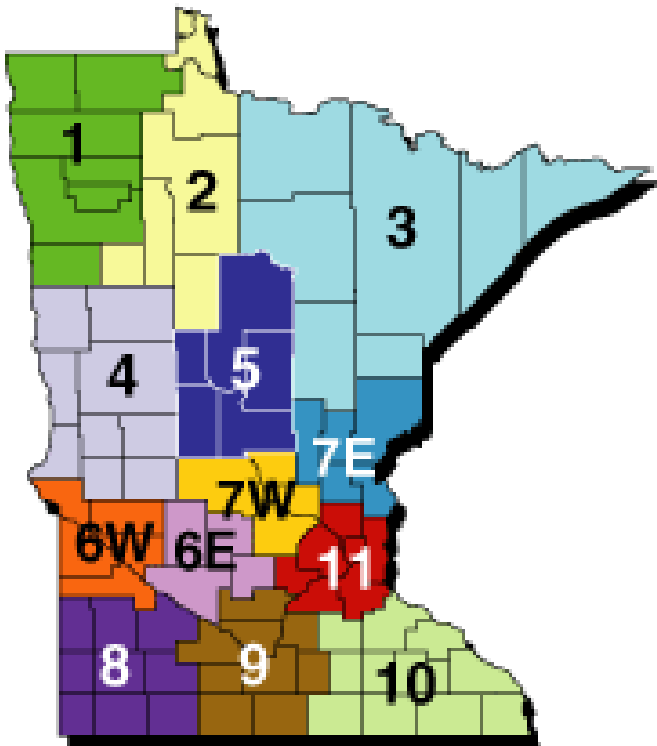
EDUCATION FUNDING

GEOGRAPHIC OPERATING COST DIFFERENTIALS

Metropolitan area and regional center school districts face significantly higher labor costs than their rural counterparts. Unlike many states, Minnesota's education funding formula does not recognize the geographic wage differentials.

Data from the Professional Educator Licensing and Standards Board shows that there is a 25.3 percent difference in costs faced by school districts in regions that command the highest and lowest teacher wages. Consequently, AMSD school

districts are heavily reliant on passing operating referendums to cover their higher labor costs and provide basic programs and services for their students. Compounding the challenge, these referenda have a widely different impact on local property taxpayers depending on the property tax wealth of the school district. State equalization aid, meant to address disparities in property tax wealth, has been badly eroded by inflation over the last decade.



2024-2025 Public School District Teachers		
Economic Development Region	Avg. Teacher Salary	% Under Metro
EDR 11 - Seven County Metro Area	\$80,531	
EDR 3 - Arrowhead	\$70,177	-12.85%
EDR 10 - Southeast	\$69,587	-13.58%
EDR 7W - Central	\$68,649	-14.75%
EDR 6E - Southwest Central	\$68,446	-15%
EDR 4 - West Central	\$68,288	-15.20%
EDR 7E - East Central	\$68,055	-15.49%
EDR 9 - South Central	\$66,488	-17.43%
EDR 2 - Headwaters	\$66,321	-17.64%
EDR 1 - Northwest	\$64,155	-20.33%
EDR 5 - North Central	\$63,788	-20.79%
EDR 6W - Upper Minnesota Valley	\$63,486	-21.16%
EDR 8 - Southwest	\$60,096	-25.37%



Association of Metropolitan School Districts

EDUCATION FUNDING

INSUFFICIENT RESOURCES TO EDUCATE OUR ENGLISH LEARNERS

Students who are English learners or who do not speak English as their primary language often need translation or other resources in classrooms where English is the primary language.

According to MDE, more than 92,000 students, or more than 10 percent of students statewide identified as English learners. Data indicates enrollment of ELs continued to increase consistently 2020-21 through 2025-26.

Growth in the number of English learners has increased significantly in AMSD Districts, increasing from just under 50,000 in 2020 to nearly 60,000 in 2025, while rising more modestly outside the seven-country metro area. Several AMSD districts report more than 20 percent of their students eligible for English learner services including Minneapolis, Saint Paul, Richfield, Burnsville, St. Cloud, Fridley and Columbia Heights — which reported nearly half (47.4 percent) of its student population in 2025-26 as eligible for EL services

According to the MDE 2024-25 English Learners in Minnesota Report, nearly 350 different languages were being spoken in Minnesota school communities. An estimated 250 languages are spoken in AMSD districts, including 90 different languages in Minneapolis Public Schools, and

more than 125 languages and dialects in Saint Paul Public Schools. Of the top languages spoken in Minnesota schools, most English learners speak Spanish, Somali or Hmong.

In FY25, AMSD school districts spent nearly \$256 million on services for English learners but received just \$71.5 million in English learner funding. In other words, **AMSD districts redirected more than \$184 million in general education revenue to provide services to English learners.**

The 2023 Education Bill included significant investment in the English Learner program. The English learning basic formula was increased from \$704 to \$1,228 per qualifying EL student for FY24-26 and \$1,775 per qualifying EL student for FY27 and later. The EL concentration formula was increased from \$250 to \$436 per qualifying EL student for FY 24-26 and \$630 per EL student for FY27 and later. In addition, a new component of EL revenue was established to cover 25 percent of the difference of a school district's spending and its revenue effective in FY27 and later.

Still, a funding gap will remain, with districts needing to divert general fund dollars to cover the difference.



Association of Metropolitan School Districts

EDUCATION FUNDING

MORE STUDENTS HAVE SIGNIFICANT NEEDS AND CHALLENGES

Economic disparity.

- In the 2025-26 school year, more than 340,000 of Minnesota students were eligible for the national free or reduced-price lunch program — of which more than half resided in an AMSD District. Minnesota provides free lunches to all students, but for context, in FY26, in order for a student in a family of four to qualify for the national free lunch program, the family income must be at or below 130 percent of the federal poverty level — \$41,795.

Free or reduced price meals eligibility.

- Several AMSD districts report more than 60 percent of their students eligible for free or reduced price meals including Minneapolis, Saint Paul, Richfield, Burnsville, St. Cloud, and Fridley. Columbia Heights and Brooklyn Center both reported more than 75 percent of its student population in 2025-26 was eligible for free or reduced price meals.

Homelessness.

- Nearly 10,000 students in Minnesota are homeless, and nearly 70 percent of these students attend in an AMSD member district.

Special education IEPs.

- Special education students have an Individualized Education Plan (IEP) and receive individualized instruction based on unique goals and objectives. More than 170,000 students statewide identify as requiring specialized education services; more than half of these students reside in an AMSD district.

Mental Health.

- According to the 2025 Minnesota Student Survey, 28 percent of 11th graders and 24 percent of 9th graders reported long-term mental health problems, compared to 29 percent of students in 2022, 23 percent in 2019 and 18 percent in 2016.

2025-2026 AMSD School Districts | Enrollment Percentages

	Statewide	Percent of Statewide	AMSD Districts	AMSD Percent of Statewide
Enrollment	873,175	100%	478,331	54.7%
Free and Reduced Price Lunch	340,772	39%	178,759	52.4%
English Learner Population	92,396	10.6%	58,986	63.8%
Special Education	170,535	19.5%	91,344	53.5%
Homeless	9,942	1.1%	6,558	65.9%



Association of Metropolitan School Districts

QUESTIONS FOR LEGISLATIVE CANDIDATES

EDUCATION FUNDING

- What are your education funding priorities for the upcoming budget session?
- Do you support repealing the \$250 million cut to special education funding that was approved in the 2025 session and is scheduled to go into effect in FY28?
- Local Optional Revenue has not been increased since it went into effect in 2014. It would be \$260 per pupil higher today if it had kept pace with inflation. Do you support increasing Local Optional Revenue to recoup ground lost to inflation over the past decade?
- When state policymakers approved the Universal Meals program in the 2023 session, they changed the compensatory formula which provides funding for students in need of additional support. The new formula fails to account for many students from low-income families in need of additional support. Will you support amending the compensatory formula to ensure all students in need of academic support receive it?
- In the 2023 session, the Governor and Legislature made school hourly workers eligible to collect unemployment over the summer months. Funding has been provided through the

2026-27 school year but the cost will fall on school districts after that if funding is not extended. Will you support establishing a permanent funding stream for unemployment insurance costs? If funding is not available, will you support repealing or establishing parameters around this program?

- Do you support increasing equalization of school property tax levies to address property tax inequities?
- Do you believe the education funding formula should recognize the higher cost of labor in Metropolitan and regional center school districts?

EDUCATION POLICY

- Legislation introduced in the 2026 session would create a mandatory statewide health insurance pool for all school employees. All school districts, including those that are currently self-insured, would be required to join the state pool. Do you support this proposal mandating all school districts to join a statewide health insurance pool? If so, what will you do to ensure the cost is not passed on to school districts?
- The Minnesota Paid Leave Program was approved in the 2023 session and went into effect in 2026. Under the program, employees are eligible to take up to 12 weeks of paid family leave and 12 weeks of paid medical leave up to a total of 20 weeks in



Association of Metropolitan School Districts

QUESTIONS FOR LEGISLATIVE CANDIDATES

a year. The program is funded by a .88 percent payroll tax with the cost split between the employer and employees. Do you support state funding to cover the employer cost for school districts?

- Under the Paid Leave program, employees have the option to take the leave continuously or intermittently. This creates significant staffing challenges for school districts. Do you support establishing parameters around how leave can be taken to address staffing challenges?
- Do you support greater flexibility for students to earn credit in programs such as apprenticeships and experiential learning opportunities?
- AMSD supports allowing locally-elected school boards to renew an existing capital projects referendum at the same level by a majority of the school board after a public hearing. Do you support enhancing local control and granting school boards this authority?
- Would you be willing to vote against your caucus' position if it is in the best interest of your local school district(s)?
- Do you support reducing mandates and allowing greater local control for locally elected school boards?

- Do you support allowing locally-elected boards to establish the school calendar, including starting the year before Labor Day, that best meets the needs of their students and families?

TAXPAYER SUBSIDIES FOR NONPUBLIC SCHOOLS

- AMSD has a long standing position in opposition to vouchers, expanded tax credits, or other taxpayer subsidies for nonpublic schools. A new federal tax credit for scholarship granting organizations (SGOs) offers individual taxpayers a dollar-for-dollar credit up to \$1,700 annually for cash contributions starting Jan. 1, 2027. States must voluntarily choose to participate and submit approved lists of SGOs to the Internal Revenue Service.
- Do you support Minnesota opting into this federal tax credit program?
- Should non-public schools that receive taxpayer funding, or enroll students from families receiving state or federal public subsidies, be required to comply with state requirements related to academic standards, open records transparency, nondiscrimination policies, and be held accountable for how taxpayer dollars are spent?



Association of Metropolitan School Districts

GET INVOLVED

WHERE DO YOU START?



- Volunteer with a campaign.
- Meet with school board candidates.
- Review the AMSD resources included in this guide.
- Attend community candidate forums.
- When candidates call or knock on your door, ask questions.
- Write or call local candidates and ask them about their position on education issues that matter to you.
- Become involved with your local Legislative Action Coalition or Parent Teacher Organization.
- Stay active during the legislative session and contact your local leaders on issues that impact your school district.

MOST IMPORTANTLY: **VOTE**



Association of Metropolitan School Districts

ELECTION RESOURCES



LEGISLATIVE RESOURCES

- **Minnesota House of Representatives:**
<http://www.house.leg.state.mn.us/>
- **Minnesota Senate:**
<http://www.senate.mn/>
- Republican House Caucus:
<https://www.house.leg.state.mn.us/Caucus/Home/GOP>
- Republican Senate Caucus:
<https://www.senate.mn/caucus/republican>
- DFL House Caucus:
<https://www.house.leg.state.mn.us/Caucus/Home/DFL>
- DFL Senate Caucus:
<https://www.senate.mn/caucus/dfi>

CANDIDATE INFORMATION

- League of Women Voters:
<http://www.lwvmn.org/>
- MN Secretary of State:
<http://www.sos.state.mn.us/>
- Candidate Filings:
<http://candidates.sos.state.mn.us>



Association of Metropolitan School Districts

ADDITIONAL RESOURCES

AMSD WEB RESOURCES

- **AMSD Legislative Session Information:**
<https://www.amsd.org/legislature/>
- **AMSD Research & Charts:**
<https://www.amsd.org/research/>
- **Education Reports:**
<https://www.amsd.org/research/#education-funding>



AMSD POSITION PAPERS

- **Position on Assessment:**
<https://www.amsd.org/assessments>
- **Position on Charter Schools:**
<https://www.amsd.org/charters>
- **Position on Compensatory Revenue:**
<https://www.amsd.org/compensatory>
- **Position on Early Childhood Education:**
<https://www.amsd.org/earlyeducation>
- **Position on English Learner Funding:**
<https://www.amsd.org/englishlearner>
- **Position on Facilities Funding:**
<https://www.amsd.org/facilities>
- **Position on School Safety:**
<https://www.amsd.org/safety>
- **Position on Mandates and Local Control:**
<https://www.amsd.org/mandates>
- **Position on Special Education:**
<https://www.amsd.org/specialeducation>
- **Position on Taxpayer Subsidies for Nonpublic K-12 Education:**
<https://www.amsd.org/vouchers>
- **Position on Teacher Licensure:**
<https://www.amsd.org/licensure>
- **Position on Referendum Renewals of Capital Projects:**
<https://www.amsd.org/referendums>
- **Position on Student-Centered Learning**
<https://www.amsd.org/learning>
- **Position on Student Mental Health**
<https://www.amsd.org/mentalhealth>



Association of Metropolitan School Districts

MEMBER DISTRICTS

Anoka-Hennepin School District
• Bloomington Public Schools •
BrightWorks • Brooklyn Center
Community Schools • Buffalo-Hanover-
Montrose • Burnsville-Eagan-Savage
School District 191 • Centennial
School District • Columbia Heights
Public Schools • Duluth Public Schools
• Eastern Carver County Schools •
Eden Prairie Schools • Edina Public
Schools • Elk River School District
ISD #728 • Farmington Area Public
Schools • Forest Lake Area Schools •
Fridley Public Schools • Hastings Public
Schools • Hopkins Public Schools •
Intermediate School District #287 •
Intermediate School District #917 •
Inver Grove Heights Schools • Lakeville
Area Public Schools • Mahtomedi
Public Schools • Mankato Area Public
Schools • Minneapolis Public Schools •
Minnetonka Public Schools • Mounds
View Public Schools • North St. Paul-
Maplewood-Oakdale School District •
Northeast Metro Intermediate School
District #916 • Northwest Suburban
Integration District • Orono Schools •
Osseo Area Schools • Perpich Center
for Arts Education • Prior Lake-
Savage Area Schools • Richfield Public
Schools • Robbinsdale Area Schools •
Rochester Public Schools • Rockford
Area Schools • Rosemount-Apple
Valley-Eagan Public Schools • Roseville
Area Schools • Shakopee Public
Schools • South St. Paul Public Schools
• South Washington County Schools
• SouthWest Metro Intermediate
District • Spring Lake Park Schools • St.
Anthony-New Brighton Independent
School District • St. Cloud Area School
District 742 • St. Louis Park Public
Schools • St. Michael Albertville
Schools • Saint Paul Public Schools
• Stillwater Area Public Schools •
Wayzata Public Schools • West St. Paul-
Mendota Heights-Eagan School District
• Westonka Public Schools • White Bear
Lake Area Schools

ABOUT AMSD

The Association of Metropolitan School Districts represents more than 50 K-12 school districts and intermediate/cooperative districts. In existence since 1974, AMSD member school districts enroll more than one-half of all public school students in Minnesota, with the mission to lead the transformation of public education.

AMSD helps member districts articulate challenges and needs to state policymakers. Because of its broad-based membership, AMSD is in a unique position to advocate for the needs of its member



Association of Metropolitan School Districts
2 Pine Tree Drive, Suite 380
Arden Hills, MN 55112
612-430-7750

school districts and seek meaningful policy changes to help districts meet the needs of their students and communities.

2025-2026 Minnesota Public School Enrollment

AMSD Districts

478,331

Statewide

873,175

Source: Minnesota Department of Education data

Invitation for AMSD districts

Amplifying Student Voice

Strengthening School Boards

5th Annual Minnesota School Boards
Amplifying Student Voice Summit

Wednesday, October 28 • Chaska Community Center



Register by October 21

Why this is worth your time

The event centers the voices most affected by school board decisions.

Students, school board members, and district leaders come together to share ideas, build connections, and explore how student perspectives can help shape stronger schools.



The outcome is practical: new strategies, fresh insights, and connections with peers across Minnesota.

Student voice is not an “extra.” It is leadership infrastructure.

Who should come?

Bring the people who can turn student voice into action.

Student Leaders

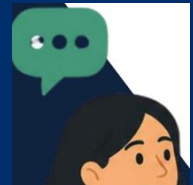
School board members

Superintendents

High school principals

The best learning happens when students and adults hear the same message together and then leave ready to act together.

Recommendation: bring a team, not a single attendee.



What districts will take back

Clear, usable ideas for strengthening student voice in governance and leadership.

FRESH INSIGHTS

Hear directly from students about what makes school stronger, safer, and more connected.

ACTIONABLE STRATEGIES

Learn how other districts structure student representatives, advisory models, and feedback loops.

STATEWIDE CONNECTIONS

Build relationships with students, board members, and leaders who are doing this work across Minnesota.

A STRONGER LAUNCH

Leave with a starting point, whether your district already has student reps or is just exploring models.

**4 useful
takeaways**

No student representative yet?

That is exactly why this is a strong entry point.

A dedicated breakout session will support districts interested in learning more about student voice and exploring different models for student engagement.

Explore models

Identify what fits

Build a next step

Start where you are and leave with a pathway.

Event details at a glance

Everything districts need to make the decision and register.

Wednesday, October 28

Chaska Community Center
1661 Park Ridge Dr, Chaska, MN 55318

Register by October 21

Lunch is provided by MSBA.

Schedule

9:00 – 9:15 Registration & breakfast
9:30 – 11:30 Morning program
11:30 – 12:15 Lunch
12:15 – 1:20 Afternoon program
1:20 – 1:30 Conclusion



Let's bring more student voice to the board table.

AMSD districts can help model what meaningful student engagement looks like across Minnesota.

- Register by October 21
- Bring a student and adult leadership team
- Use the summit to strengthen your district model

Scan to register



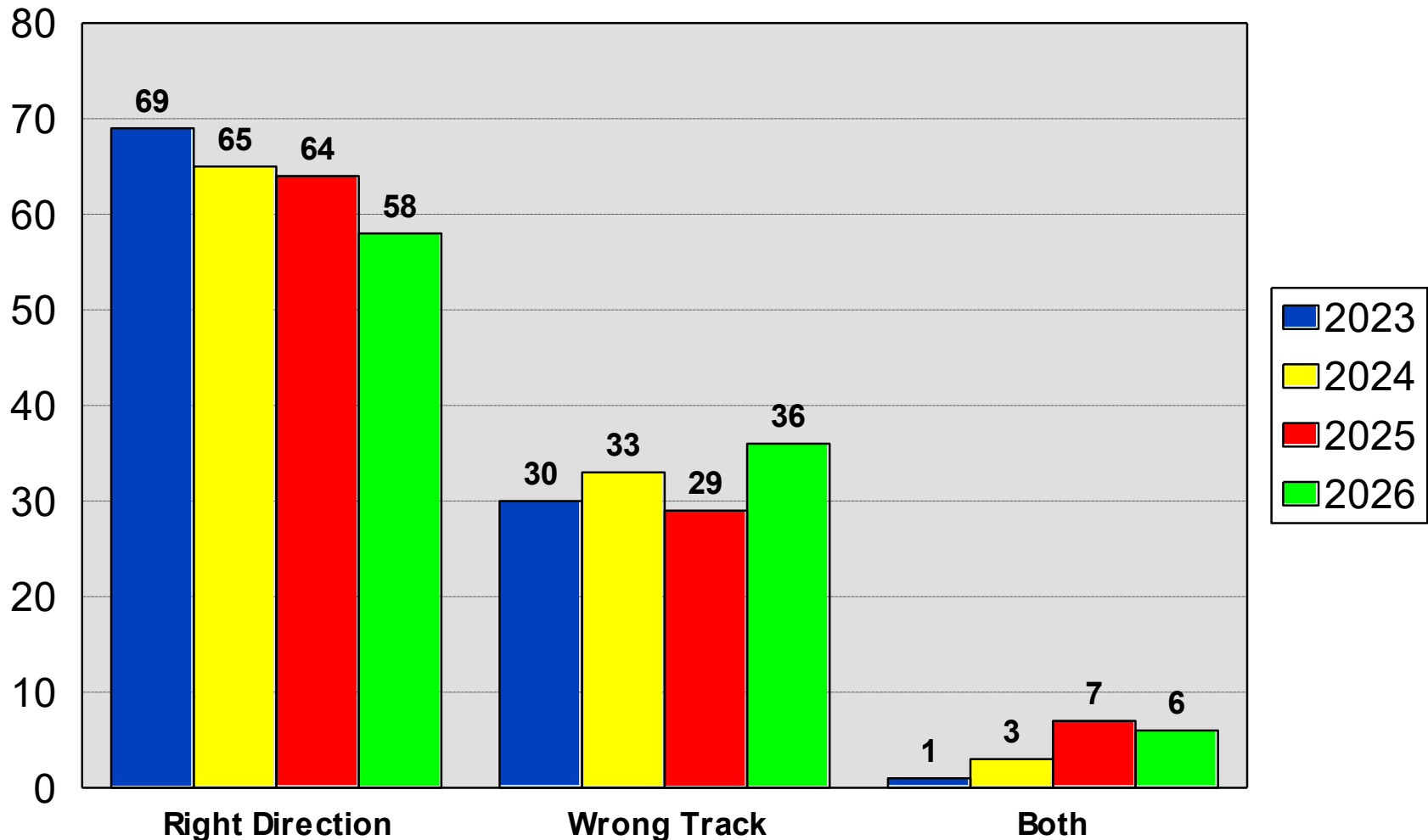
forms.office.com/r/abj5yNVjqk

“A Tale of Four Realities”

Morris Leatherman Company

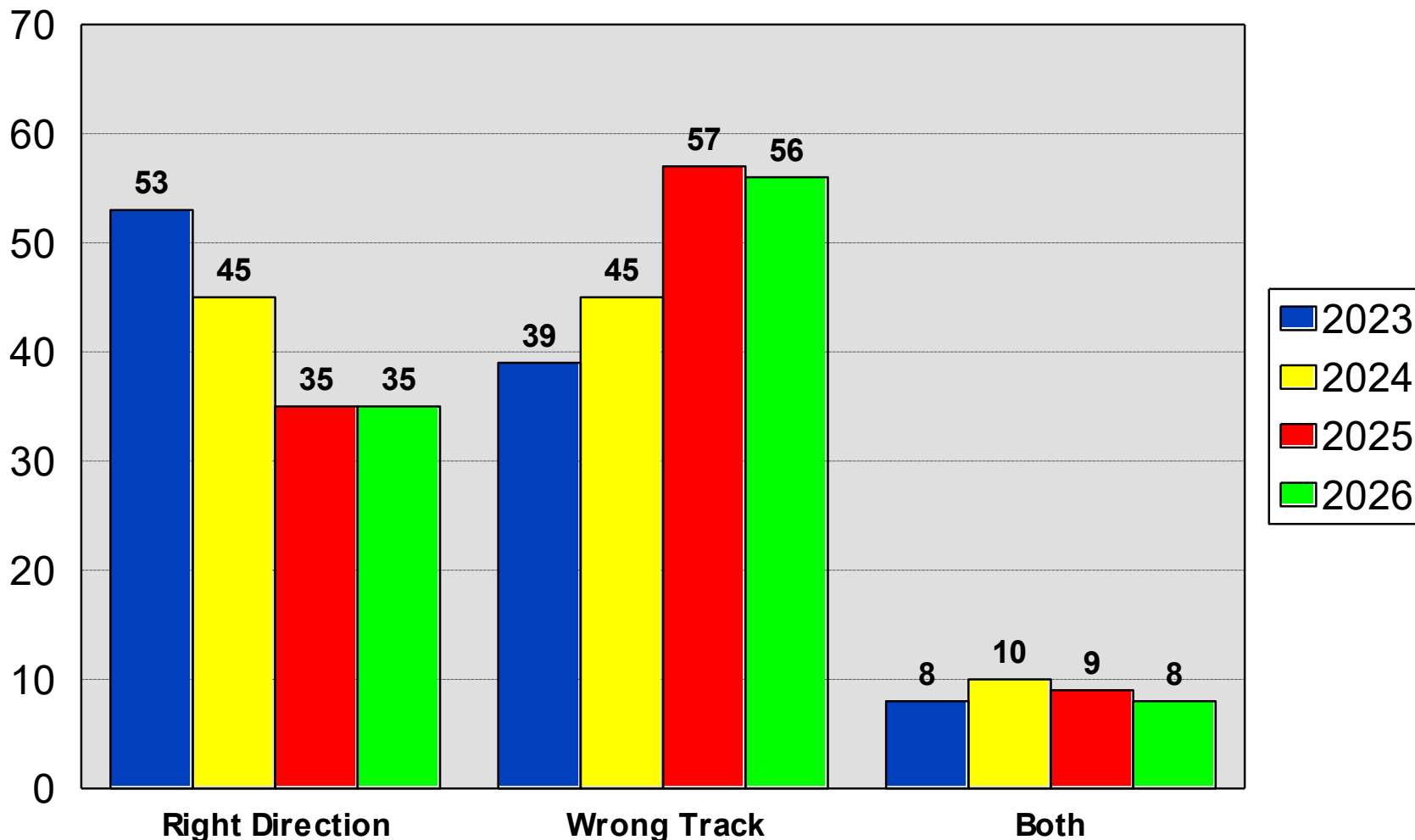
Direction of Minnesota

2026 August Statewide Survey



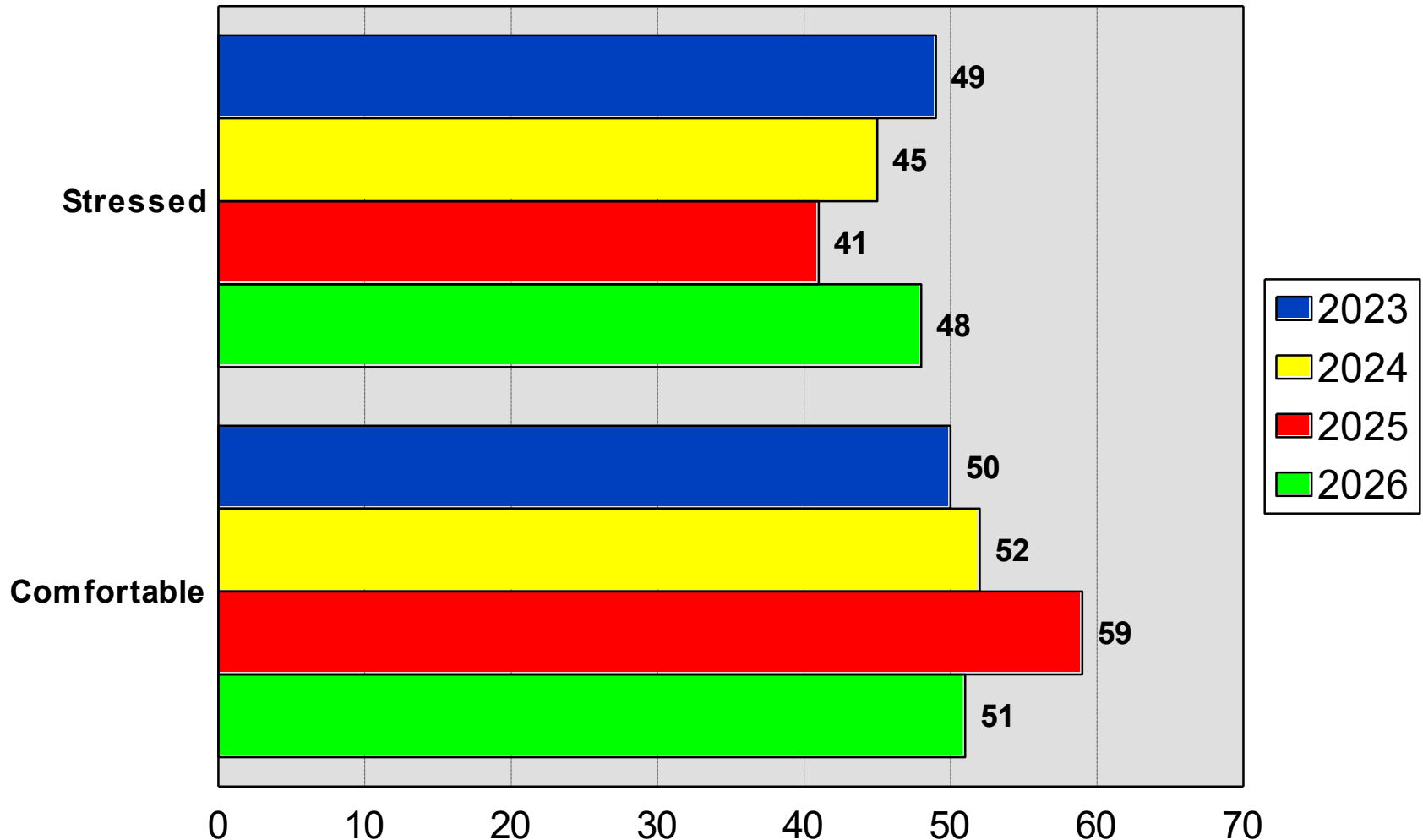
Direction of United States

2026 August Statewide Survey



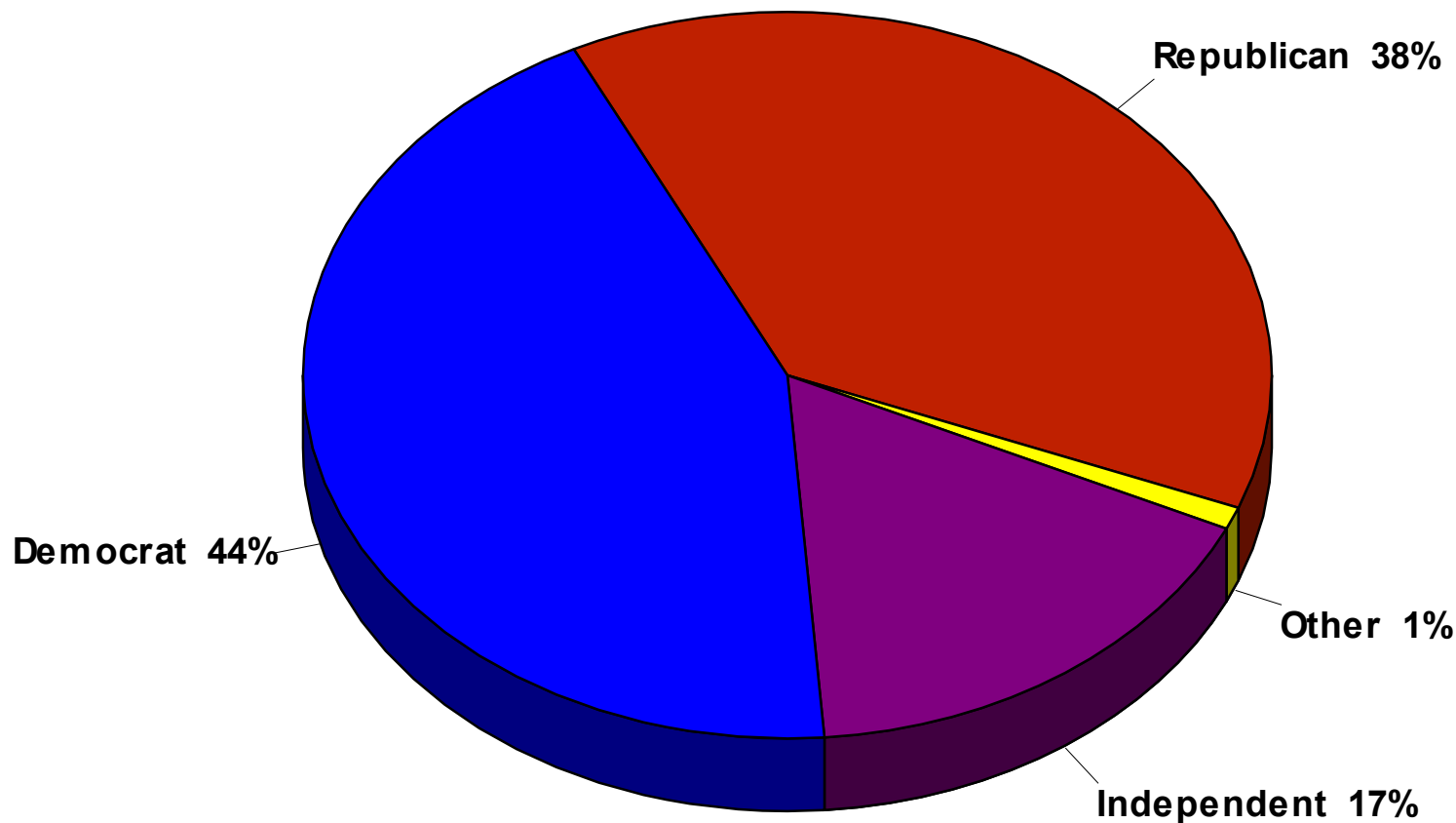
Financial Situation

2026 August Statewide Survey



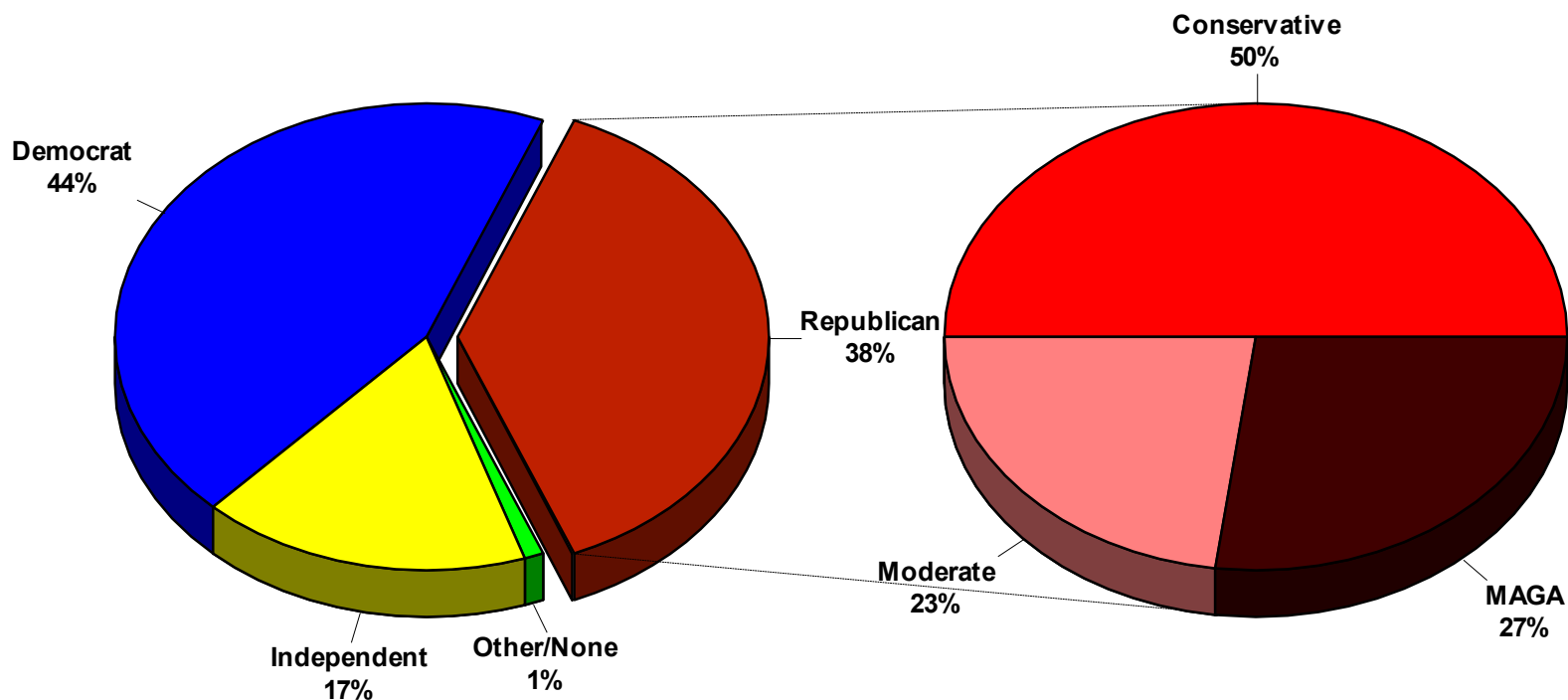
Party Identification

2026 August Statewide Survey



Republican Political Ideology

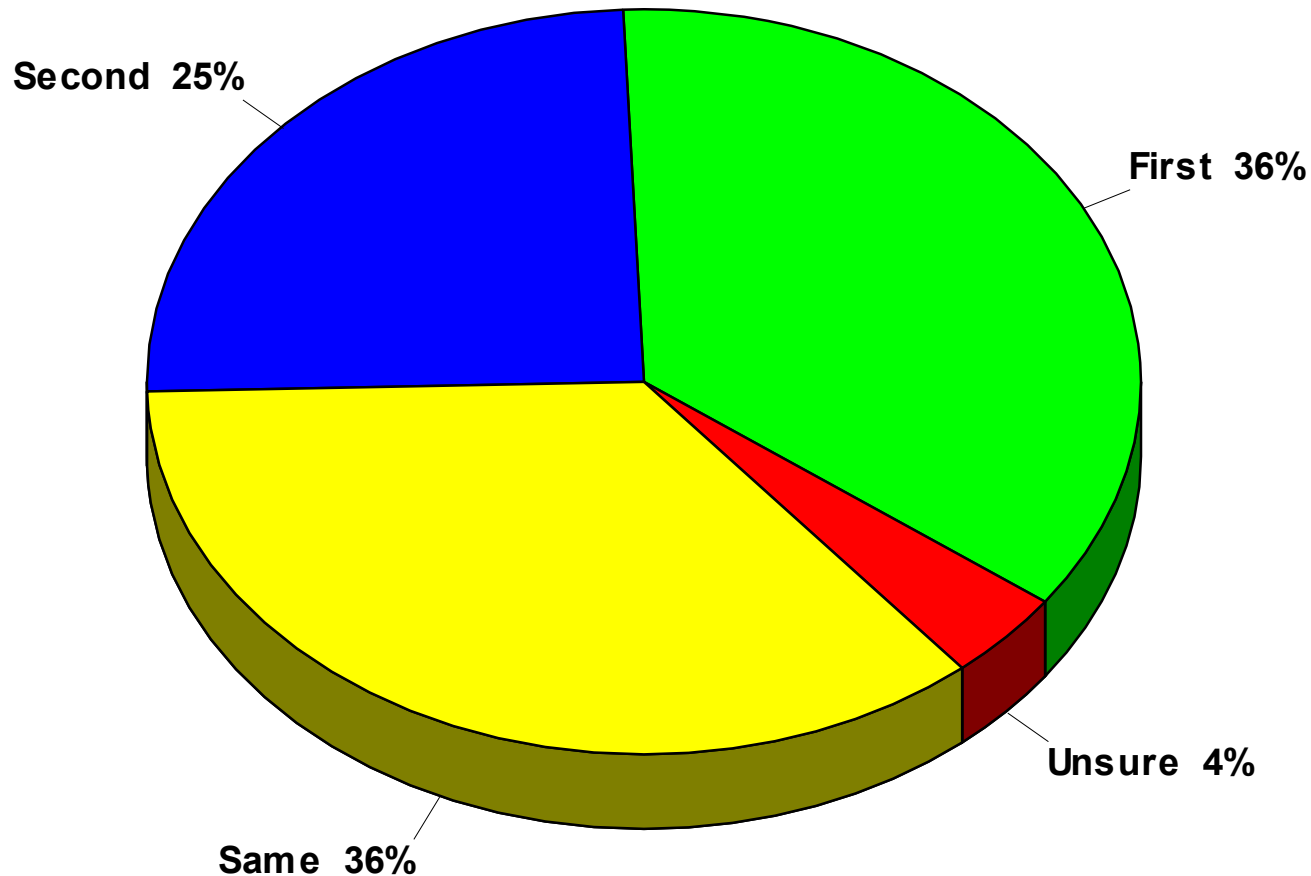
2026 August Statewide Survey



Which Trump Term is Better

(Republicans Only)

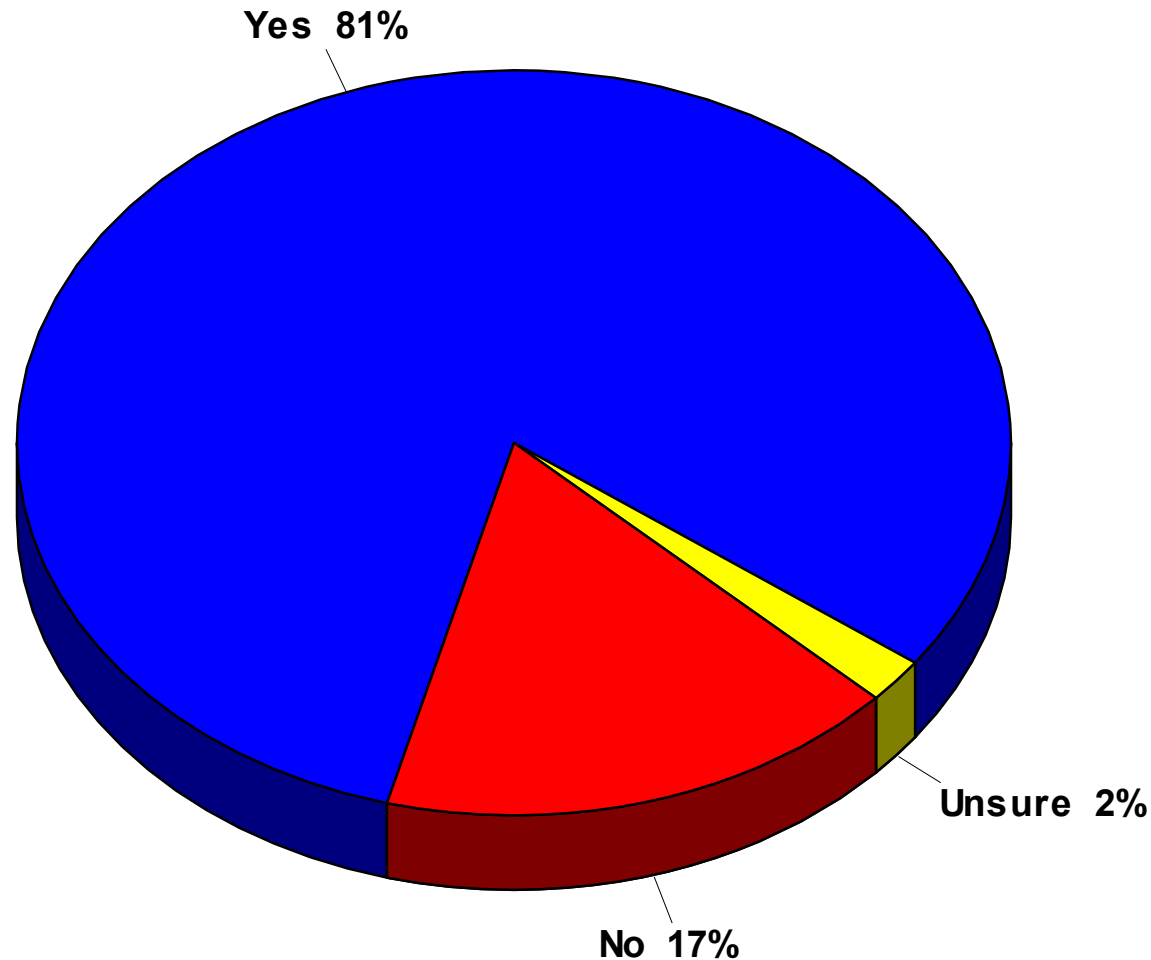
2026 August Statewide Survey



Democratic Party Becoming Socialist

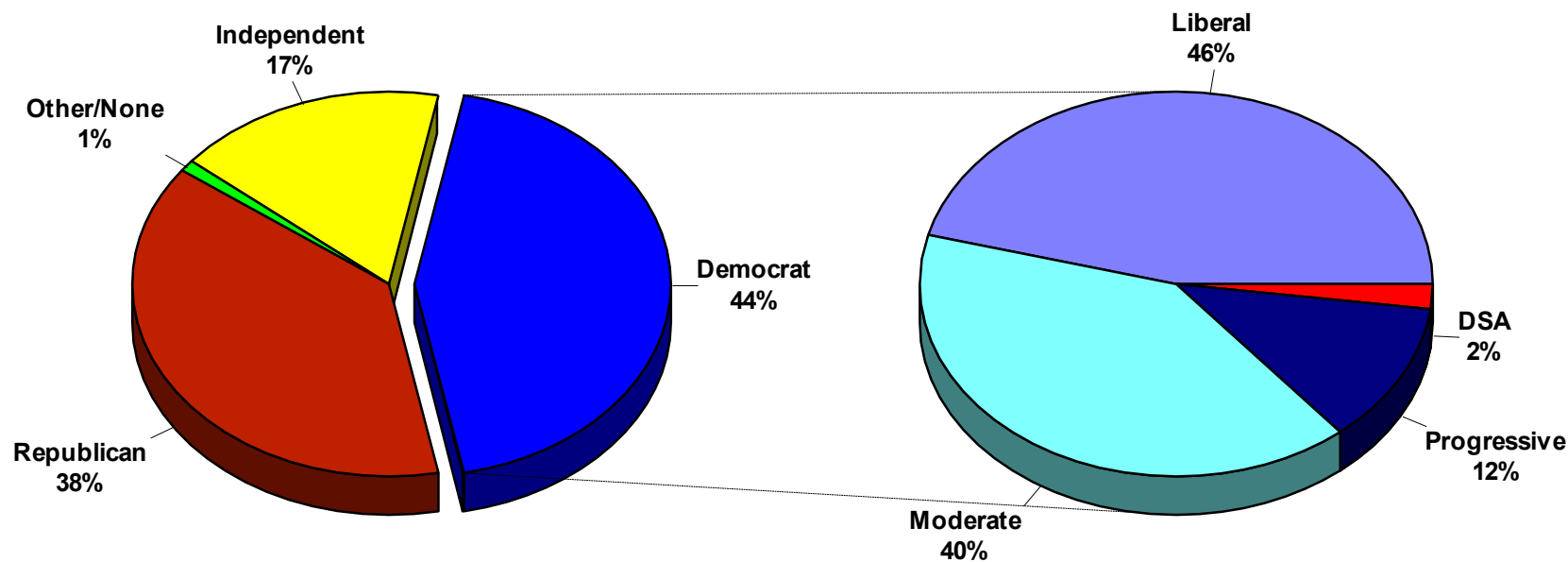
(Republicans Only)

2026 August Statewide Survey



Democratic Political Ideology

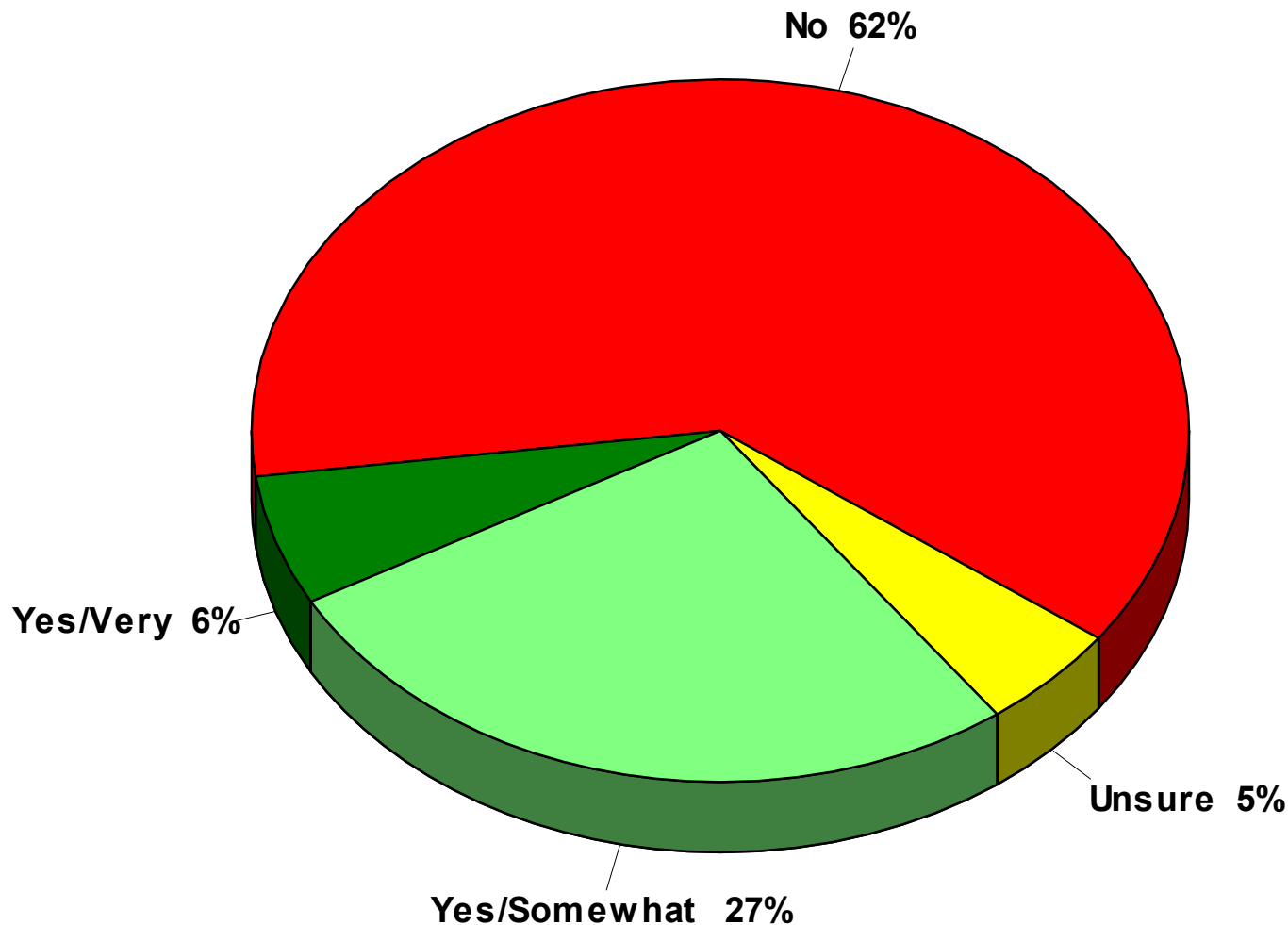
2026 August Statewide Survey



Concern the Democratic Party Becoming Socialist

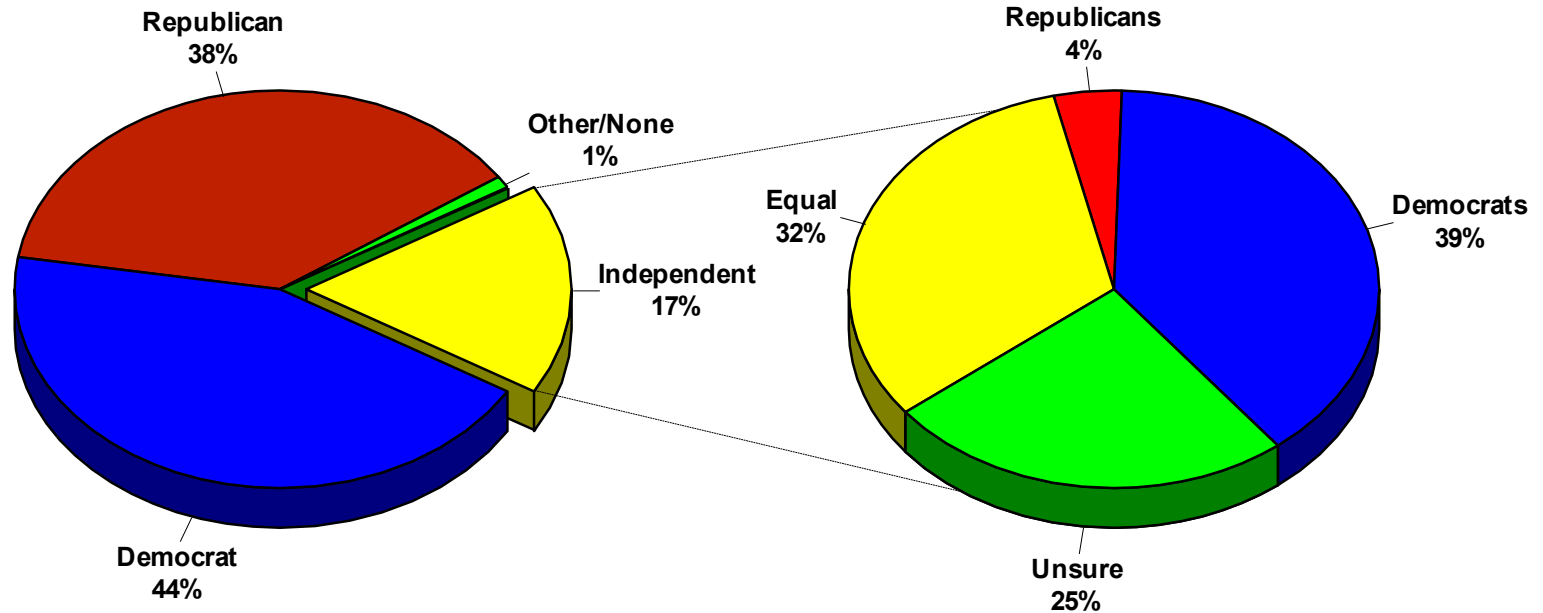
(Democrats Only)

2026 August Statewide Survey



Independent Political Ideology

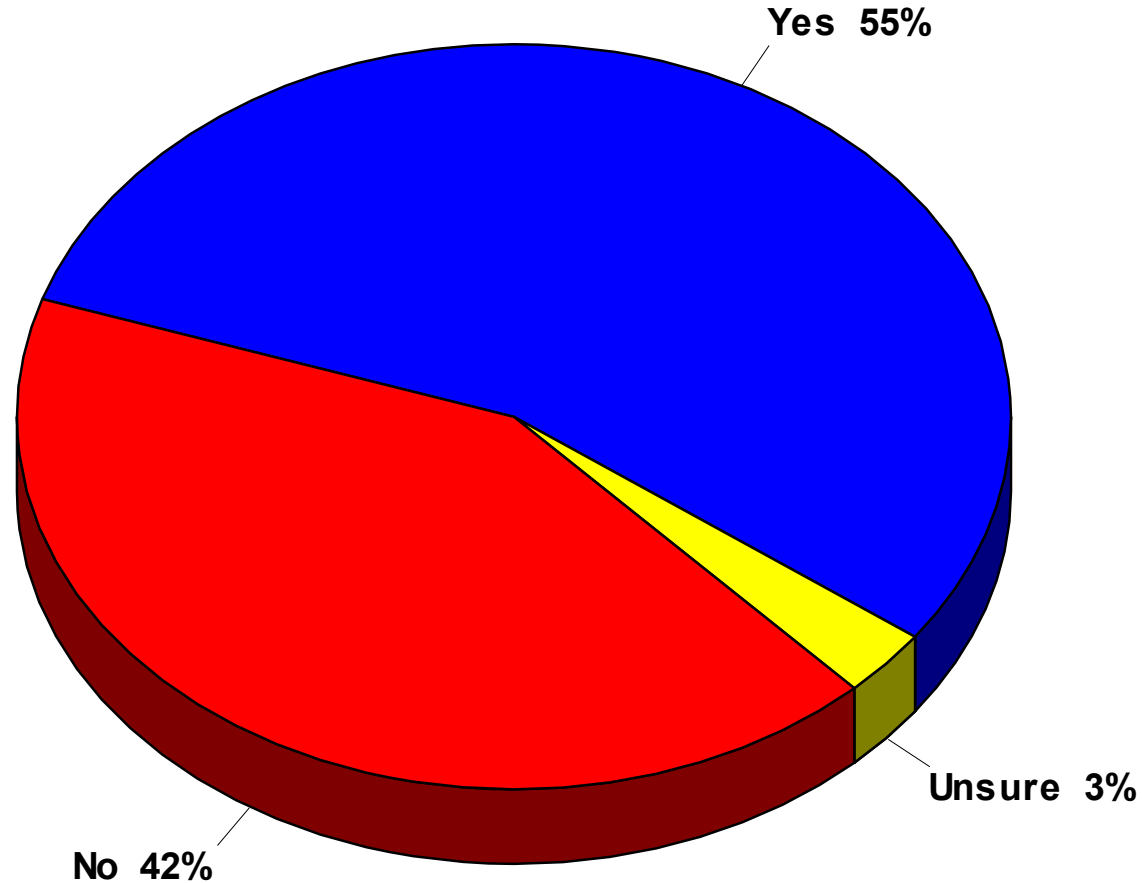
2026 August Statewide Survey



Democratic Party Becoming Socialist

(Independents Only)

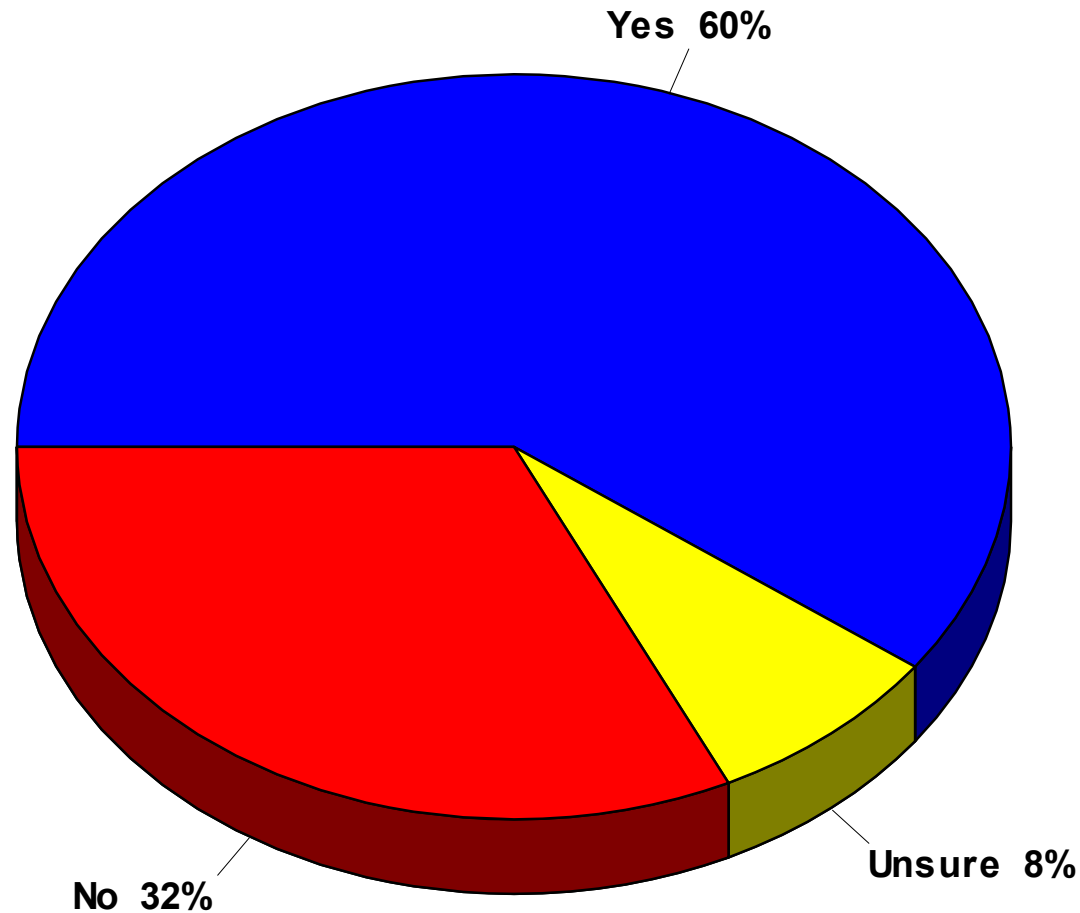
2026 August Statewide Survey



Republican Party Becoming Facsist

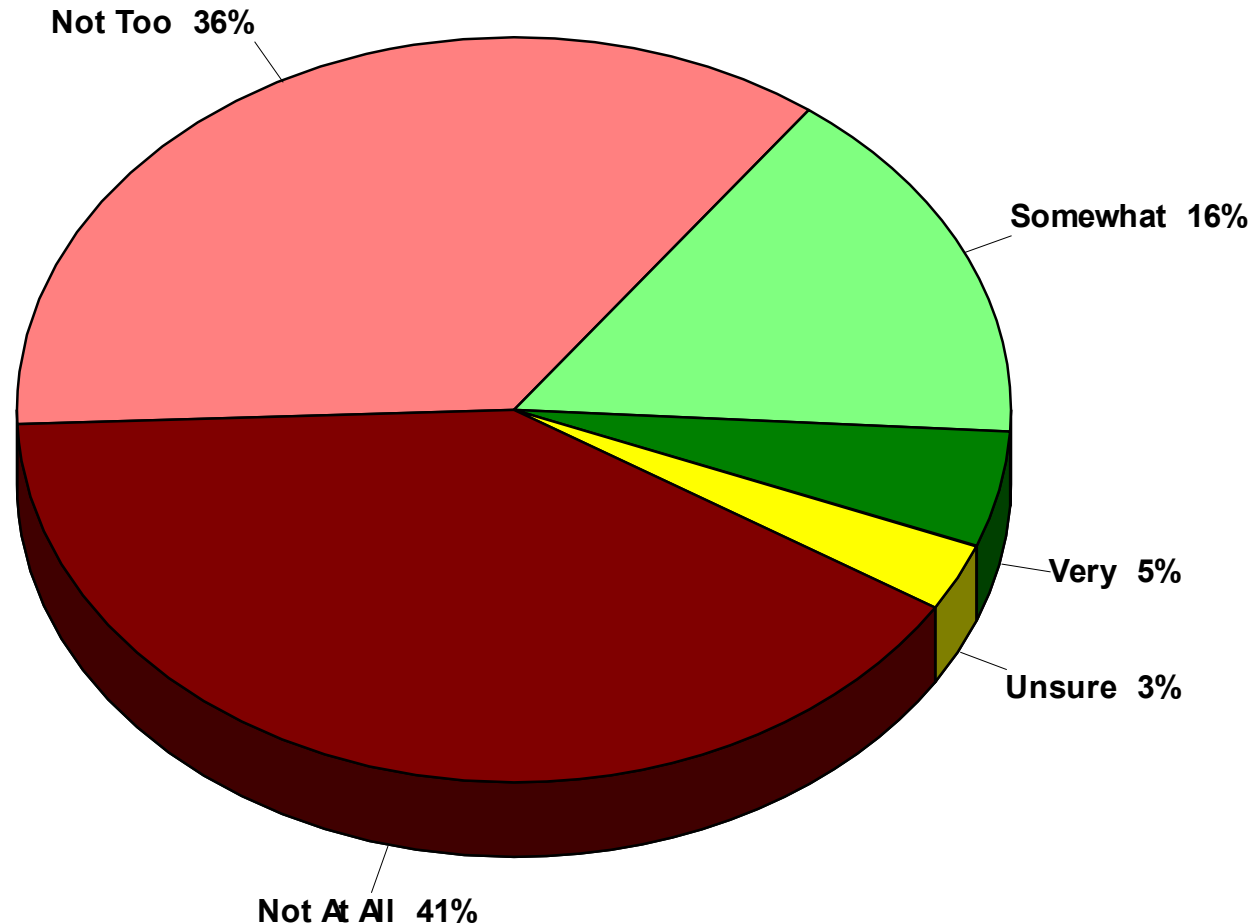
(Independents Only)

2026 August Statewide Survey



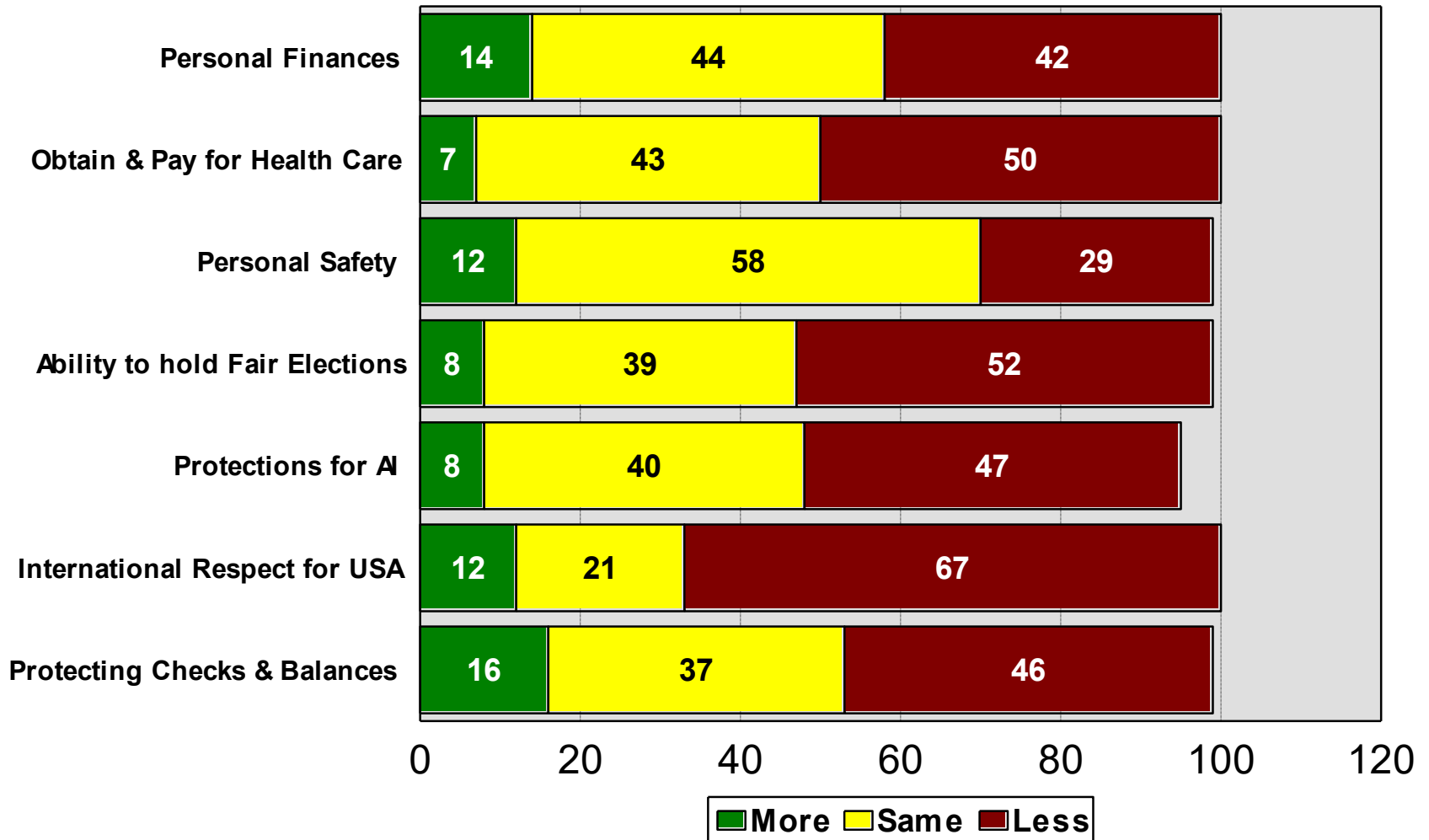
Likelihood of Moving to a Different State

2026 August Statewide Survey



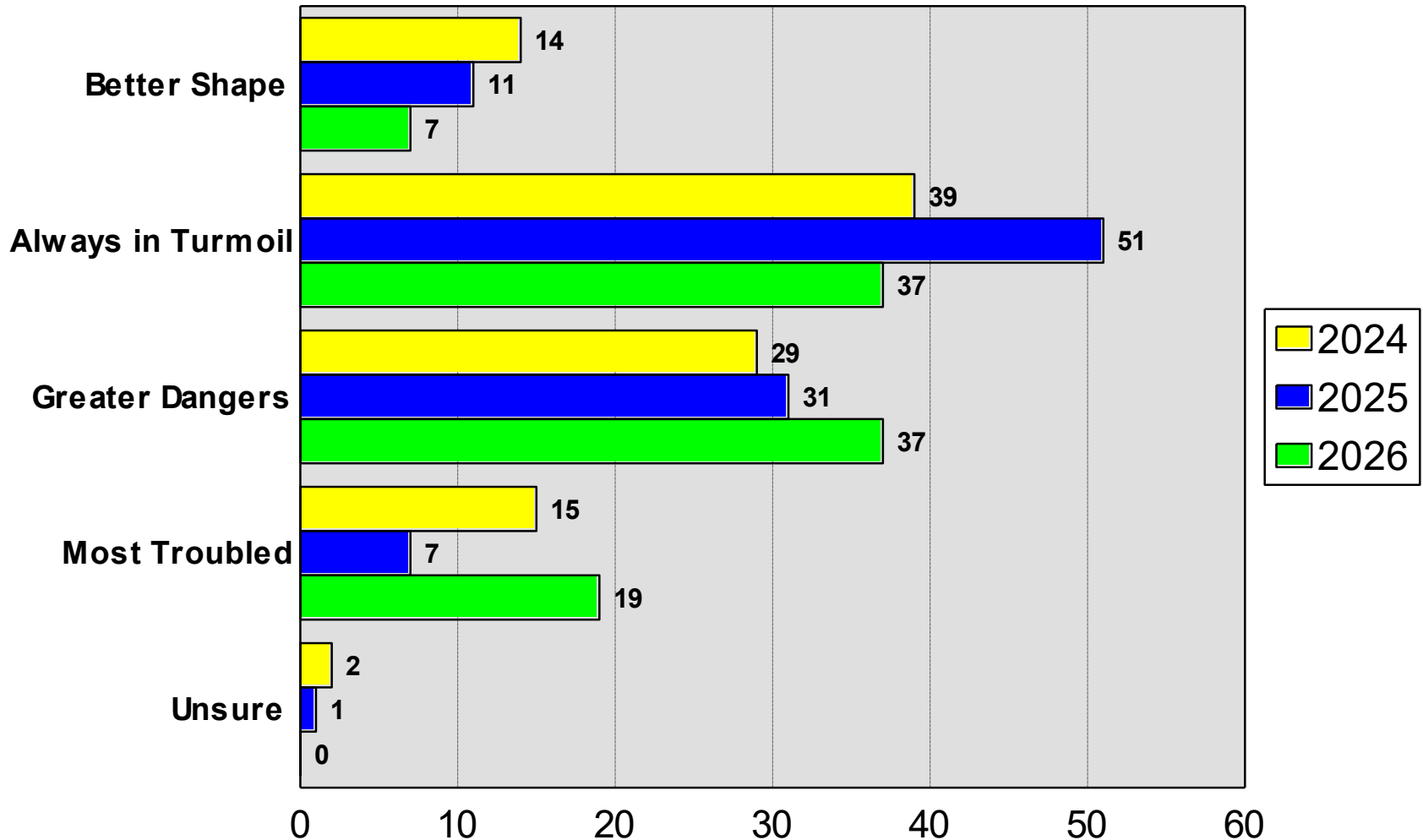
Feeling Secure Compared to a Year Ago

2026 August Statewide Survey



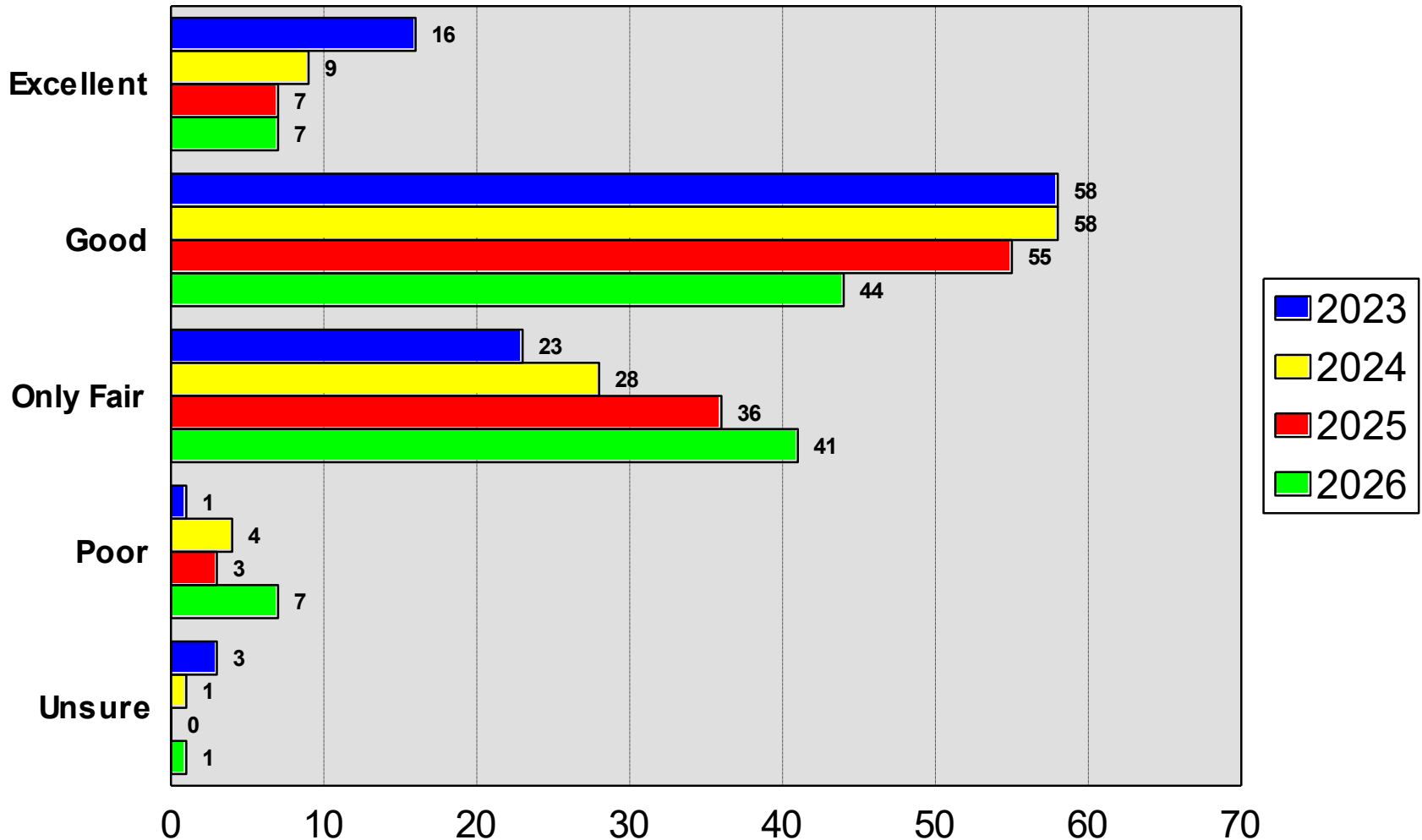
State of the World Today

2026 August Statewide Survey



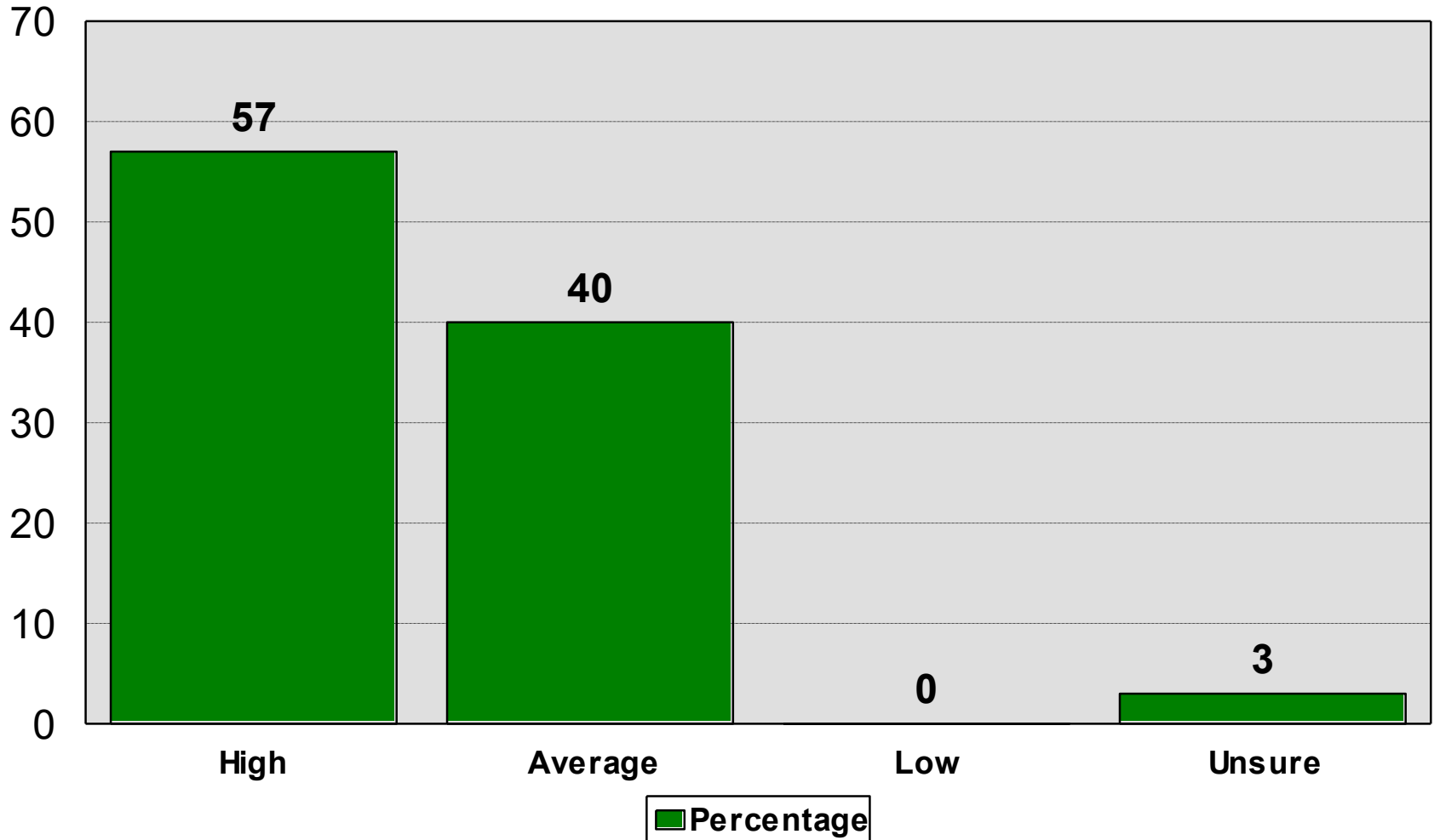
Value of Services for Taxes Paid

2026 August Statewide Survey



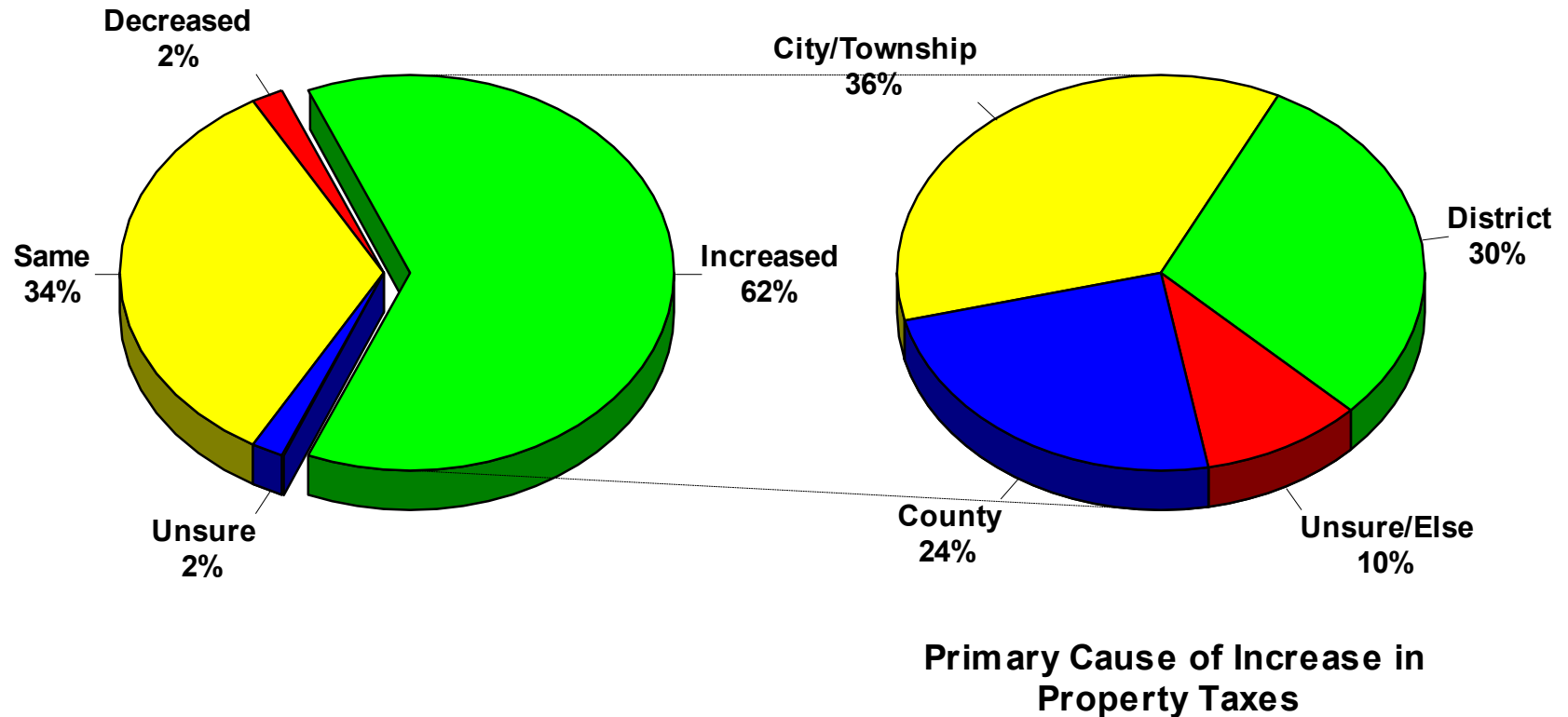
Perception of Property Taxes

2026 August Statewide Survey



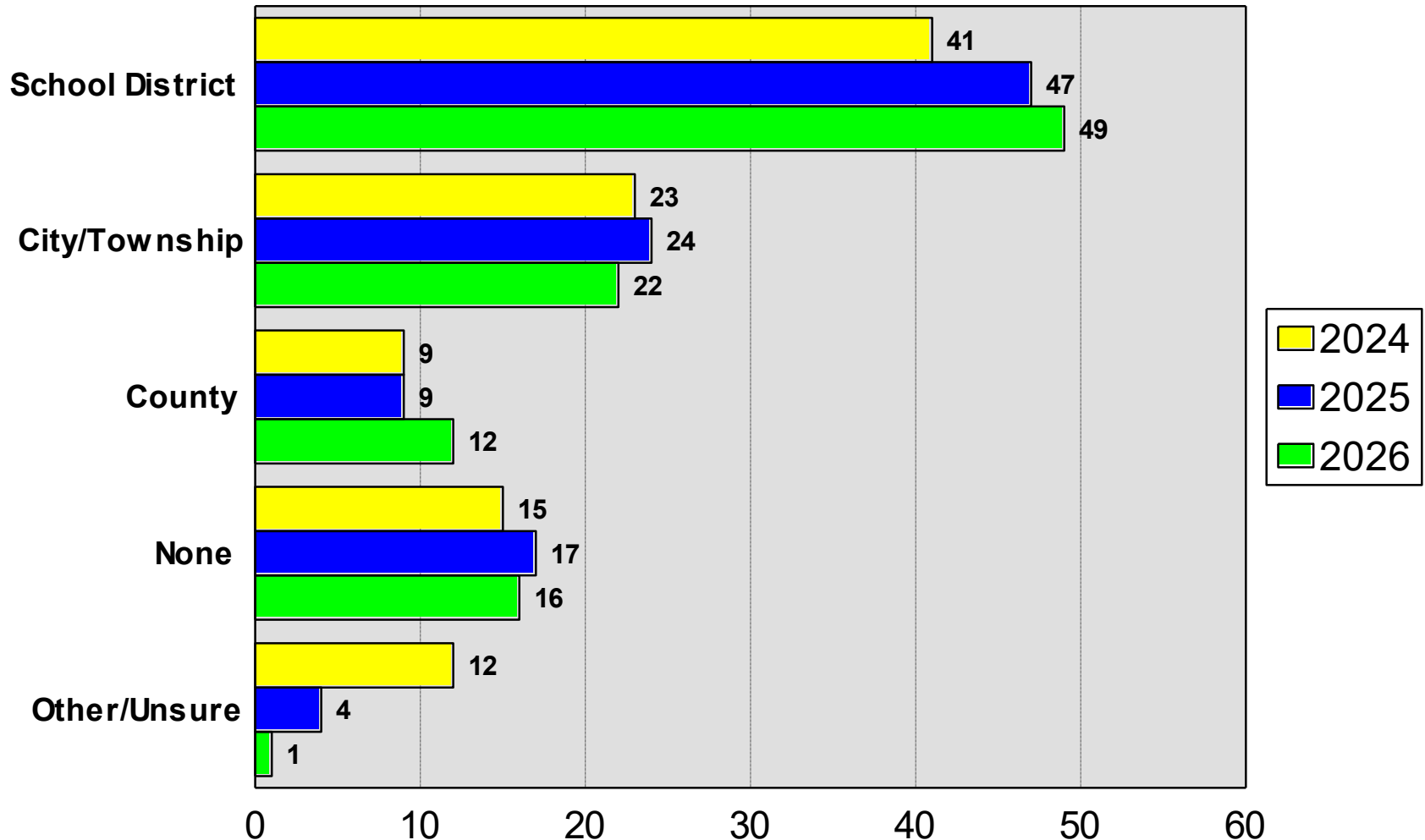
Property Taxes Over Past Couple of Years

2026 August Statewide Survey



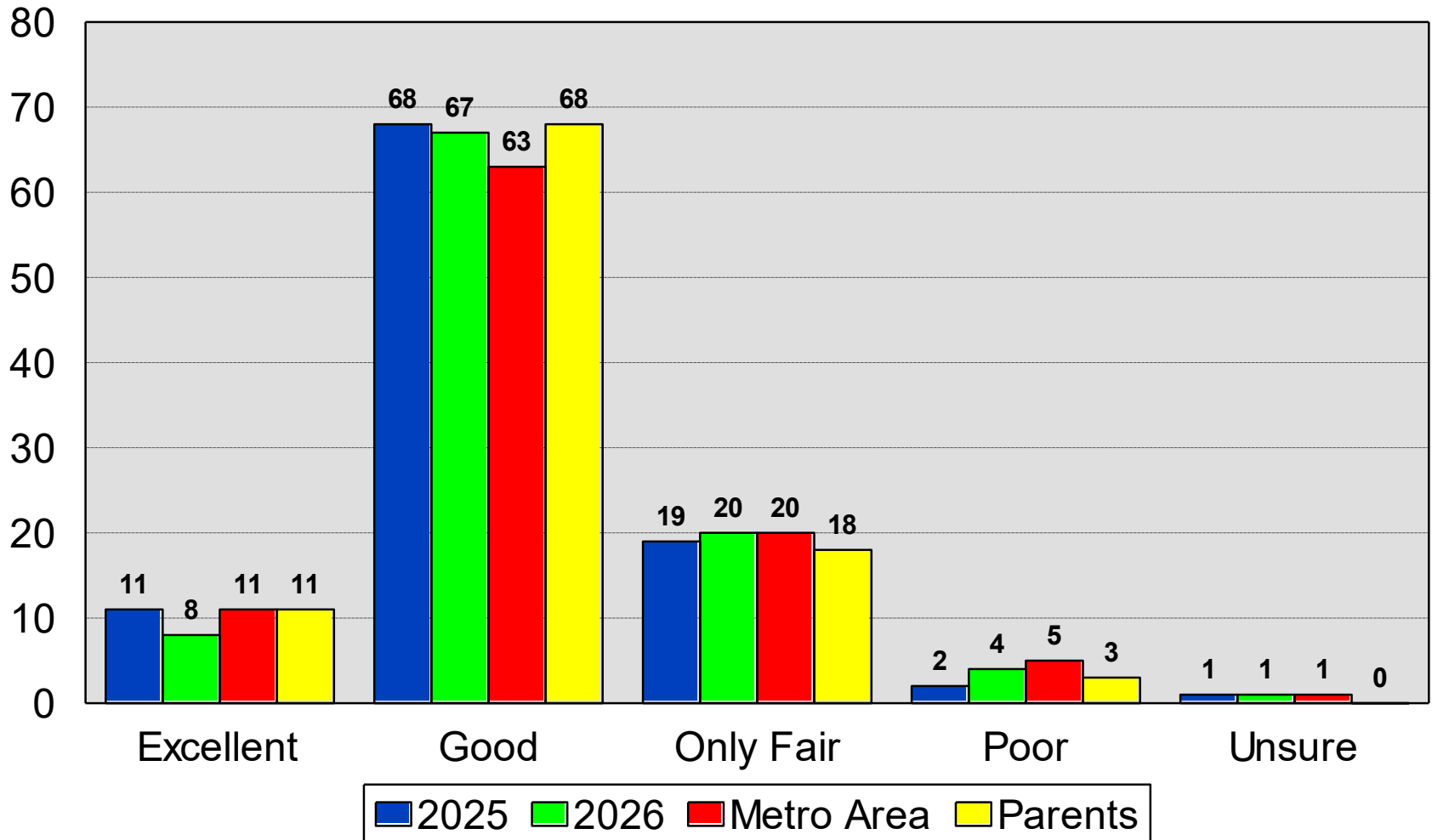
\$100 Tax Increase Go To....

2026 August Statewide Survey



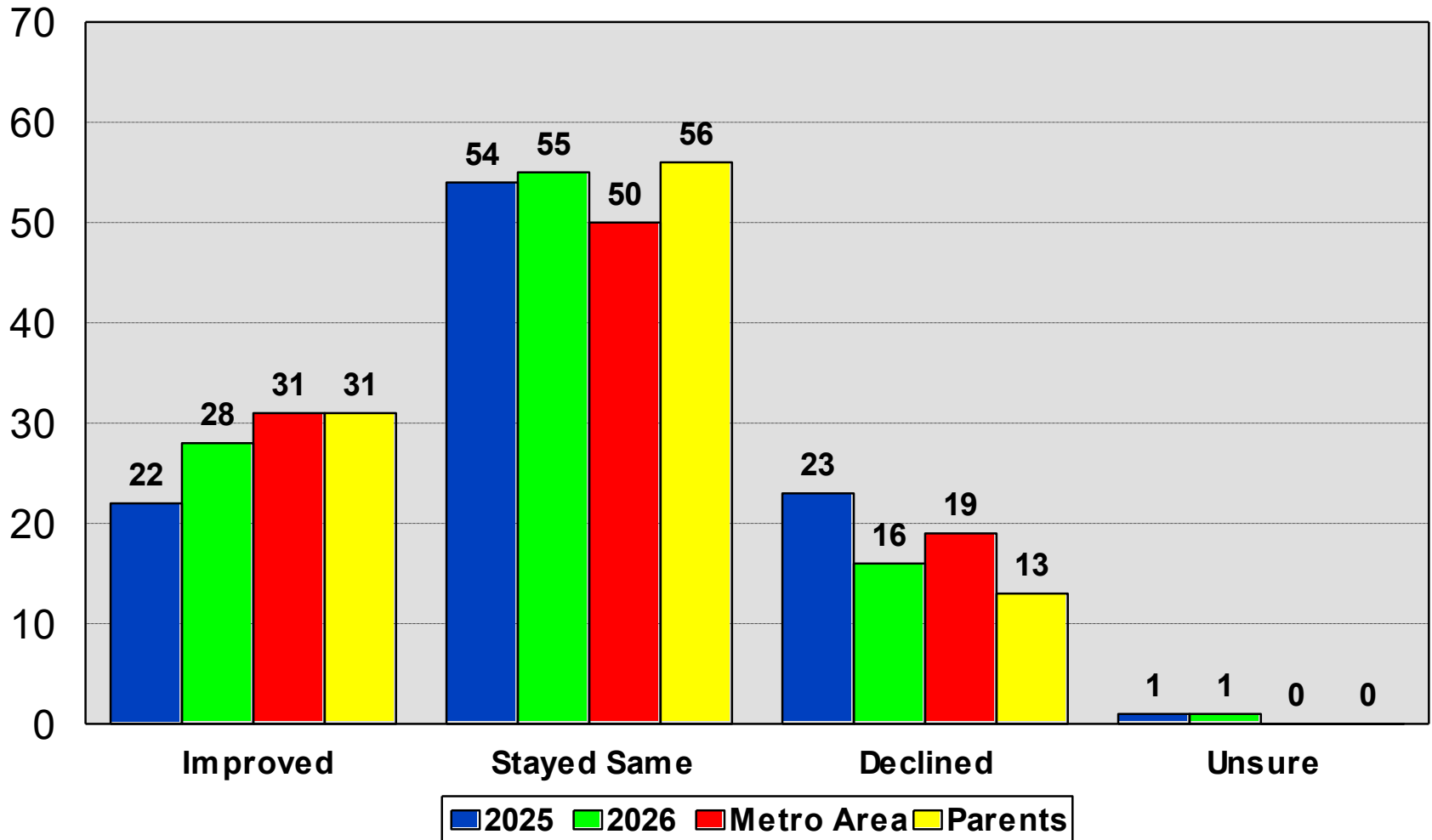
Quality of Education

2026 August Statewide Survey



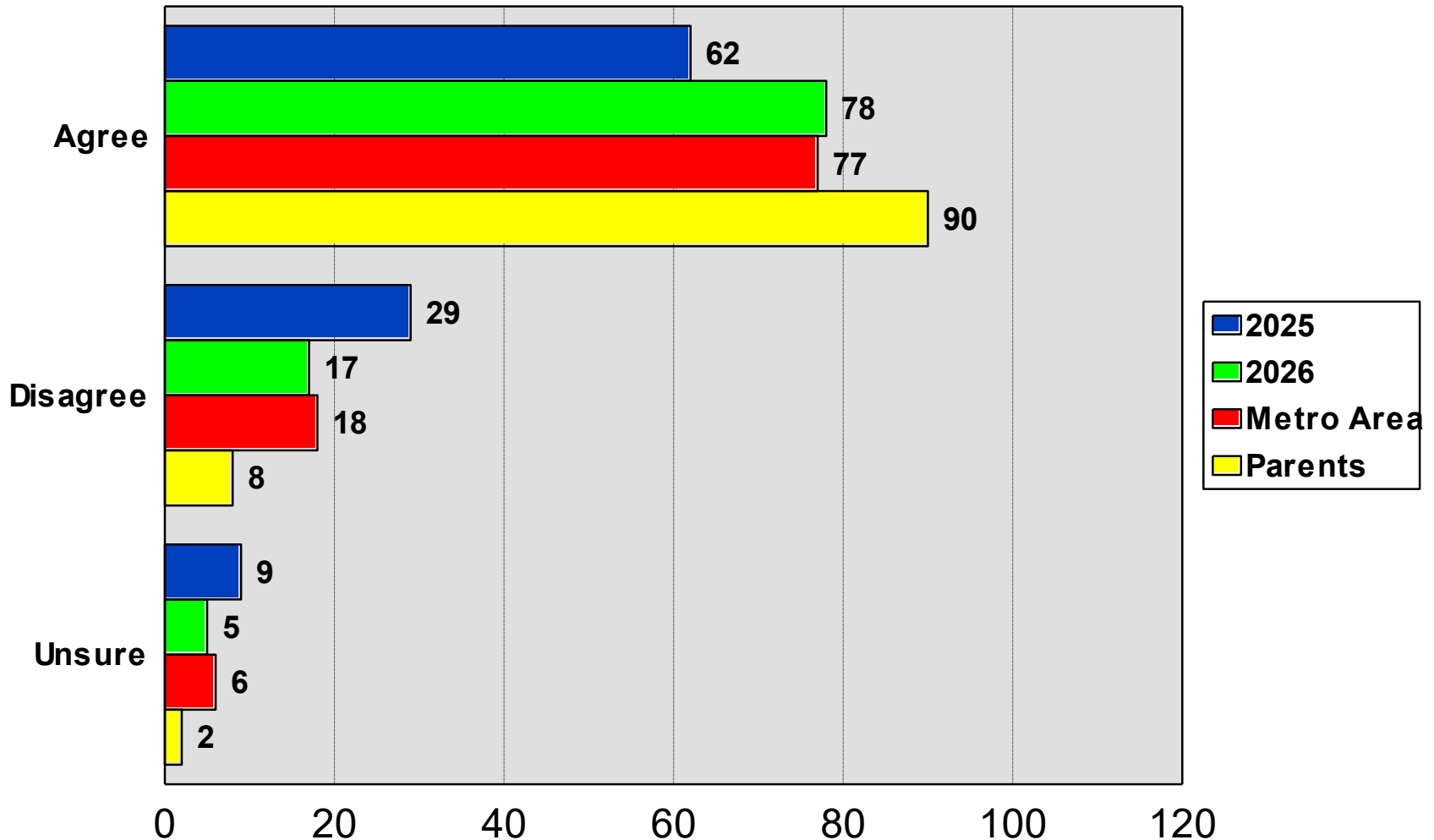
Quality of K-12 Education over past three years

2026 August Statewide Survey



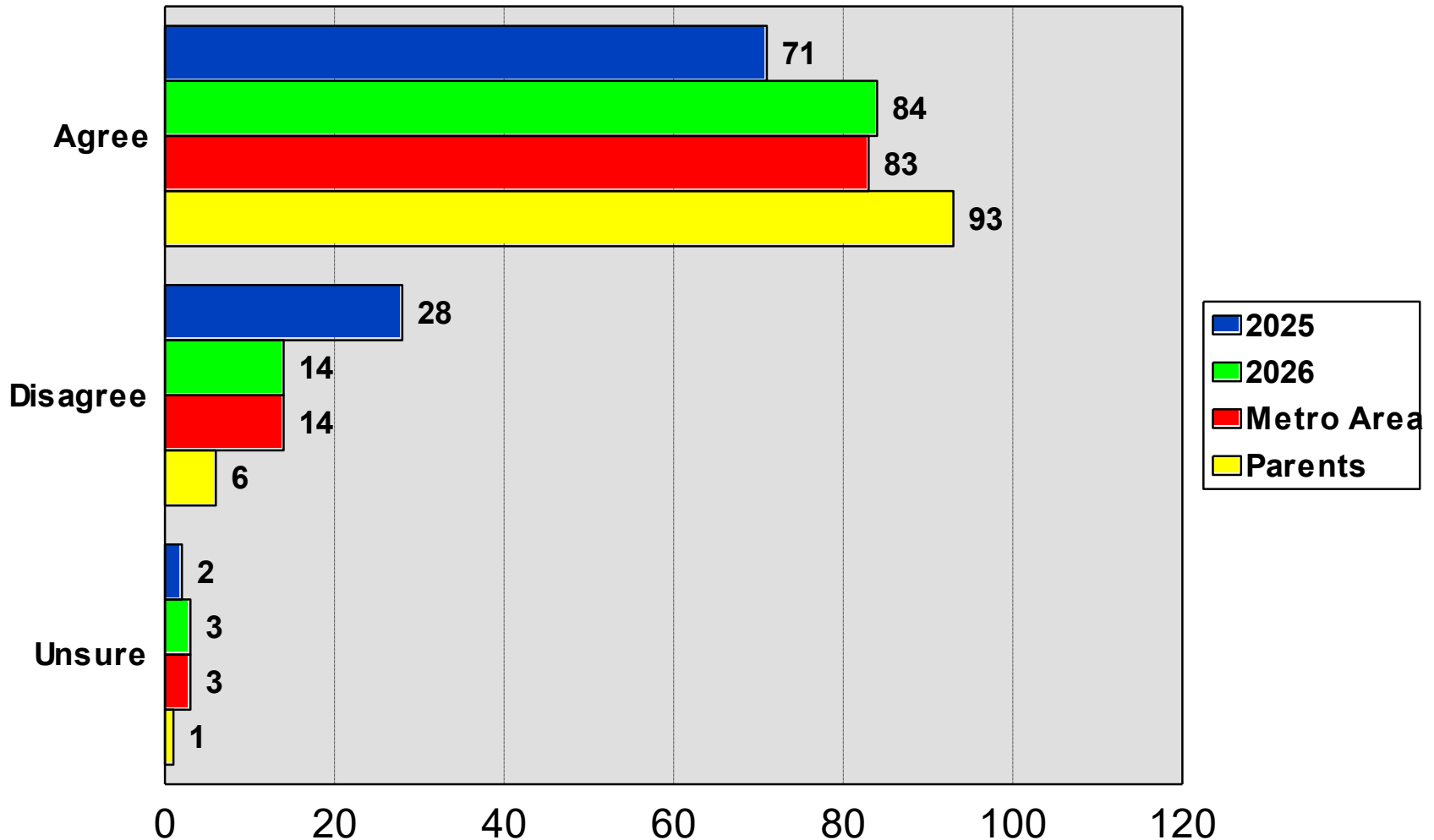
Budget Effectively & Efficiently

2026 August Statewide Survey



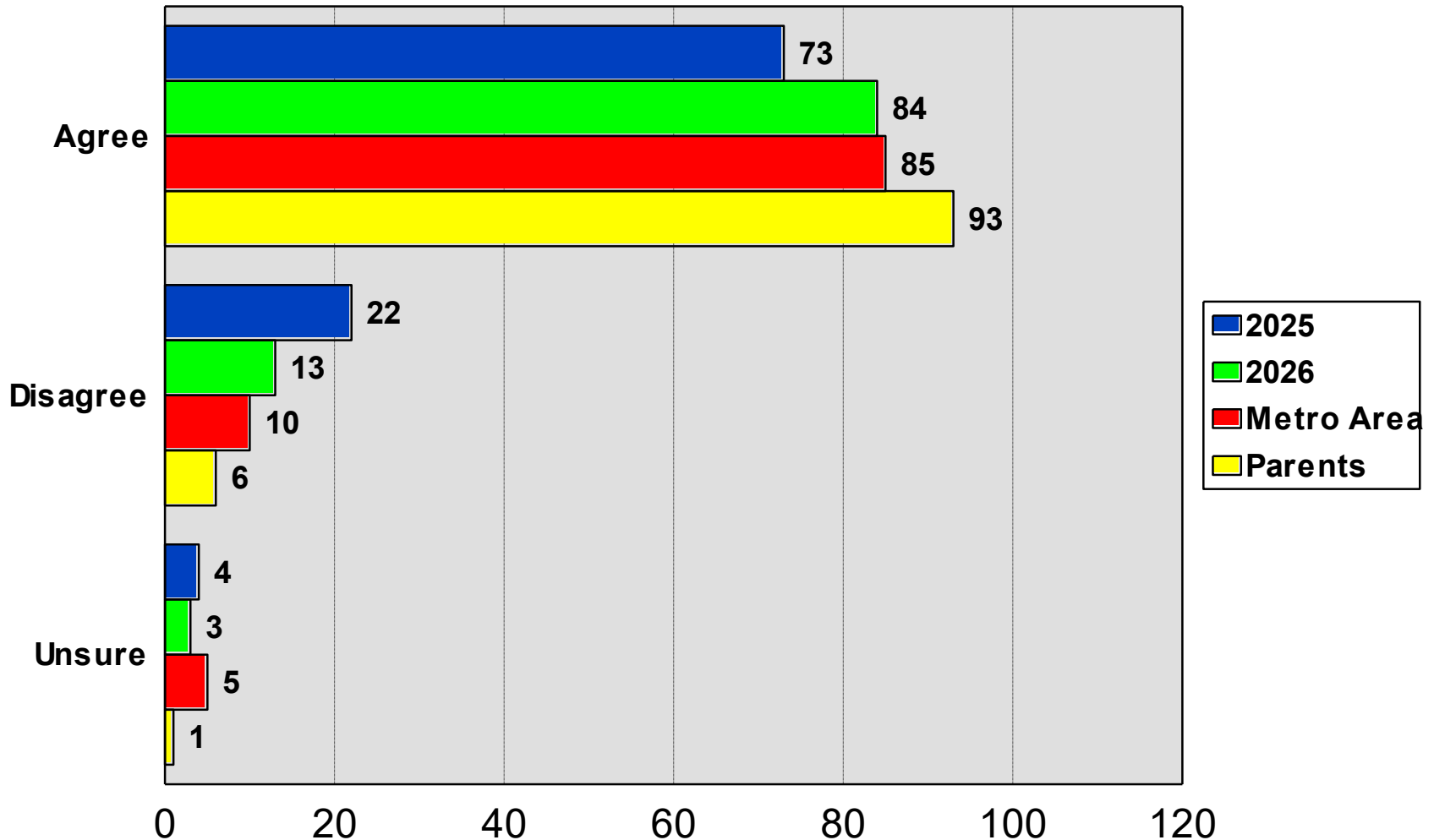
Good Job Involving Community

2026 August Statewide Survey



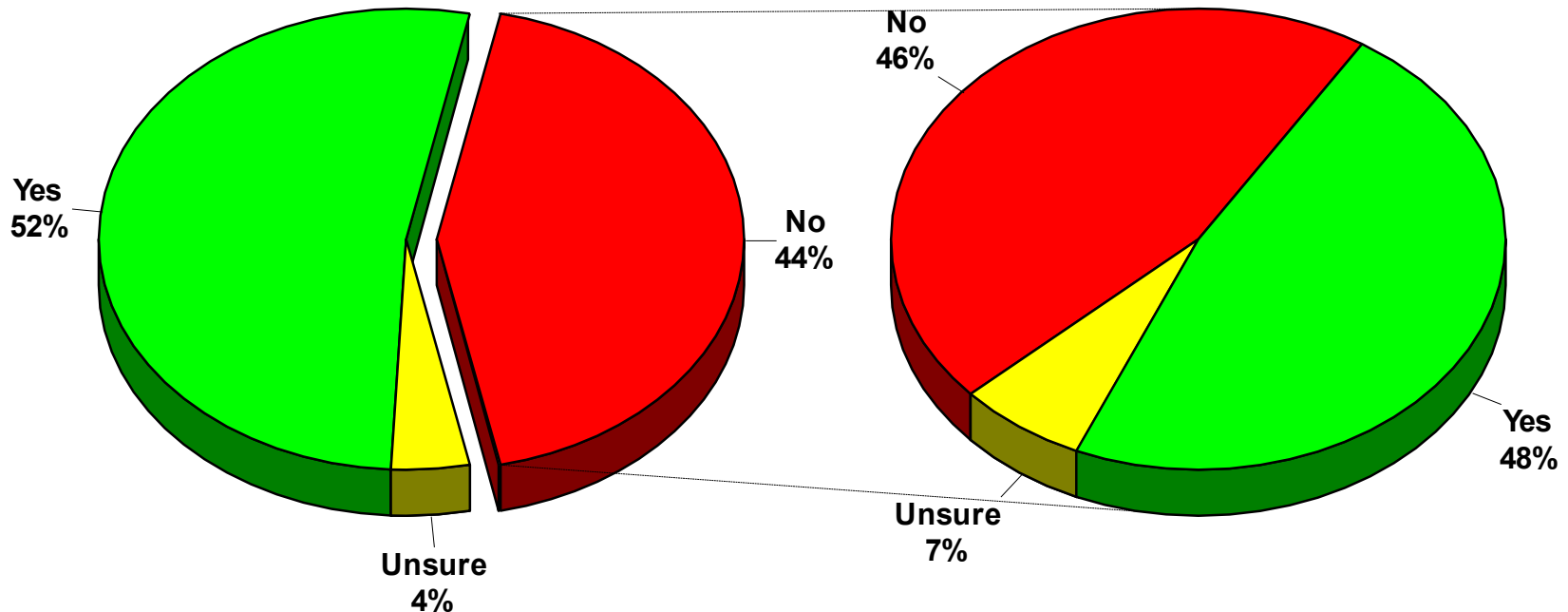
Trust to Do Right for Children

2026 August Statewide Survey



Local District Adequately Funded I

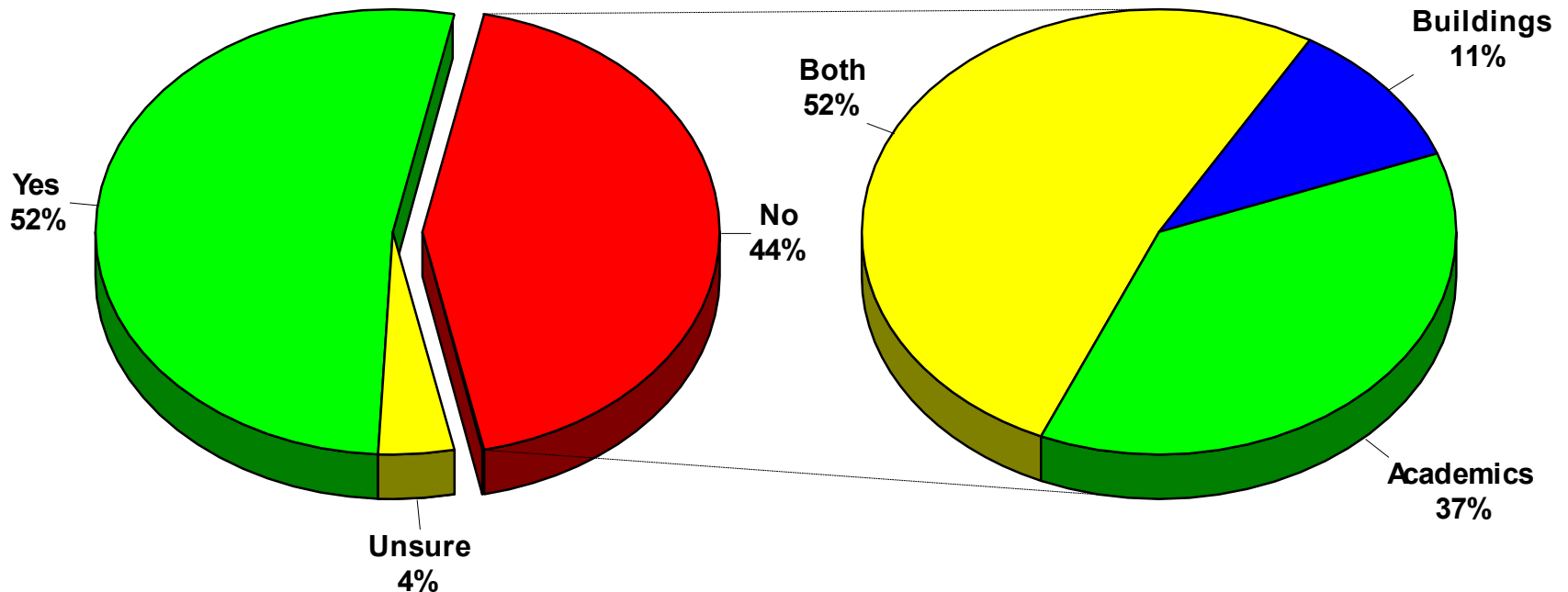
2026 August Statewide Survey



**Has the State of Minnesota Not
Provided Enough Funding**

Local District Adequately Funded II

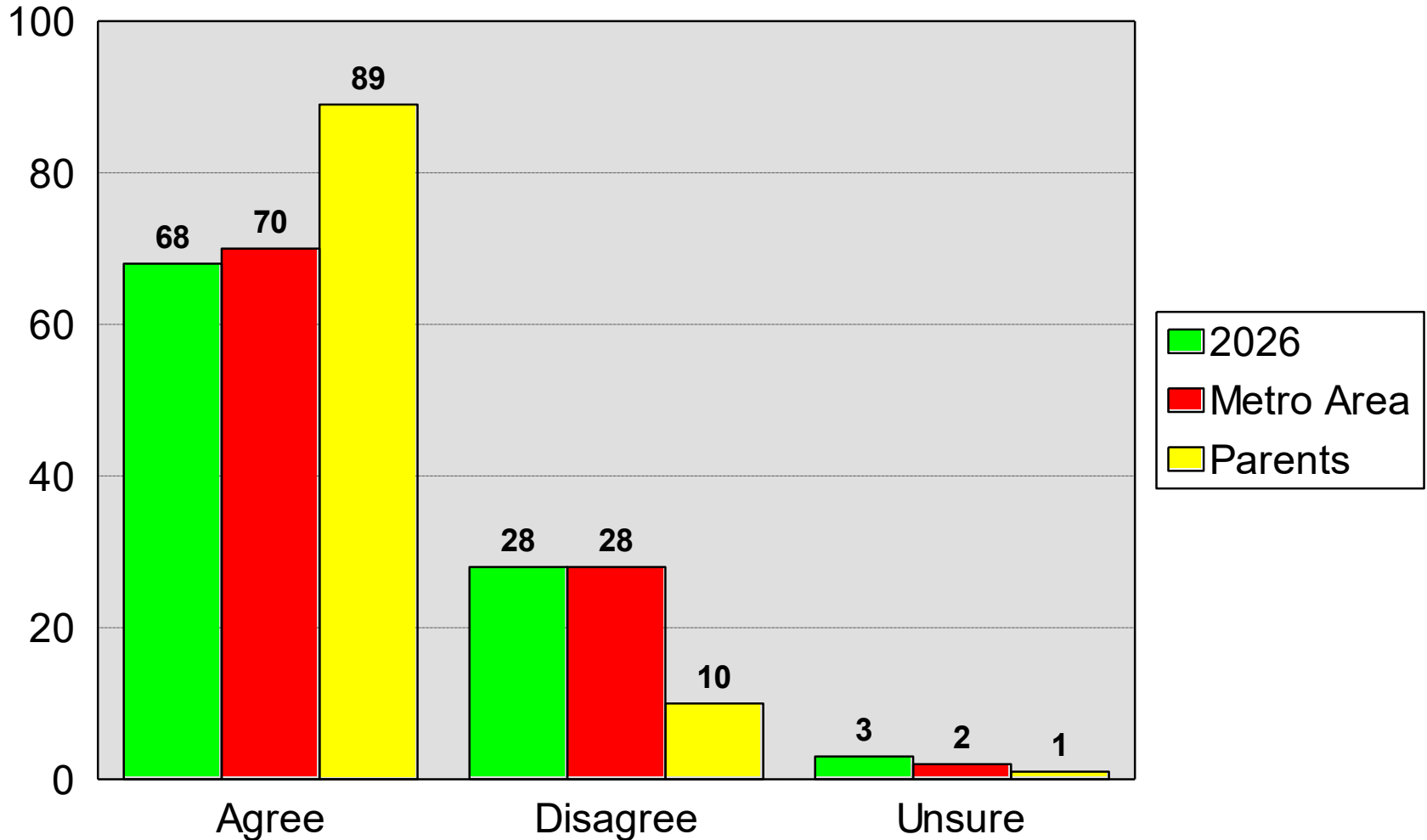
2026 August Statewide Survey



Which Area Needs More Funding

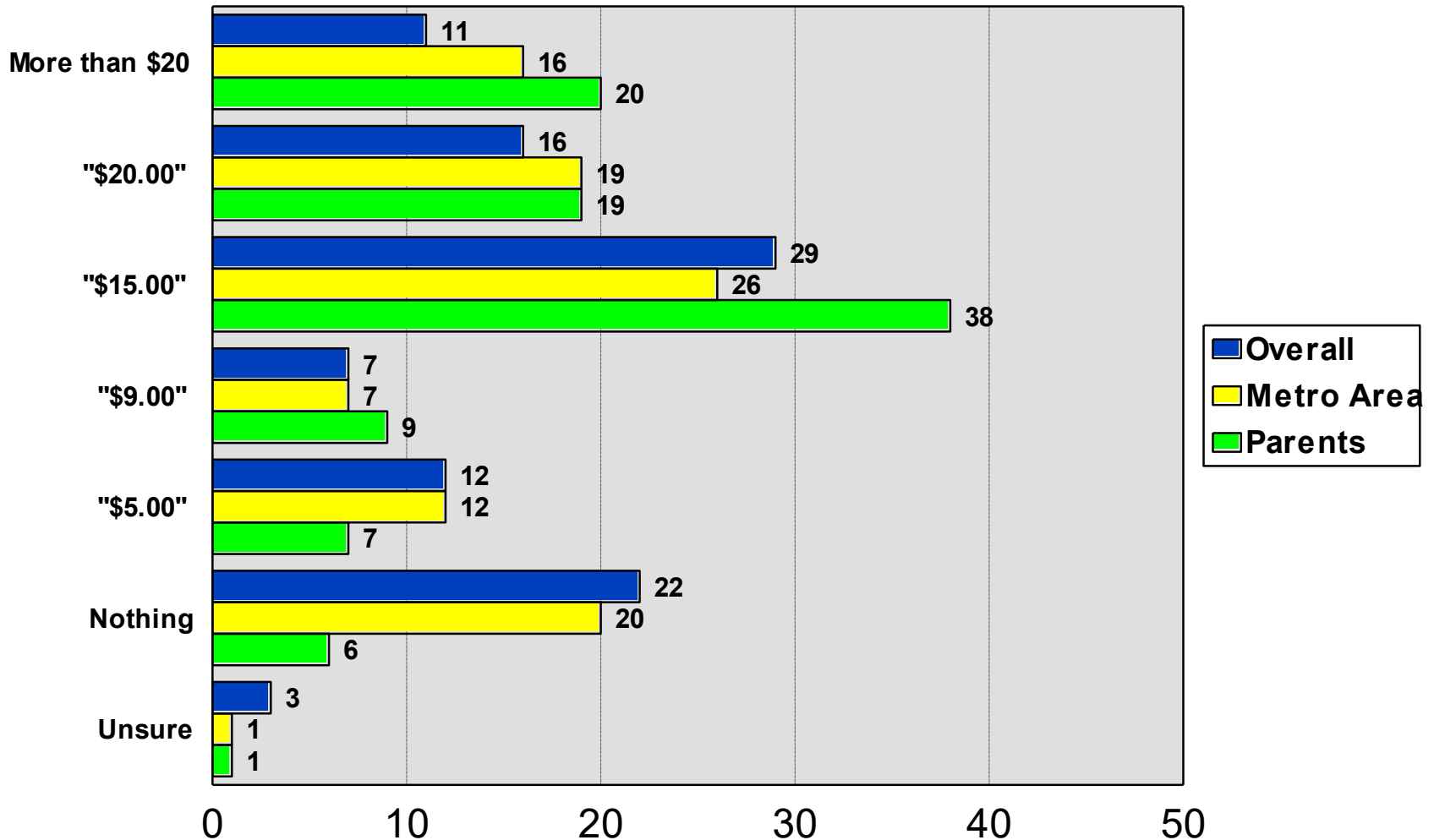
My local school district is a good investment and I would support a property tax increase to protect that investment

2026 August Statewide Survey



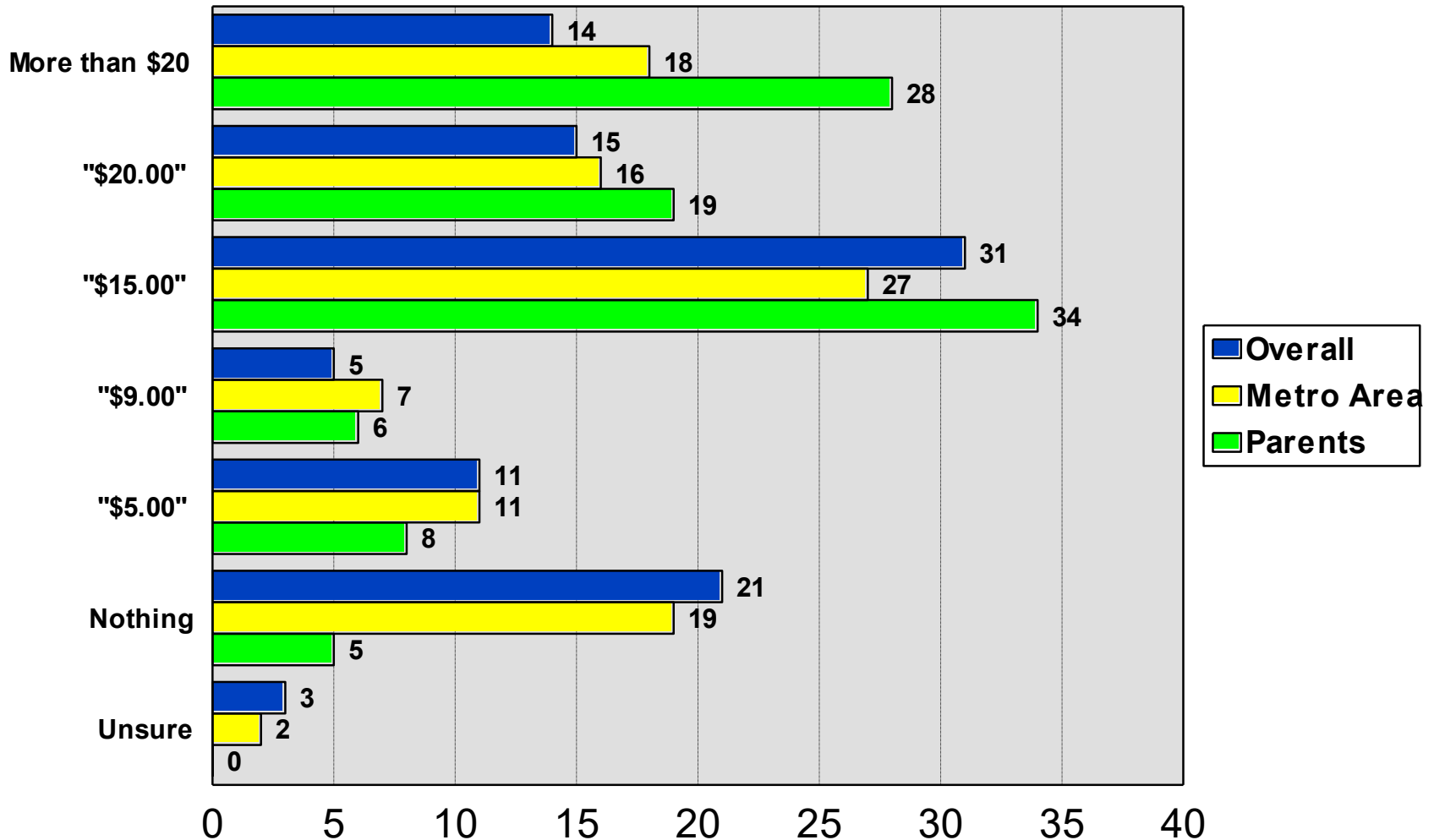
Support Monthly Property Tax Increase for Bond Referendum

2026 August Statewide Survey



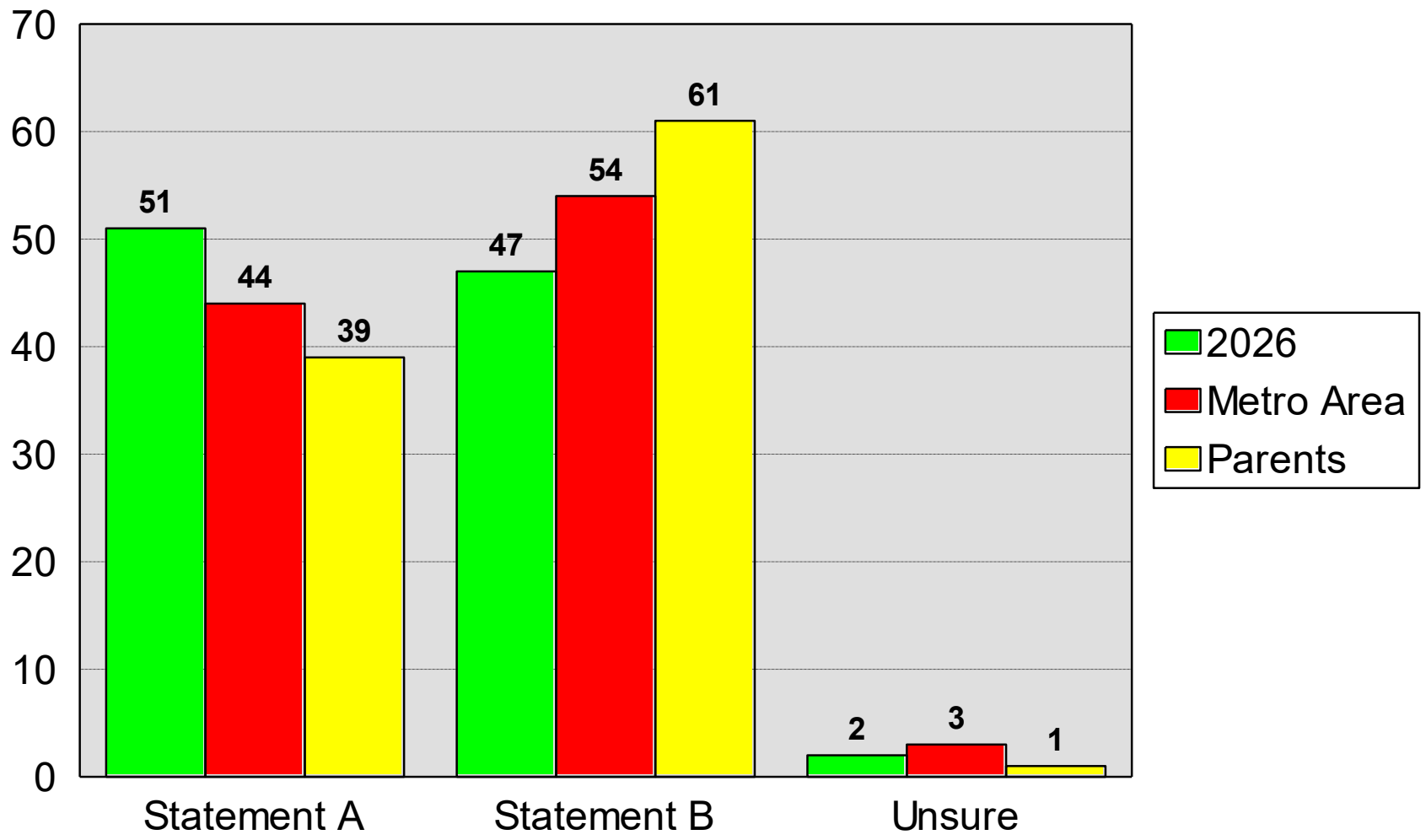
Support Monthly Property Tax Increase for Operating Levy

2026 August Statewide Survey



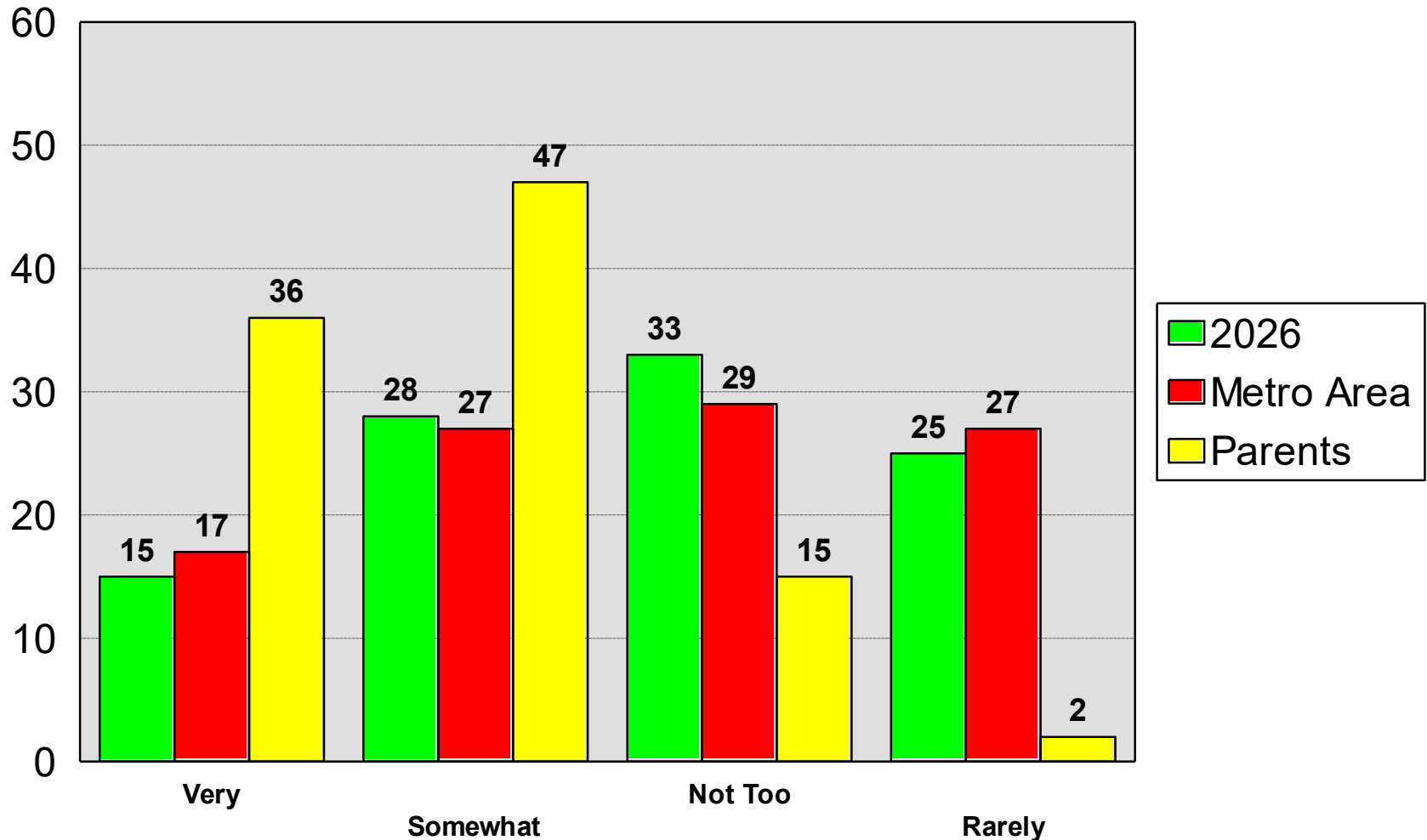
- A) Schools today are being asked to do too much, and as a result they have lost their focus on providing a strong education every day for all students; OR
- B) Our local schools are an ideal place to address many of the problems our children face, like health care needs, emotional development, and getting good meals.

2026 August Statewide Survey



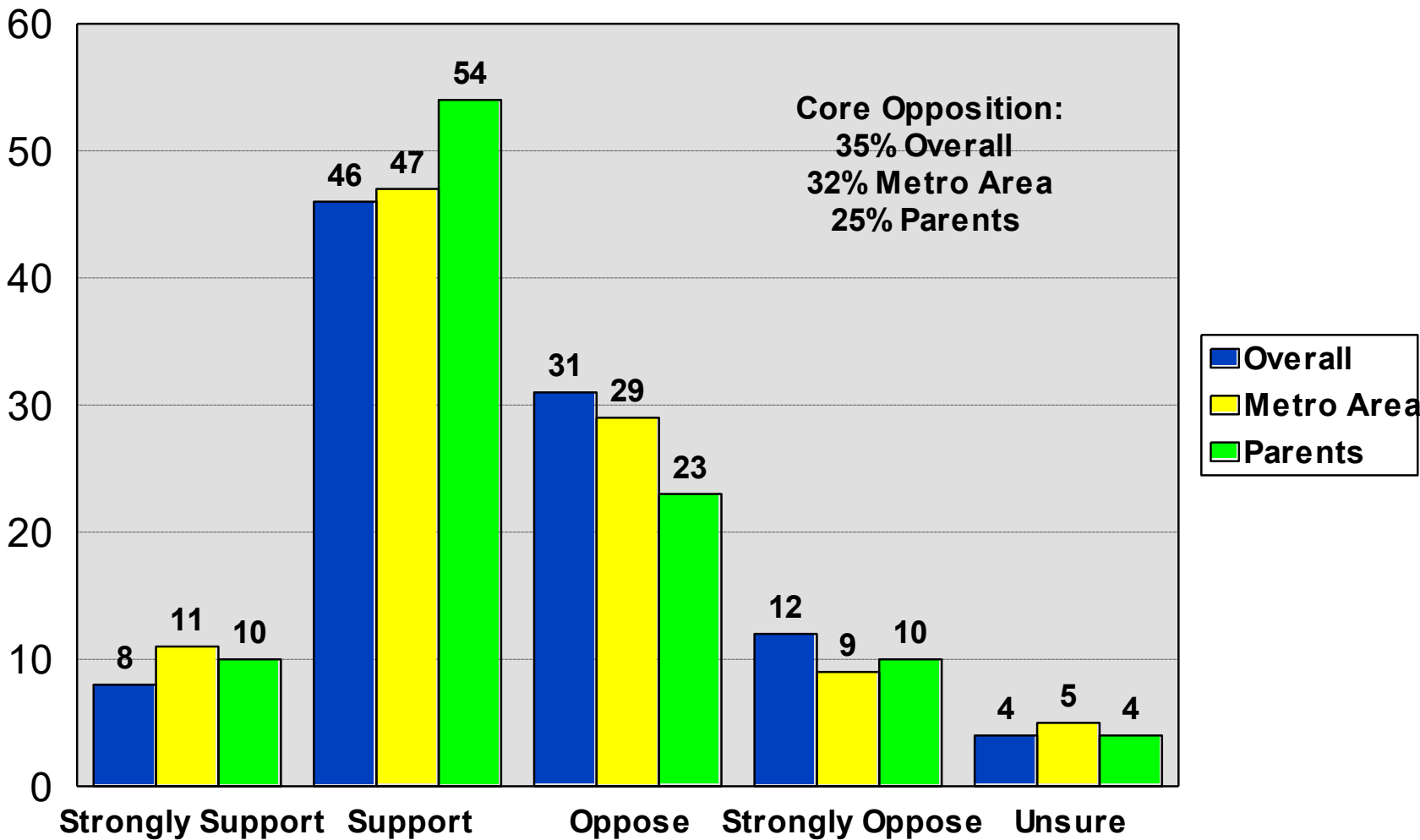
Closely Following Decisions by Board & Administration

2026 September Statewide Survey



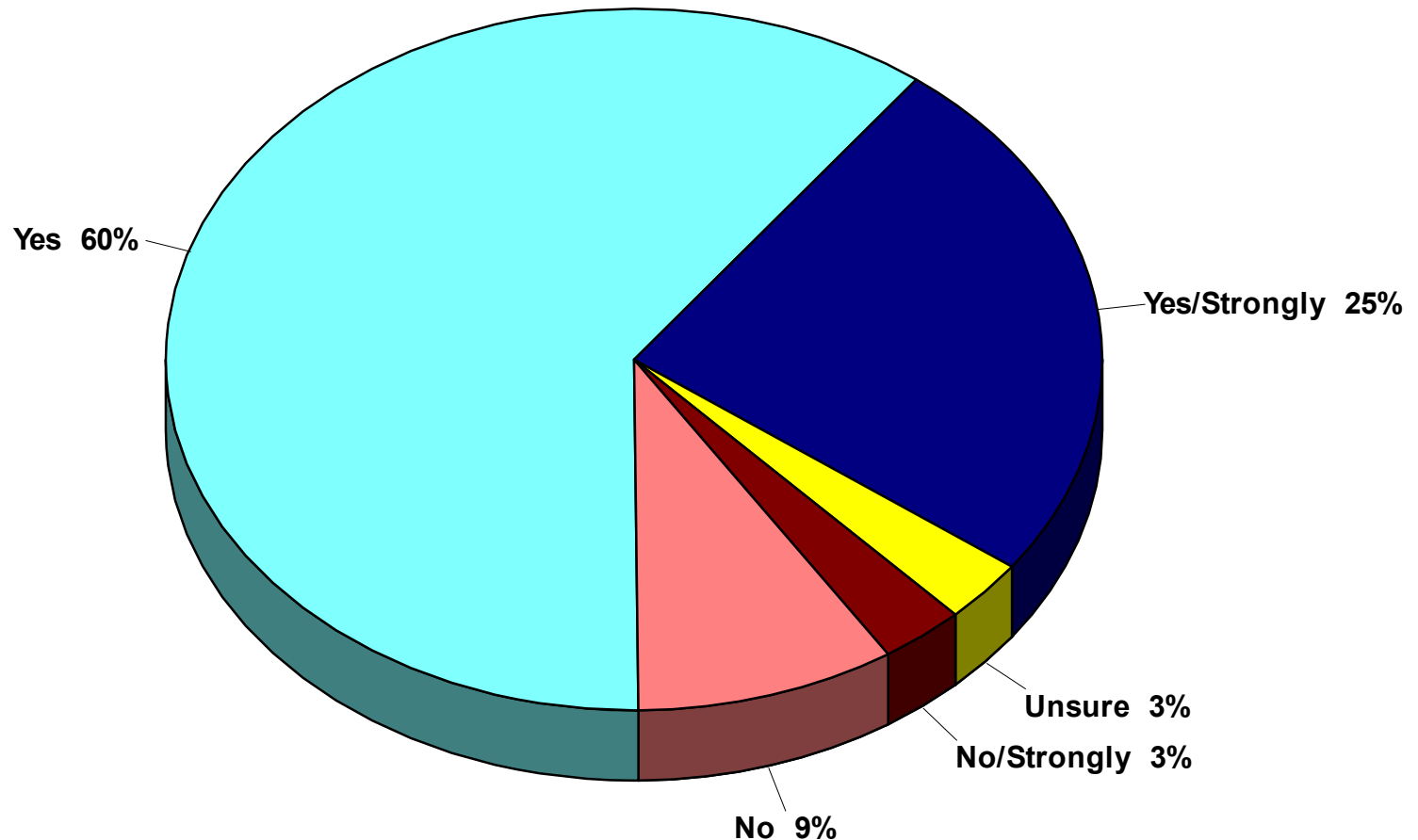
Parents be able to choose to send their child to a private or parochial school instead of their local public school and shift their student's share of state funding for tuition and transportation for use at these private schools

2026 August Statewide Survey



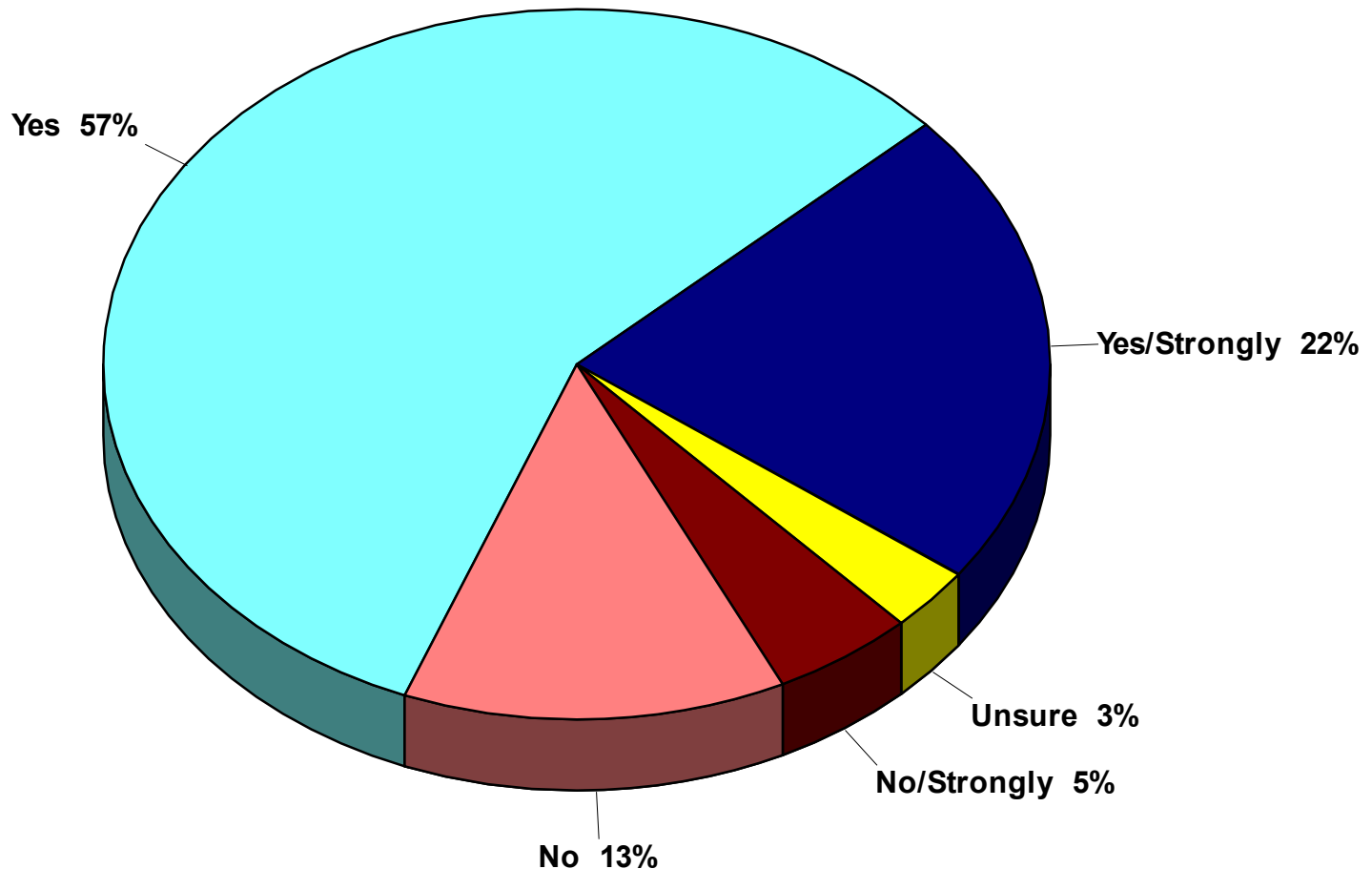
Non-public schools be required to comply with State requirements

2026 August Statewide Survey



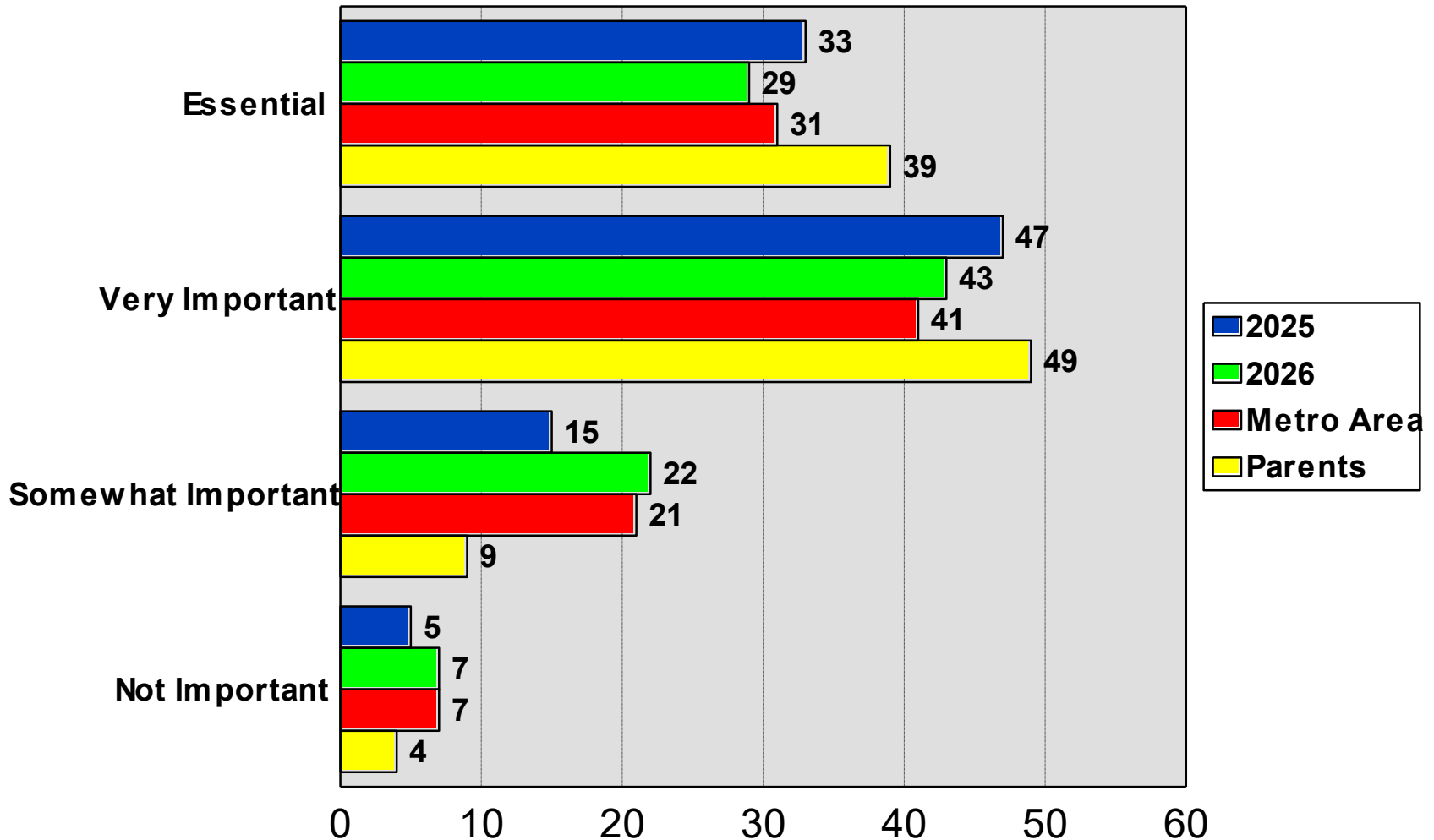
Non-public schools be held accountable for how taxpayer dollars are spent

2026 August Statewide Survey



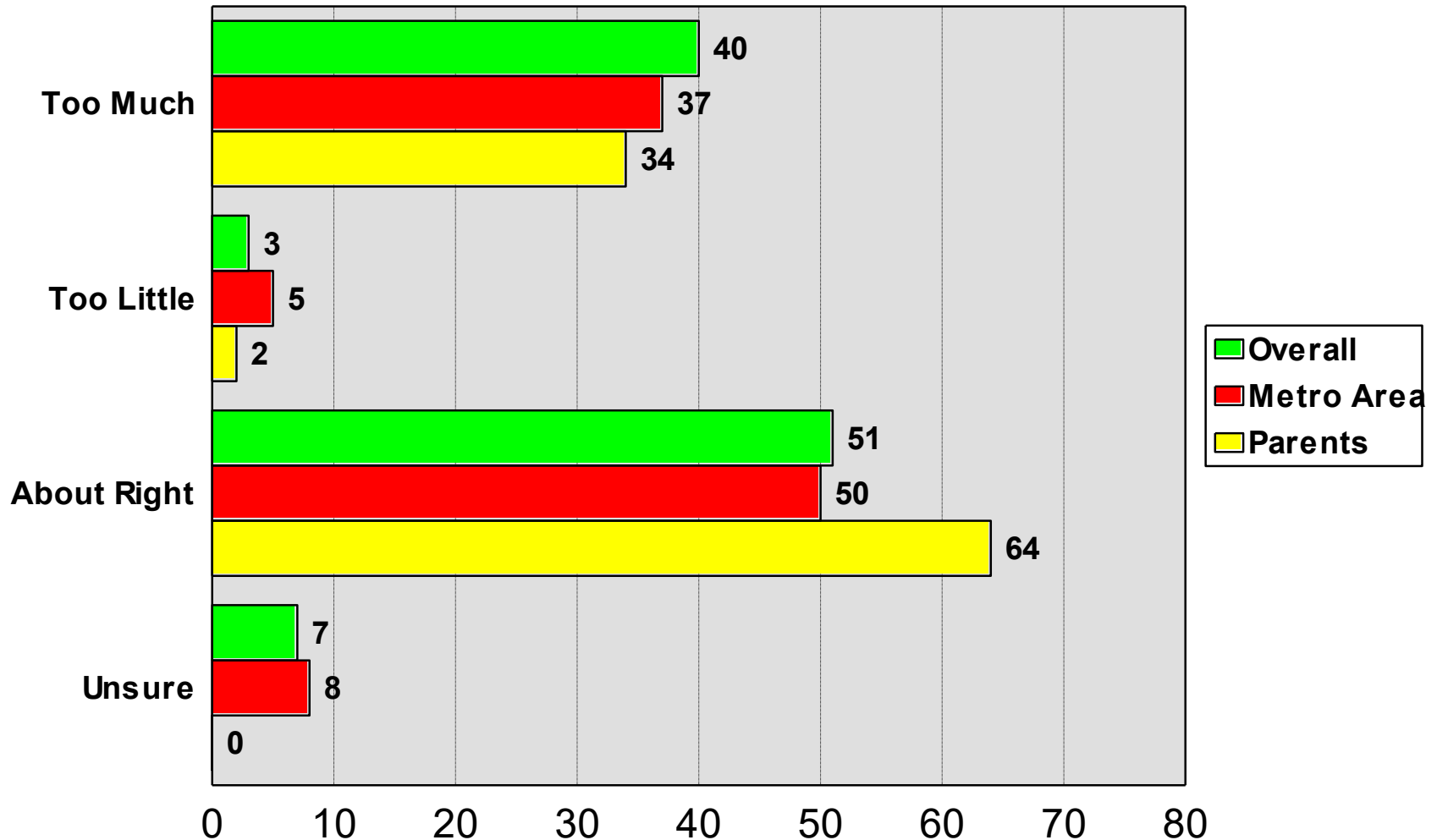
Importance of Technology

2026 August Statewide Survey



Amount of Screen Time in the Classroom

2026 August Statewide Survey

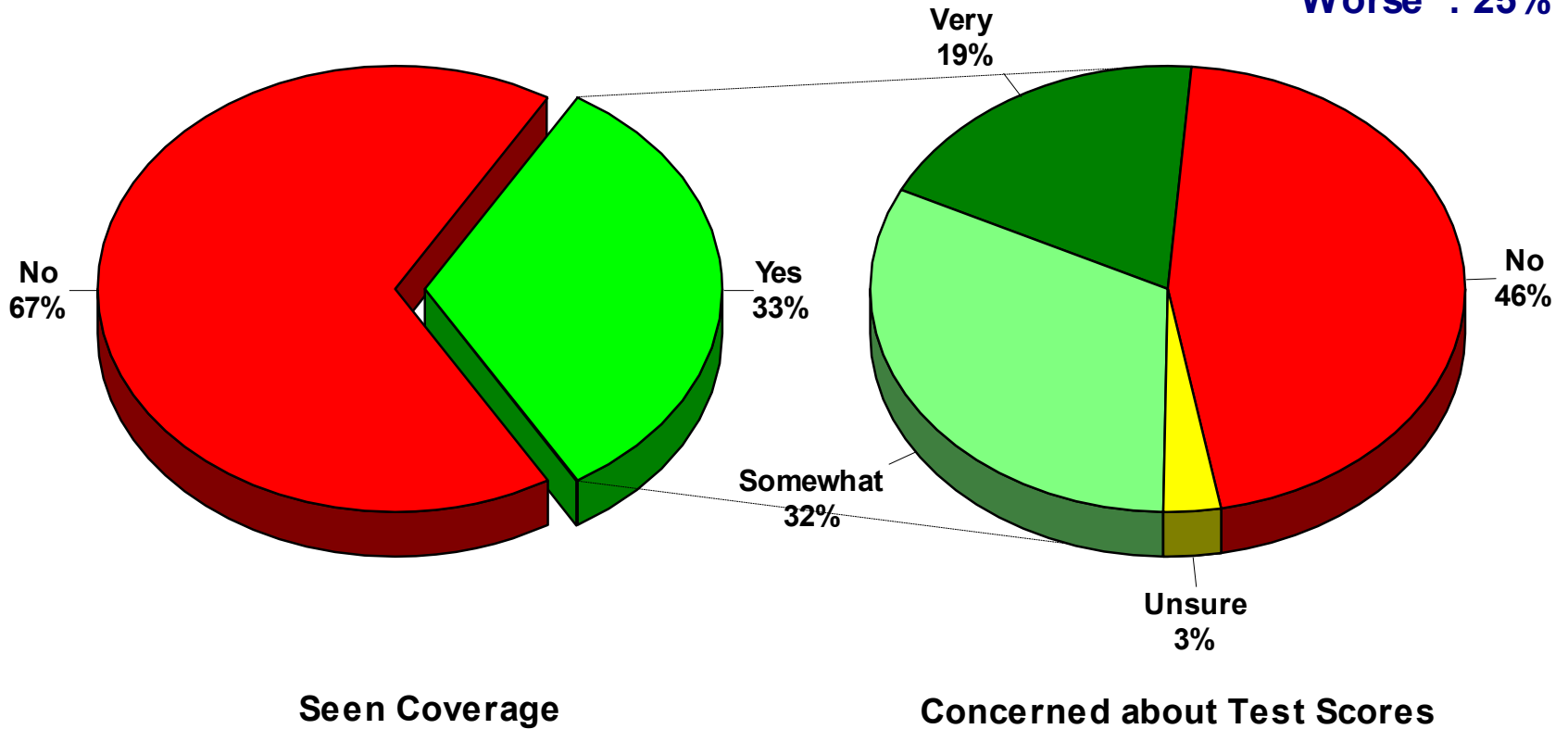


MCA Test Scores

(Overall)

2026 August Statewide Survey

Getting:
"Better": 21%
"Worse": 25%

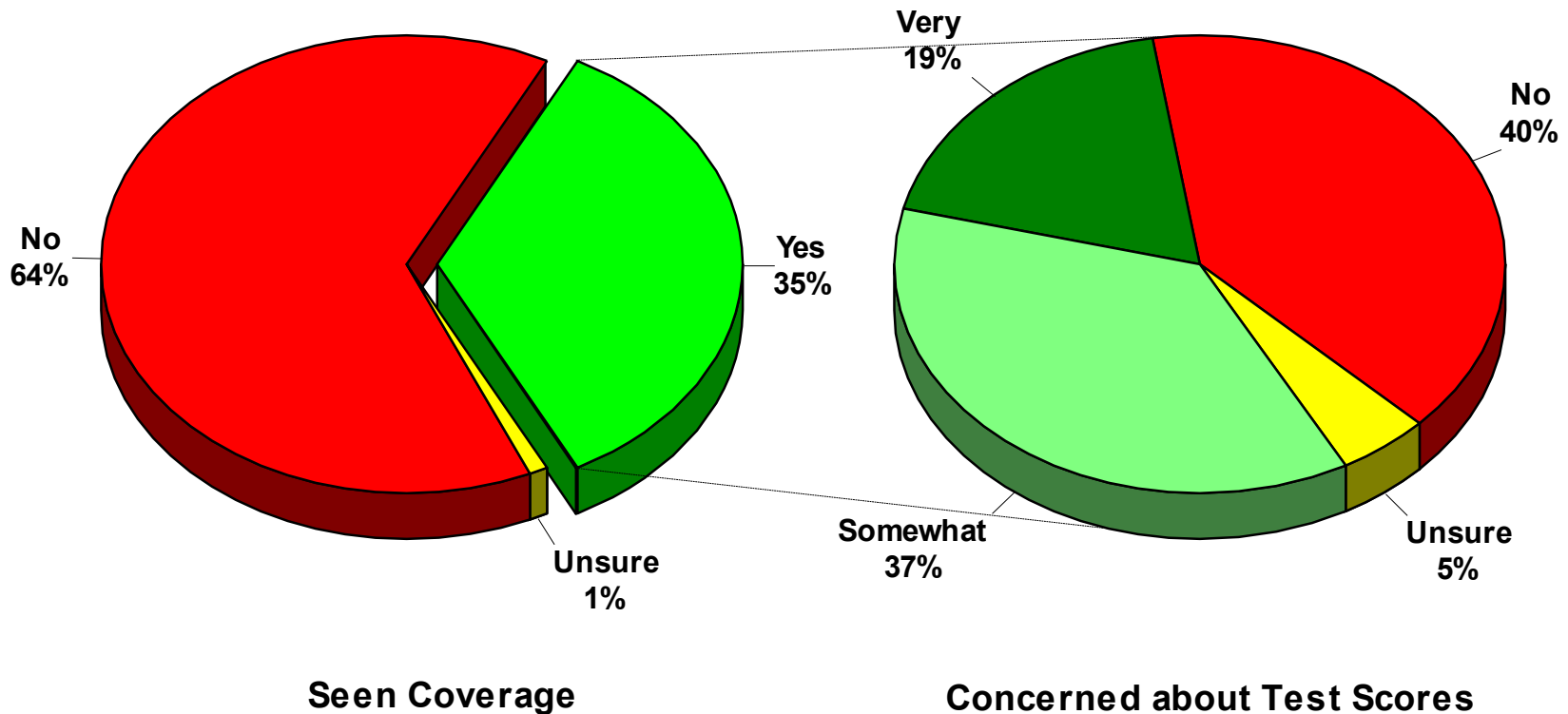


MCA Test Scores

(Metro Area)

2026 August Statewide Survey

Getting:
"Better": 24%
"Worse": 27%

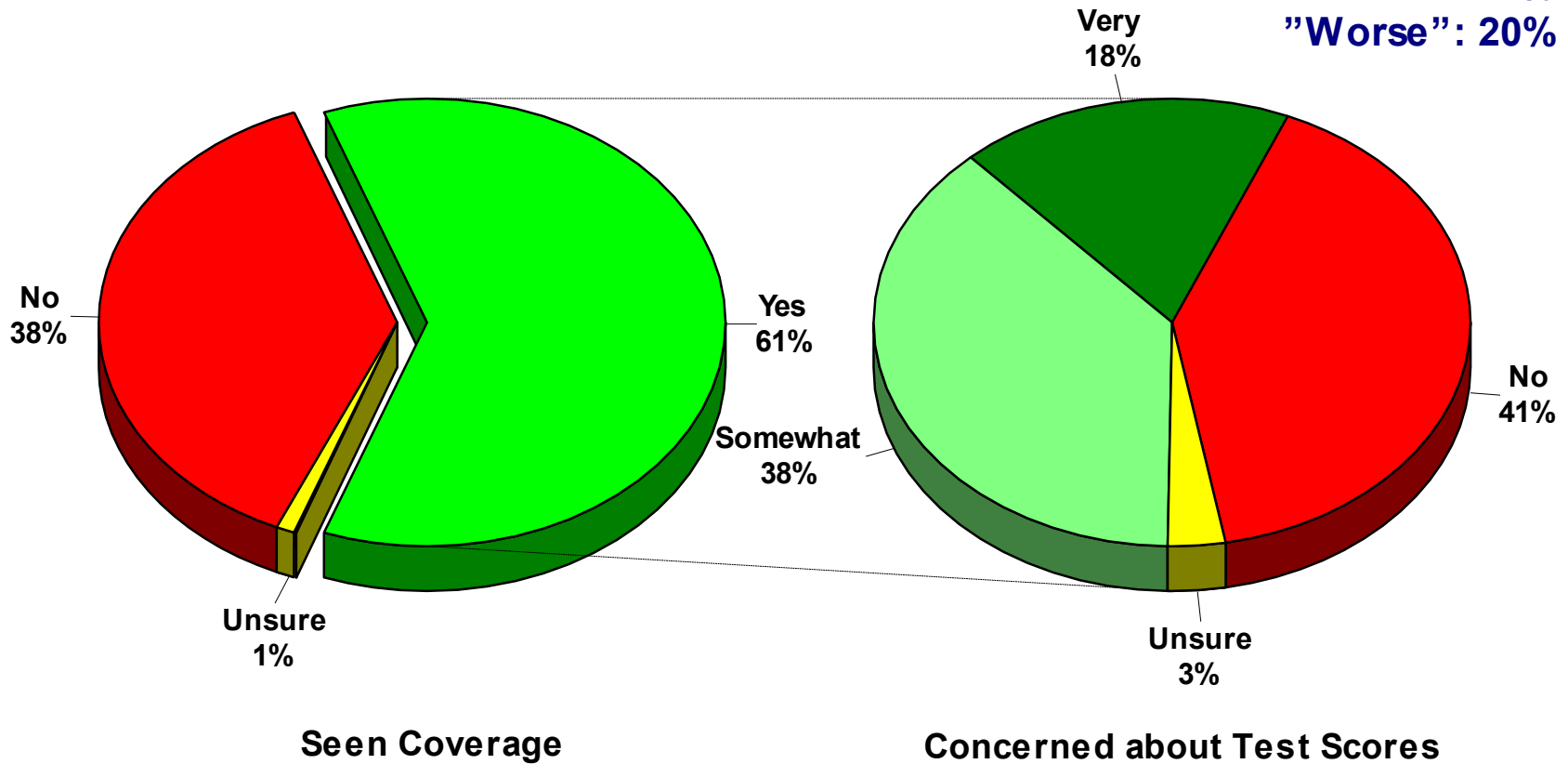


MCA Test Scores

(Parents)

2026 August Statewide Survey

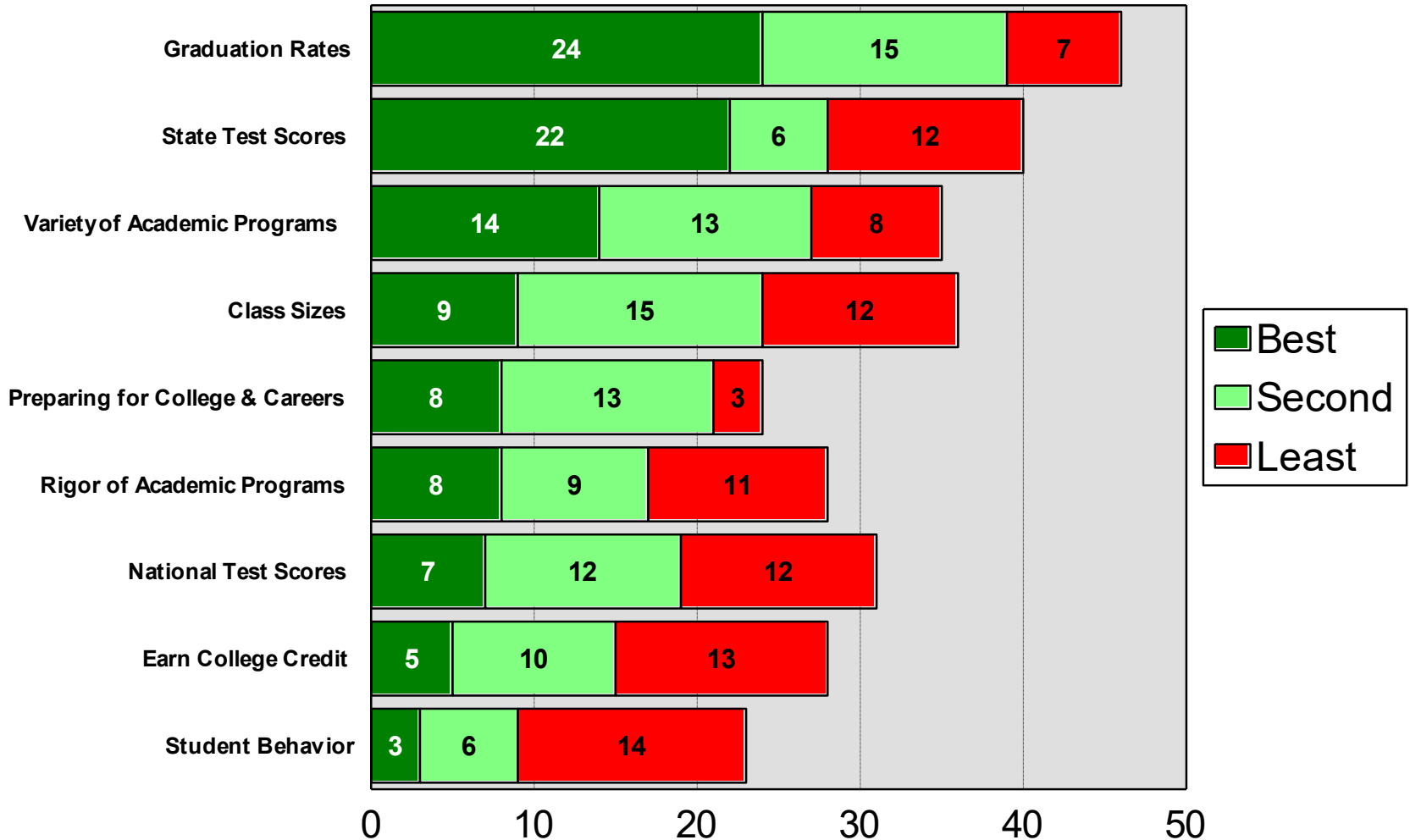
Getting:
"Better": 15%
"Worse": 20%



Best Way to Evaluate the Quality of Education

(Overall)

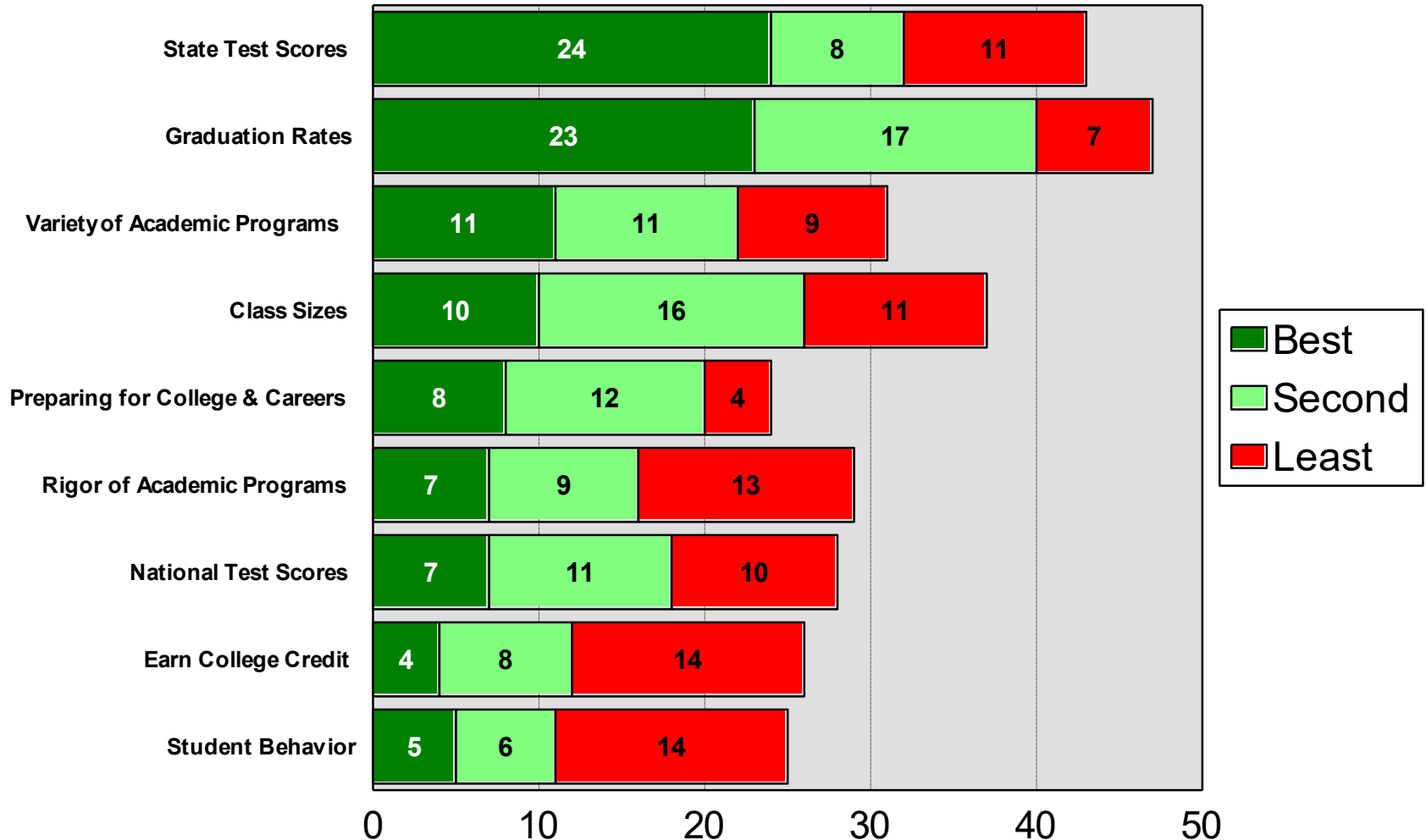
2026 August Statewide Survey



Best Way to Evaluate the Quality of Education

(Metro Area)

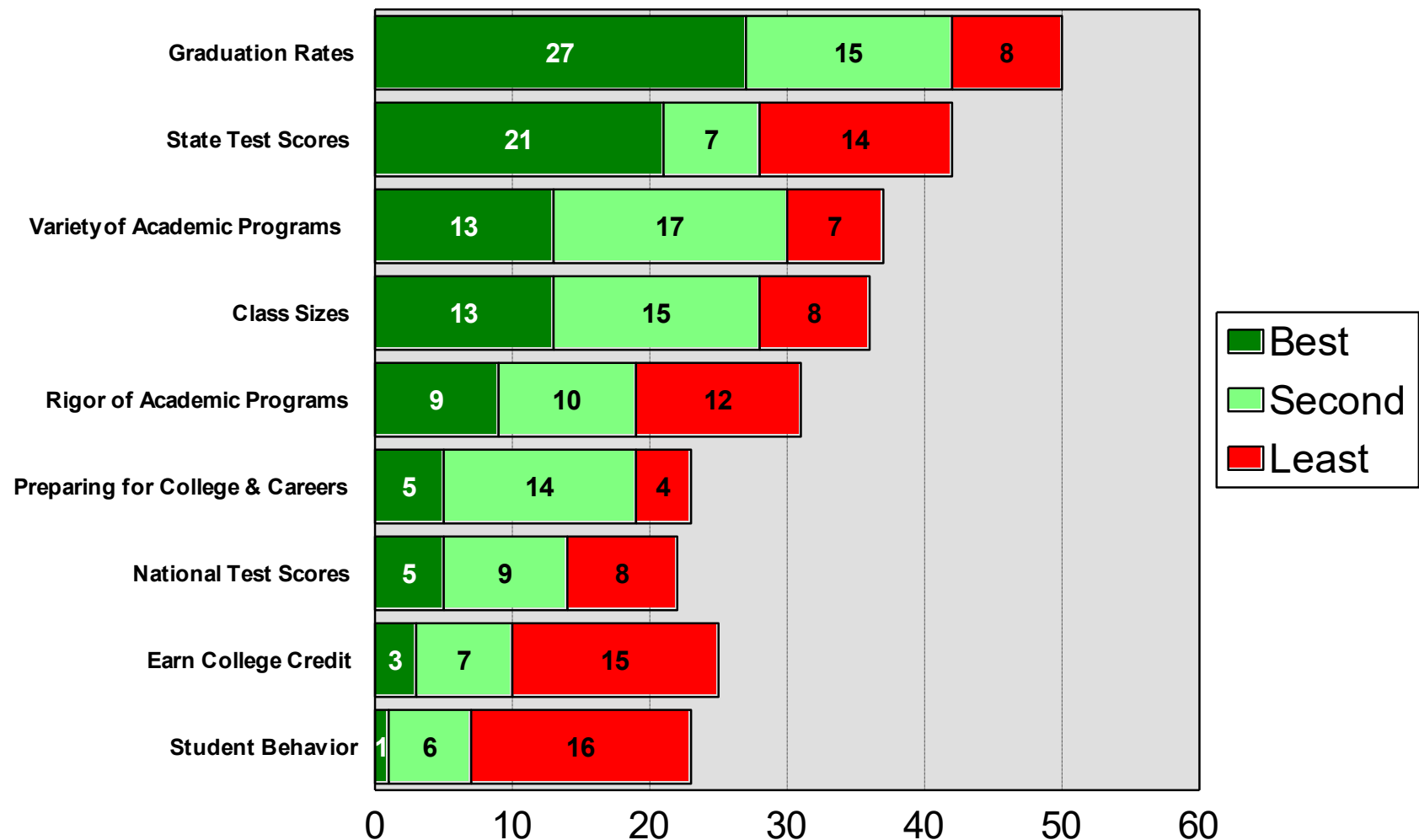
2026 August Statewide Survey



Best Way to Evaluate the Quality of Education

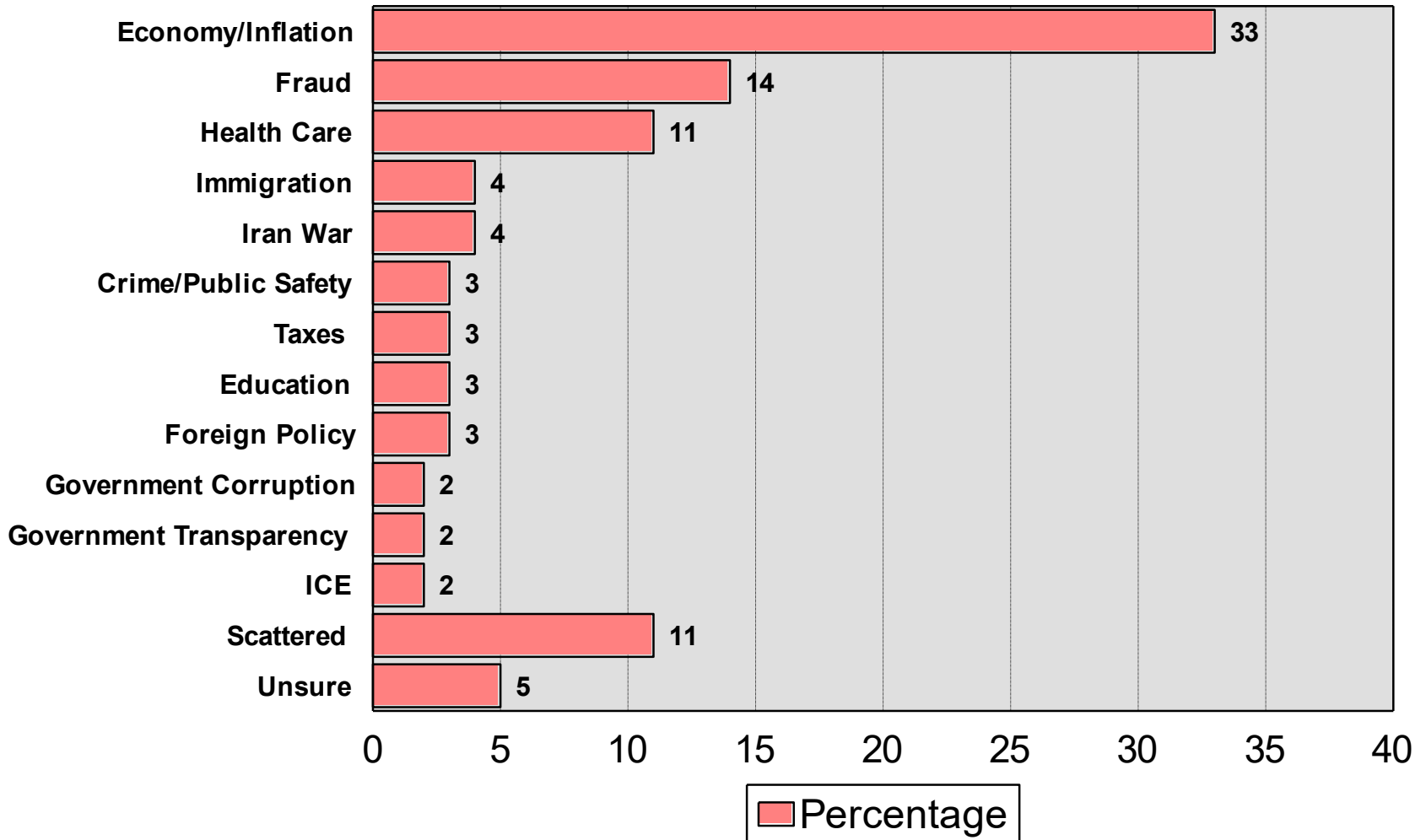
(Parents)

2026 August Statewide Survey



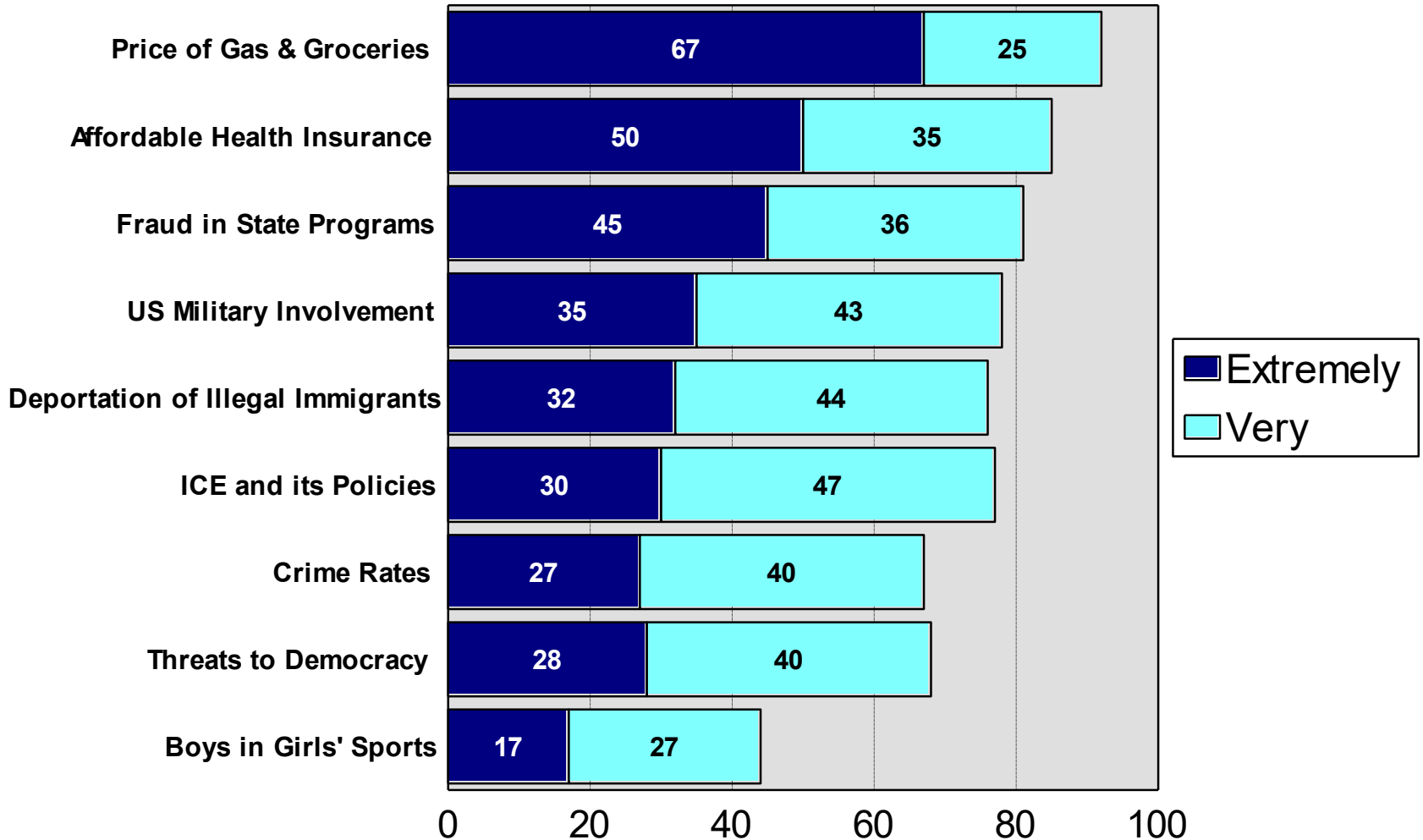
Most Important Issue

2026 August Statewide Survey



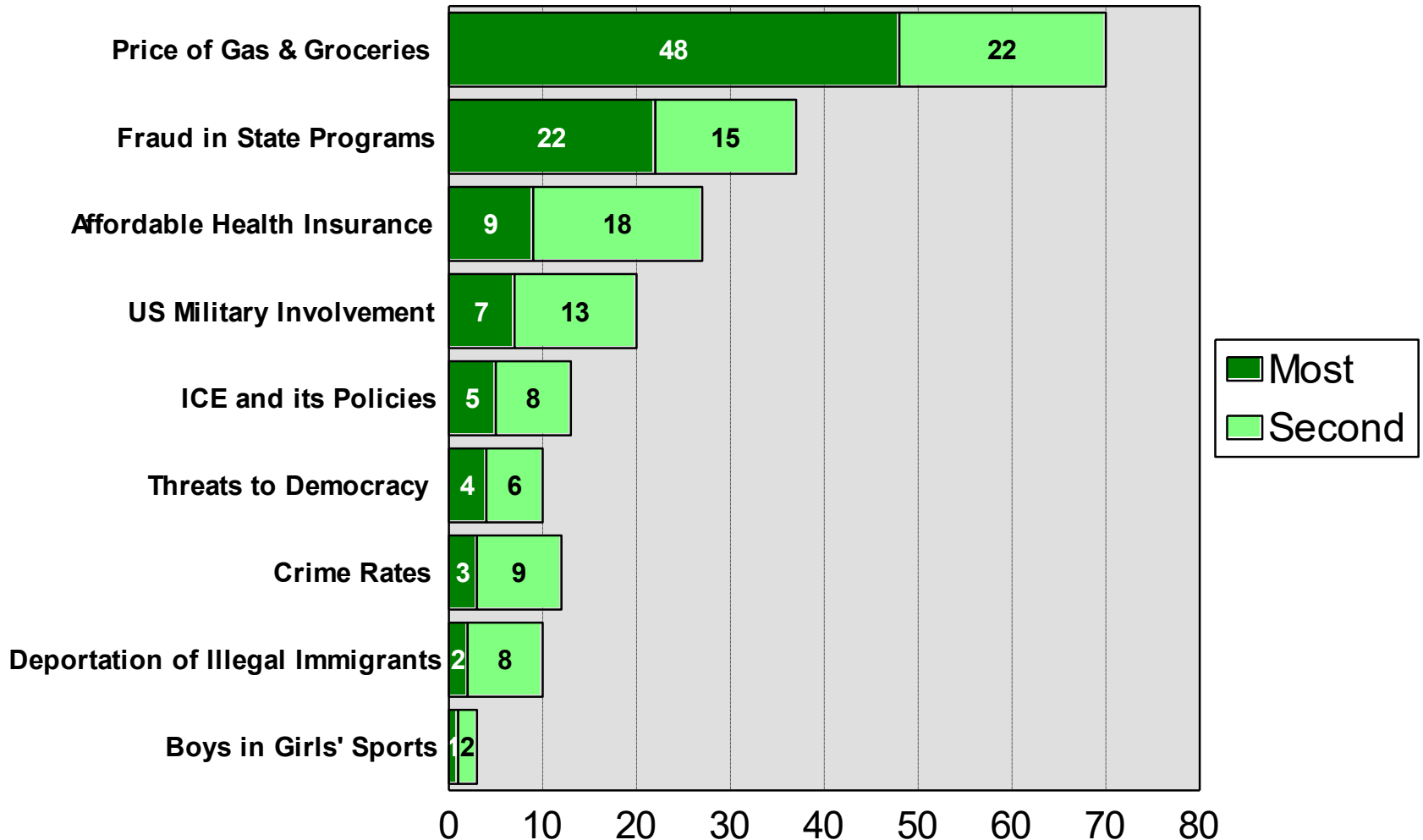
Issues

2026 August Statewide Survey



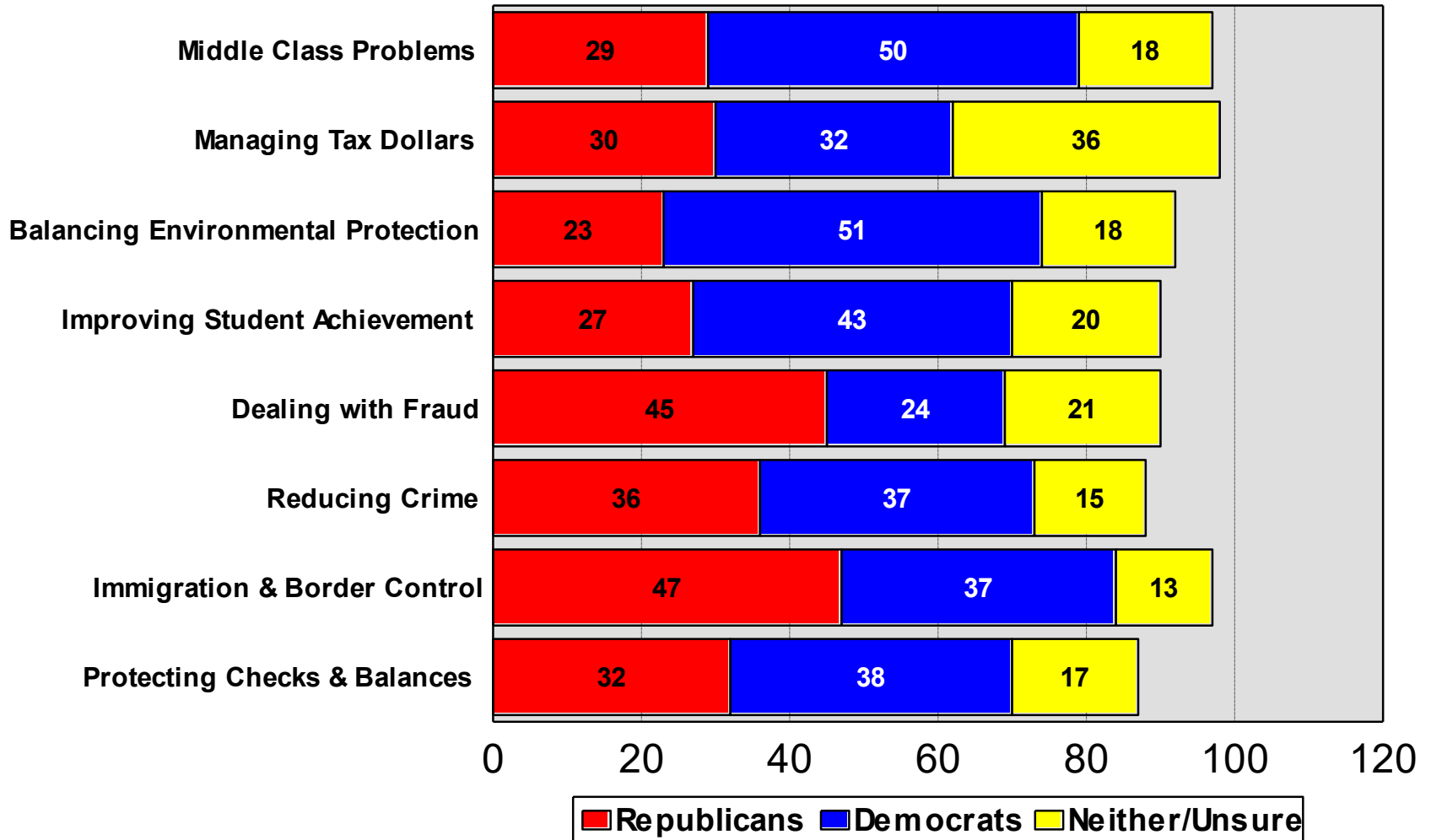
Importance of Issues

2026 August Statewide Survey



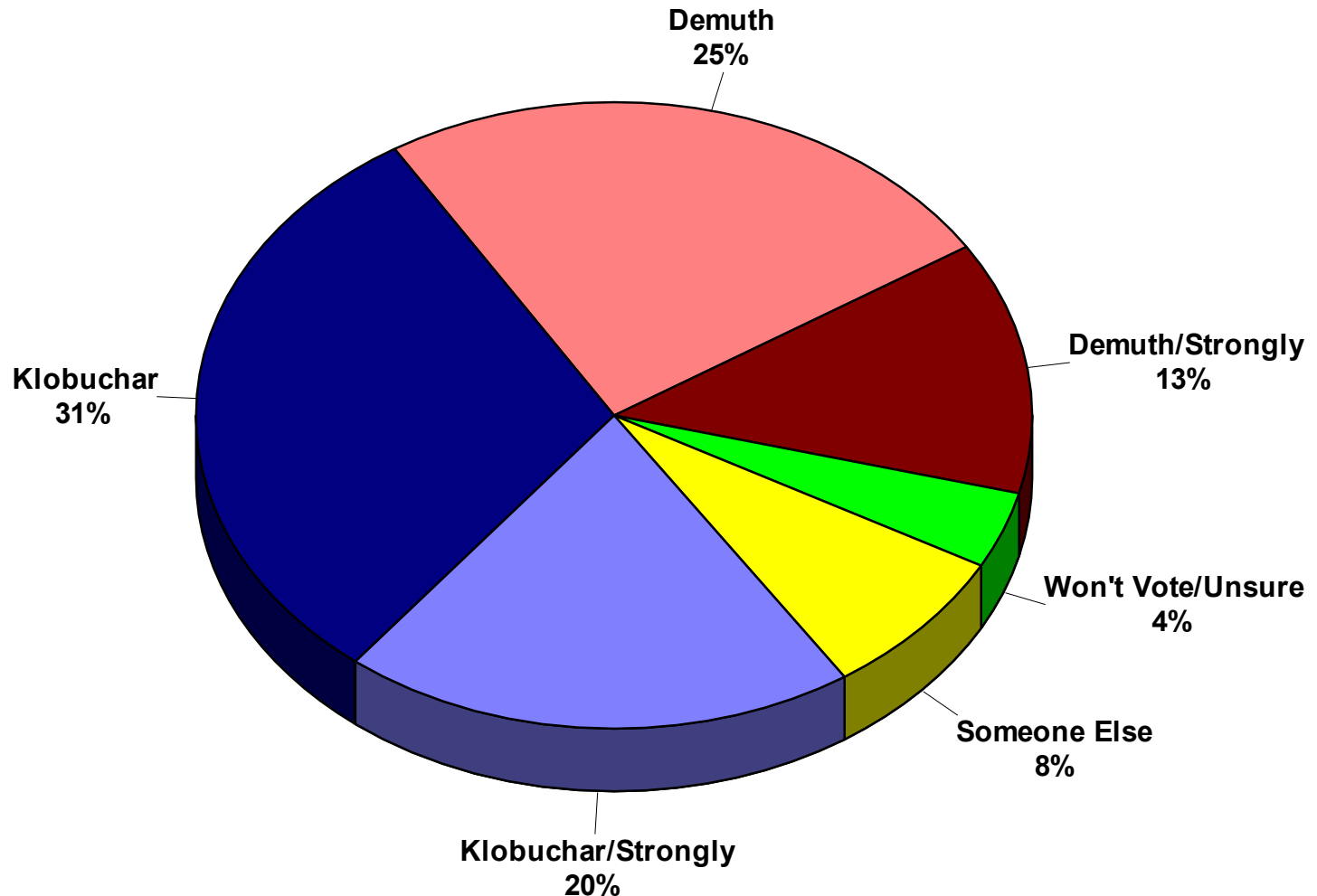
Better Job Handling Issue

2026 August Statewide Survey



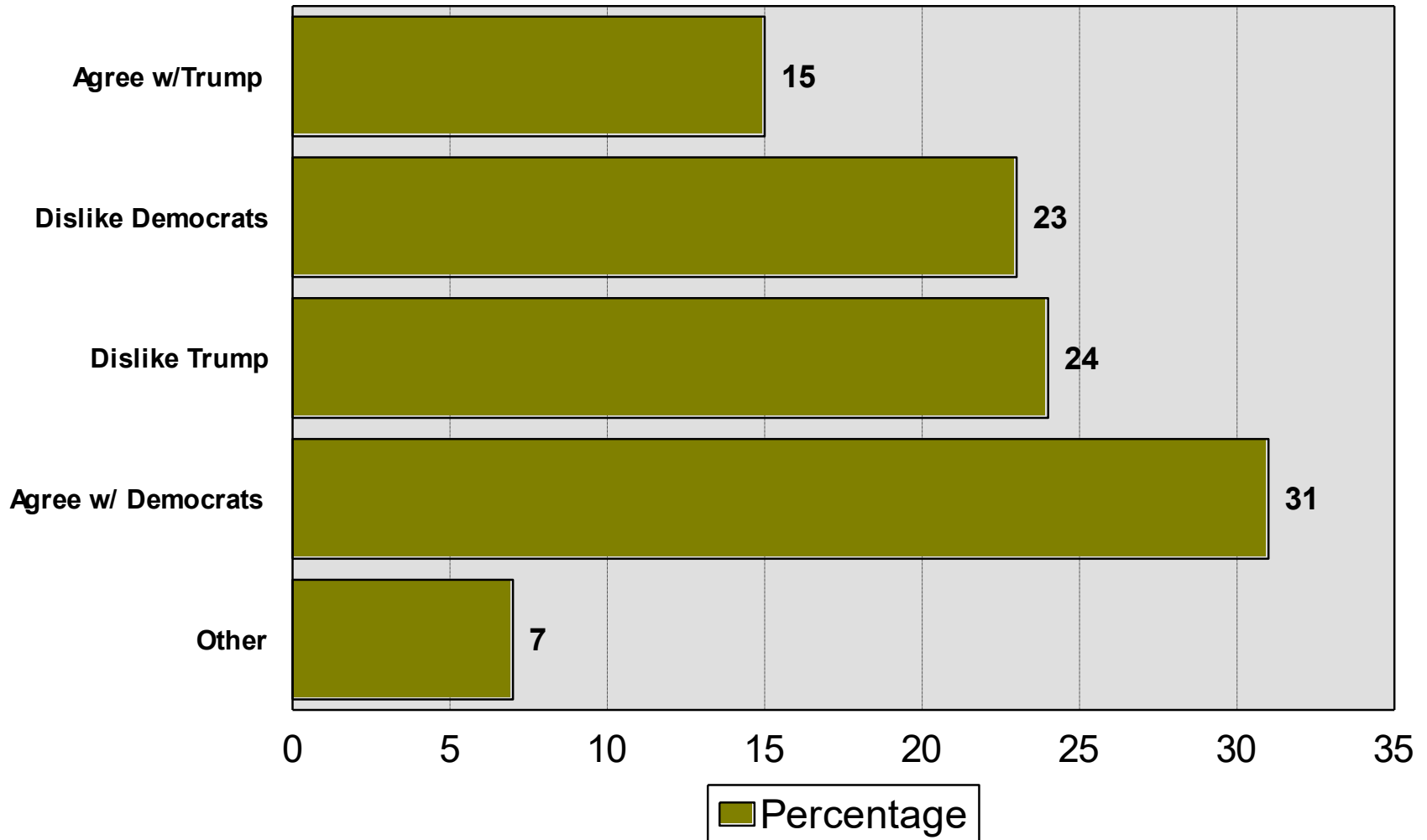
Governor's Race

2026 August Statewide Survey



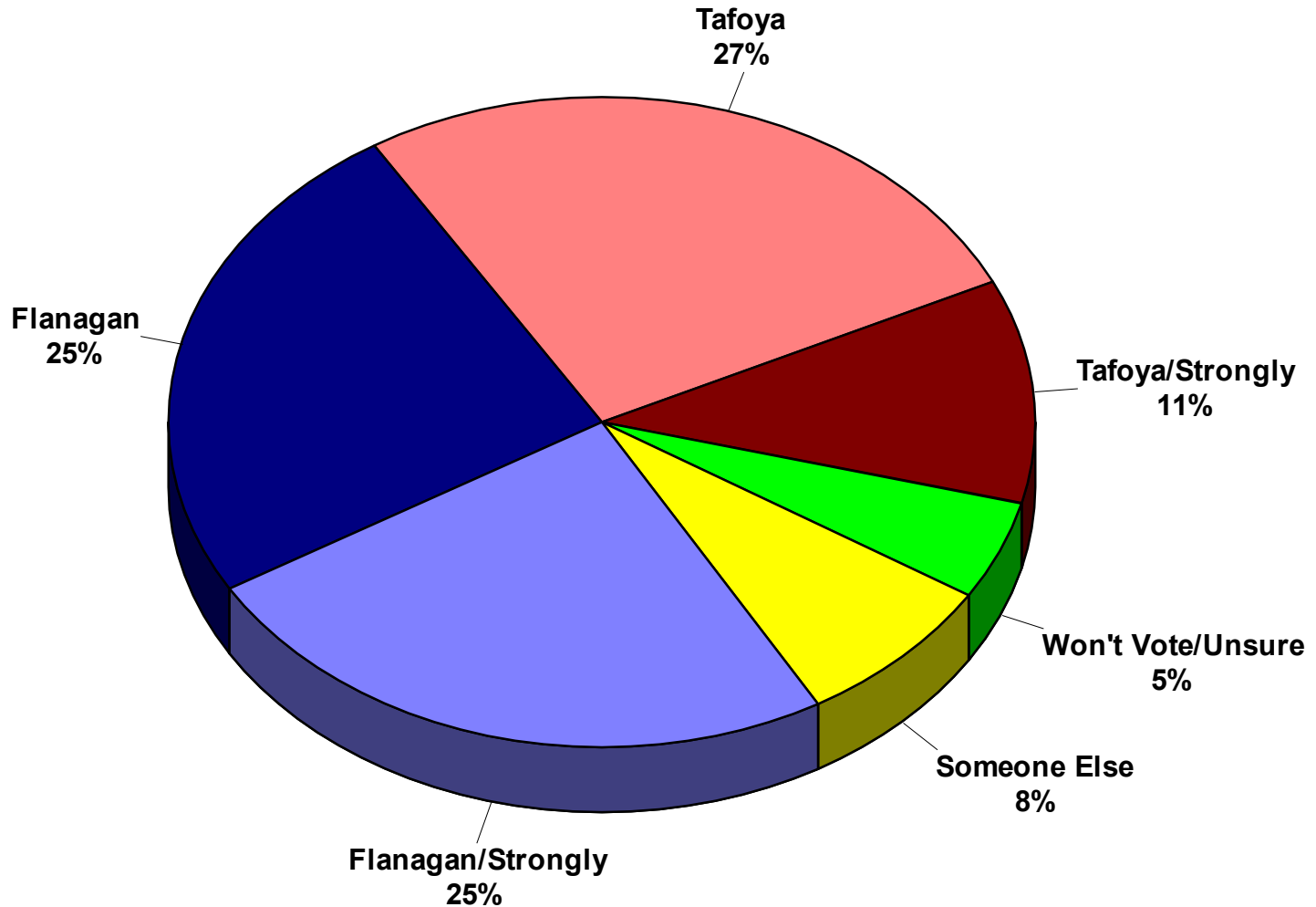
Reason for November Vote

2026 August Statewide Survey



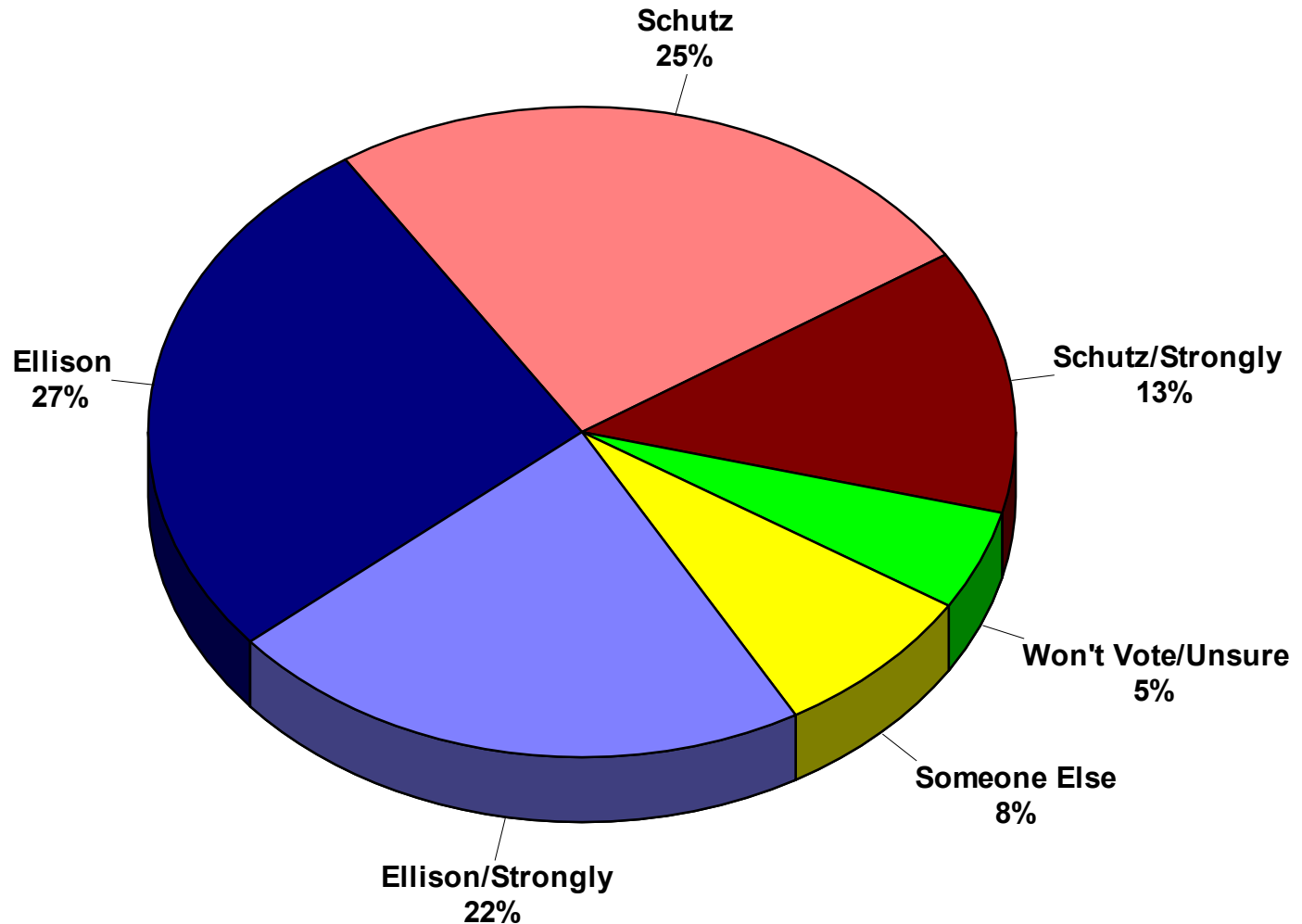
Senate Race

2026 August Statewide Survey



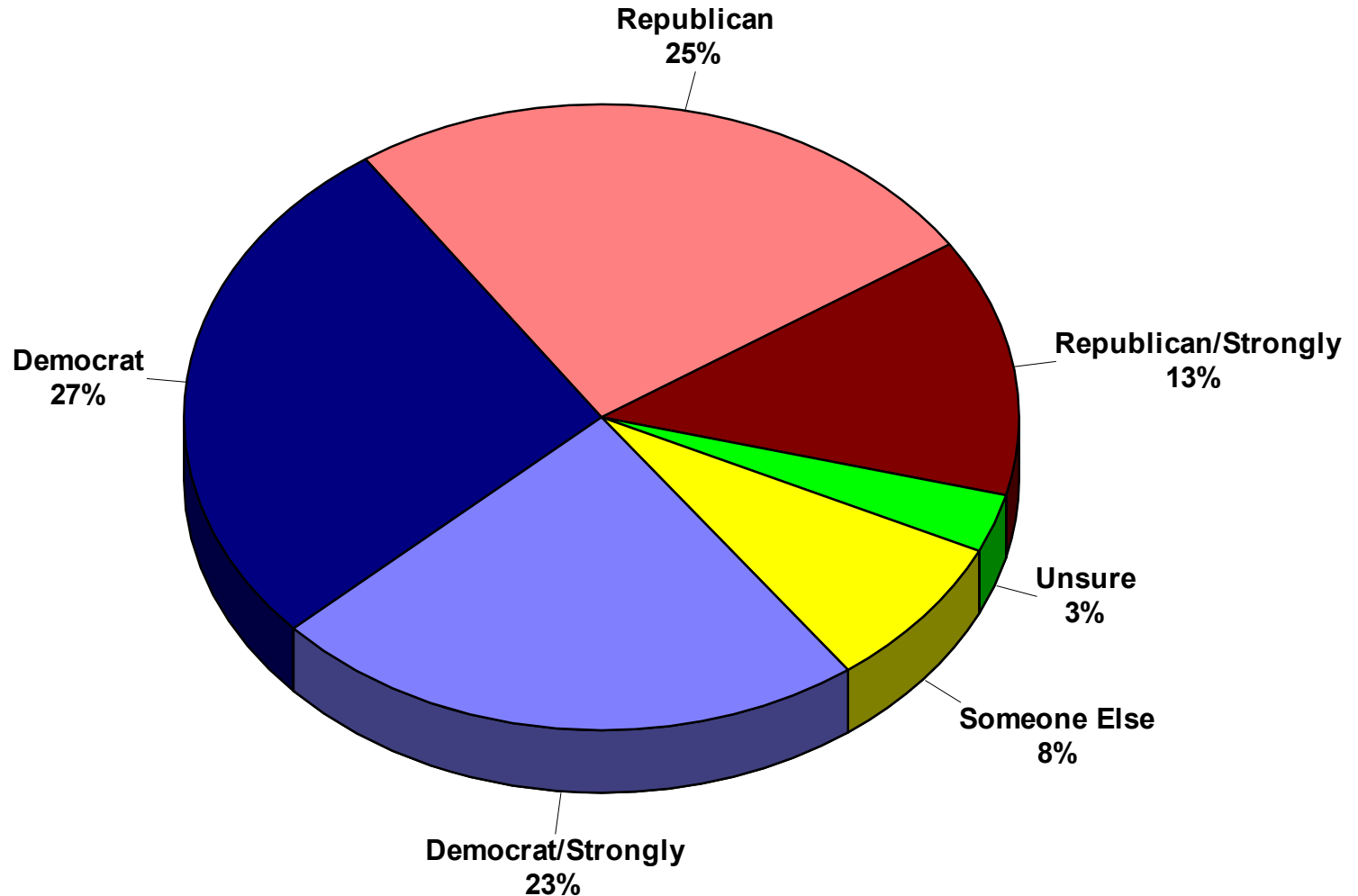
Attorney General Race

2026 August Statewide Survey



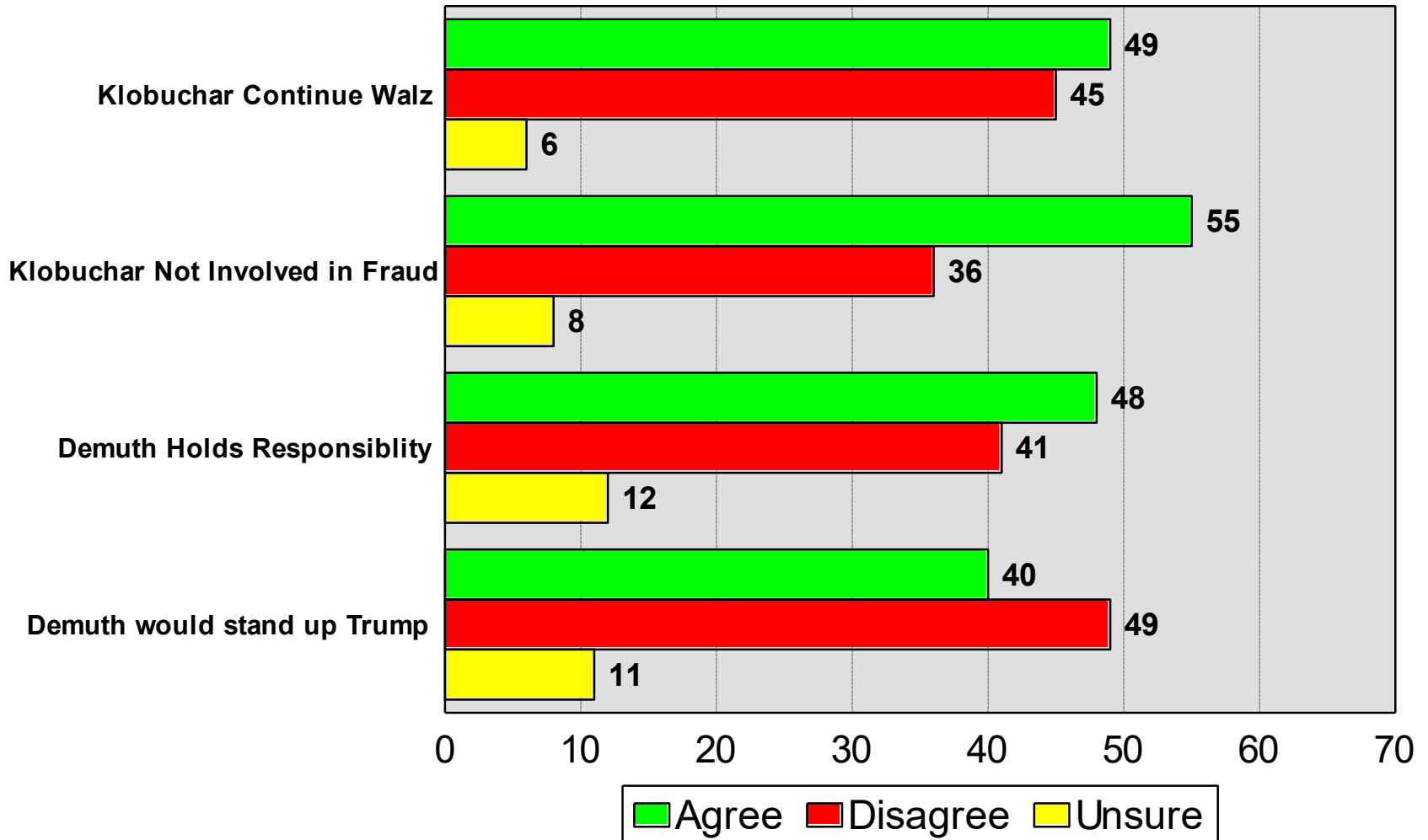
State Legislature Vote

2026 August Statewide Survey



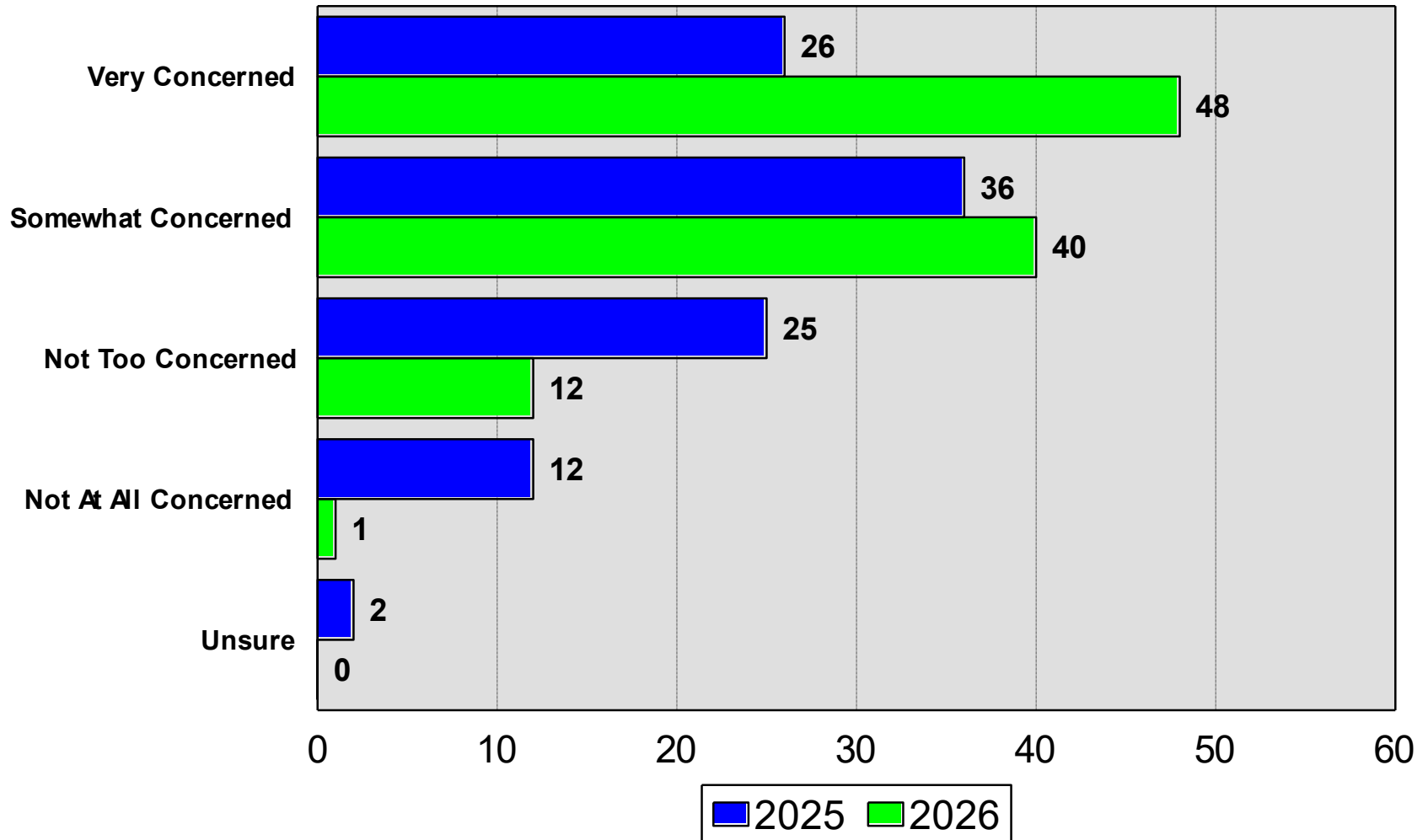
Statements about Candidates for Governor

2026 August Statewide Survey



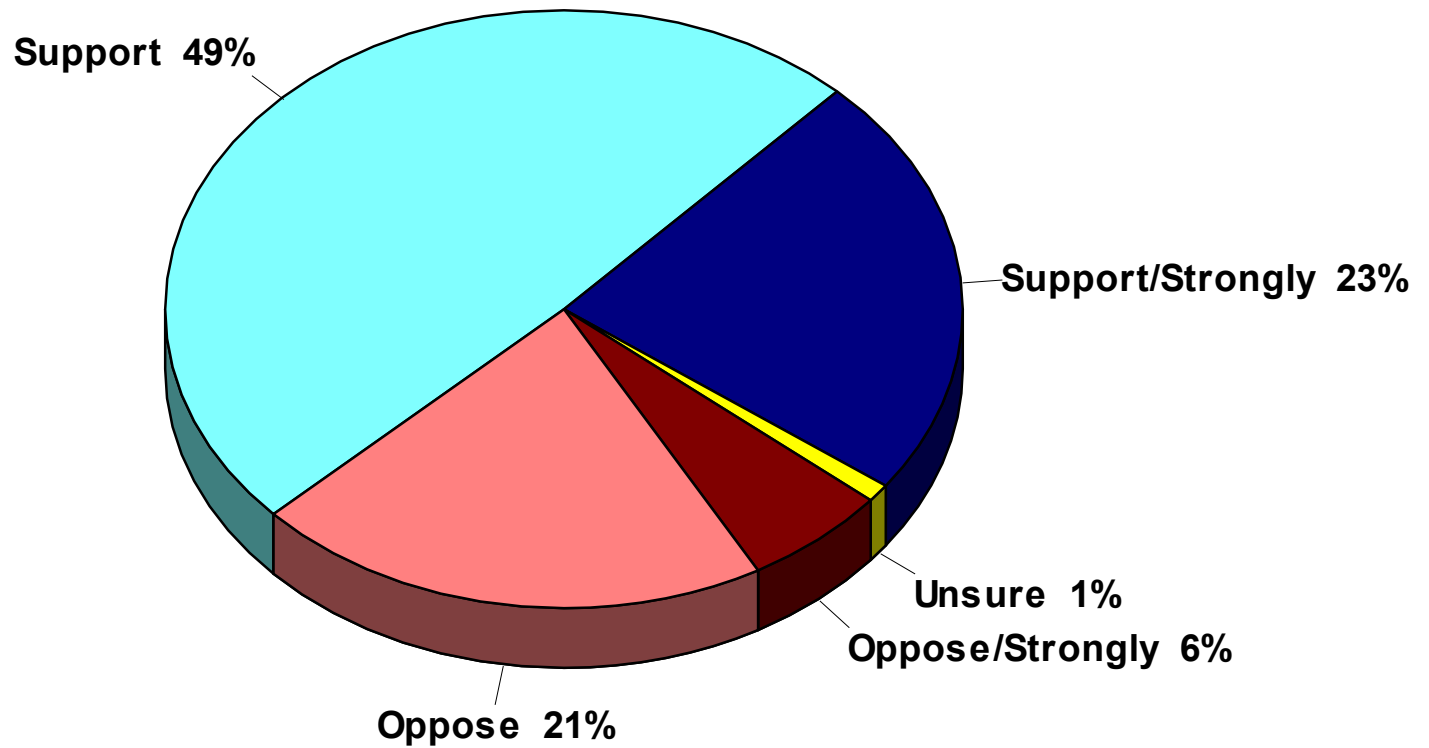
Fraud with Public Tax Dollars

2026 August Statewide Survey



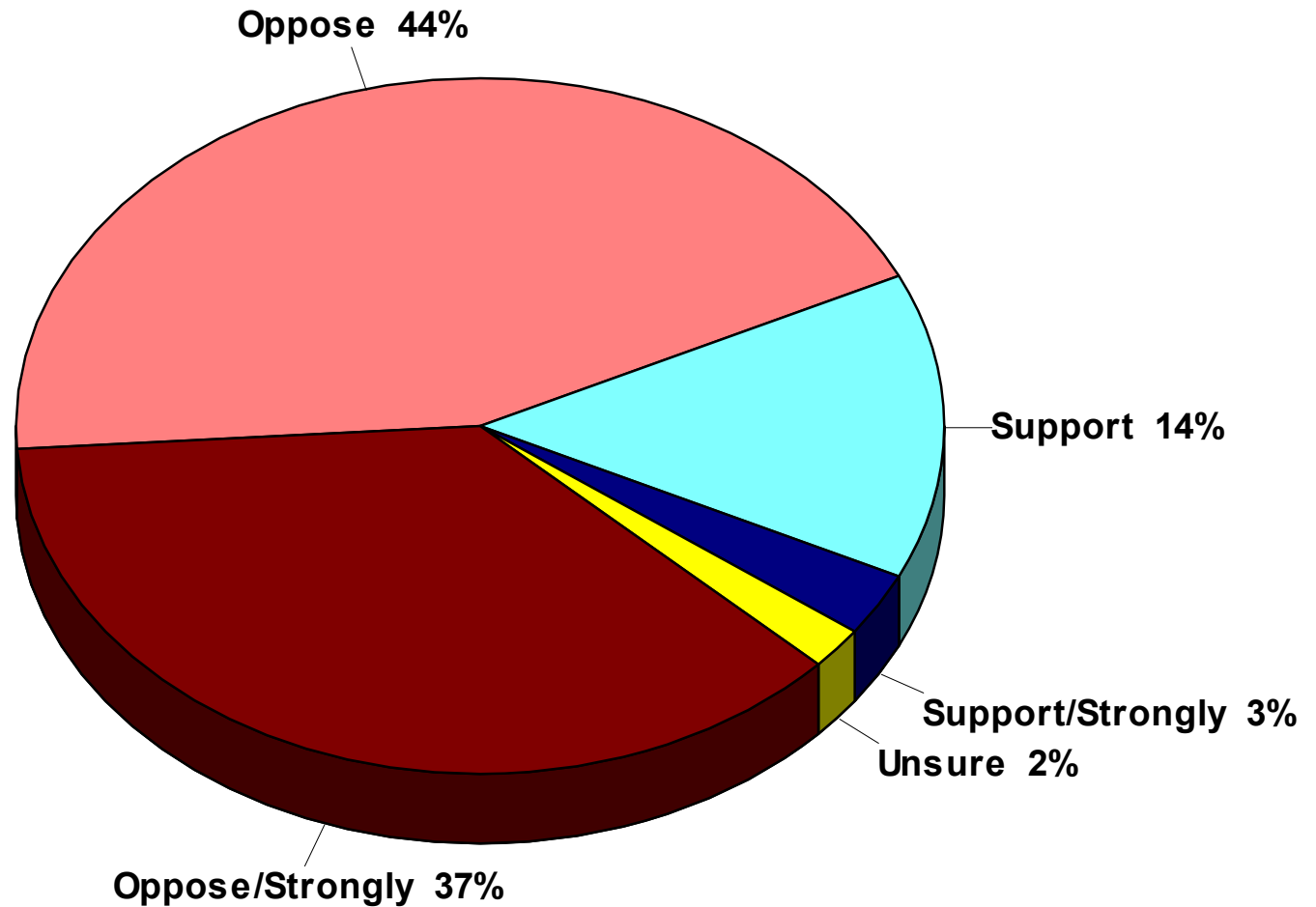
Voter ID

2026 August Statewide Survey



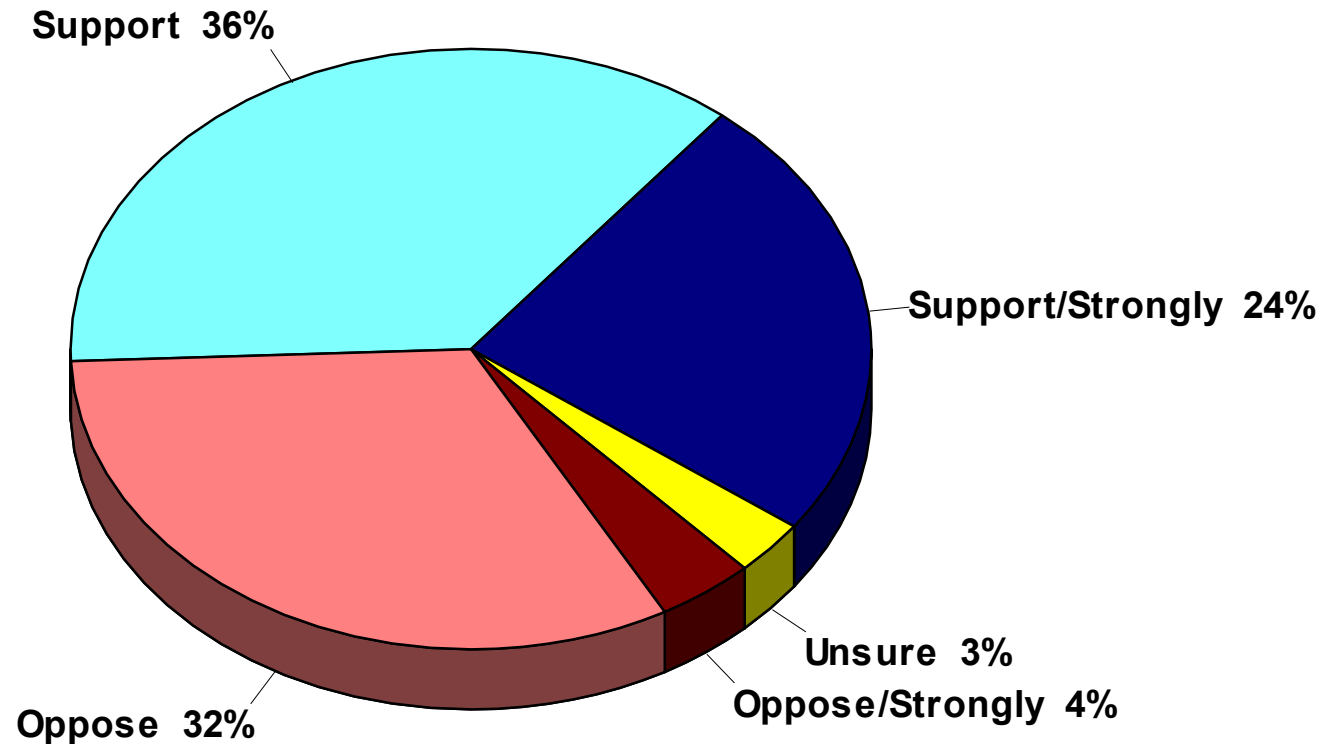
Biological Boys in Girls' Sports

2026 August Statewide Survey



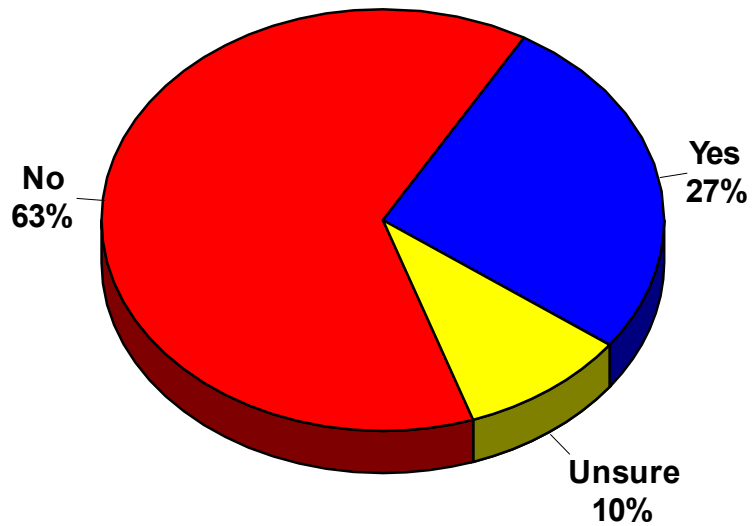
Israel Has Too Much Influence

2026 August Statewide Survey

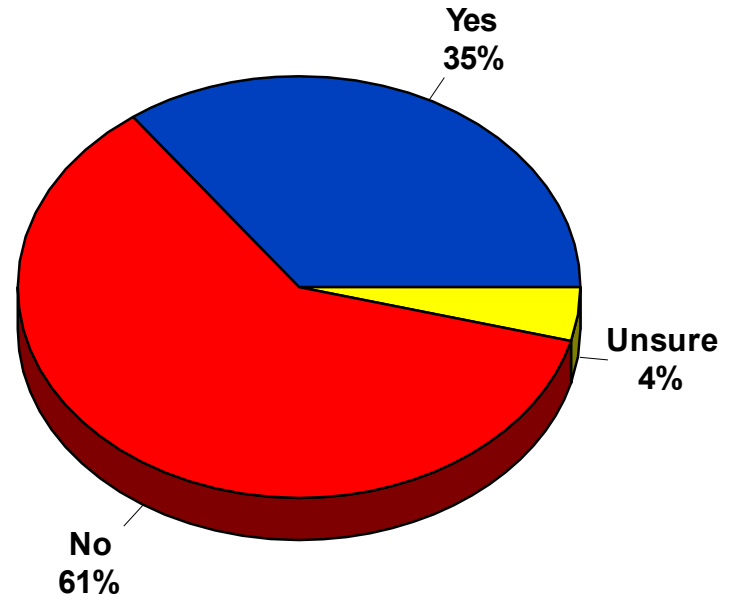


Iran War

2026 August Statewide Survey



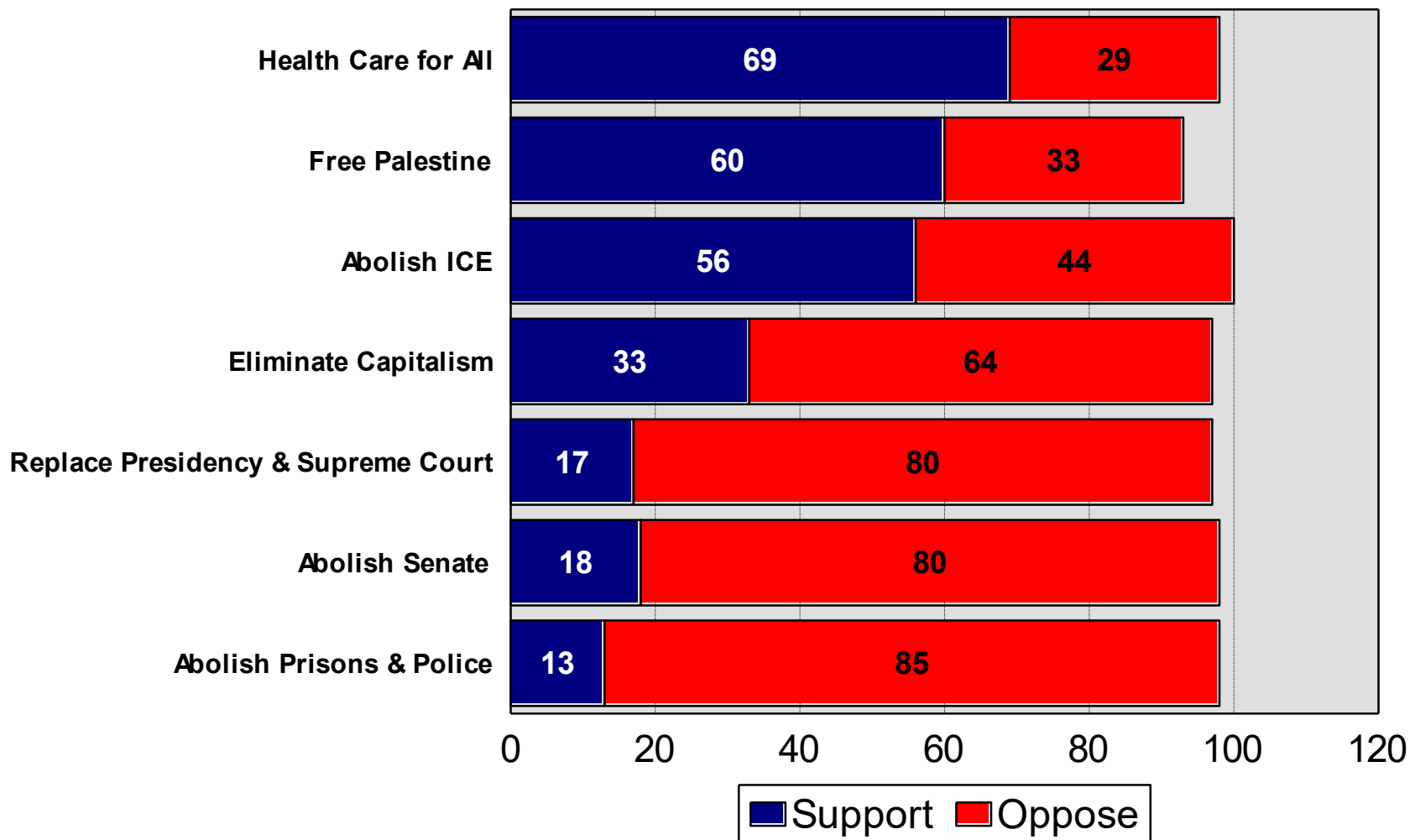
United States Winning



**Trump Made Right Decision to Use
Military Force**

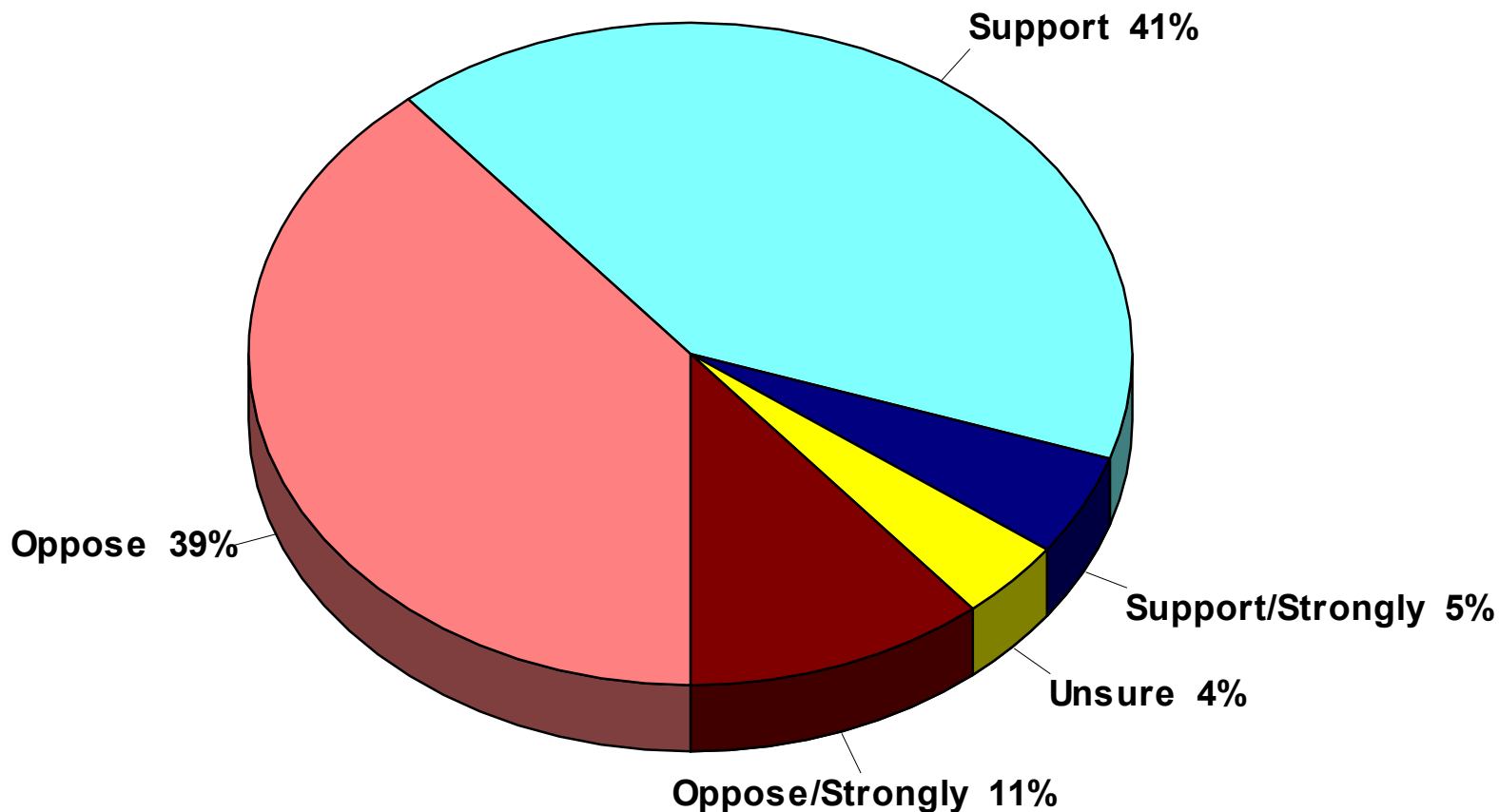
DSA Platform

2026 August Statewide Survey



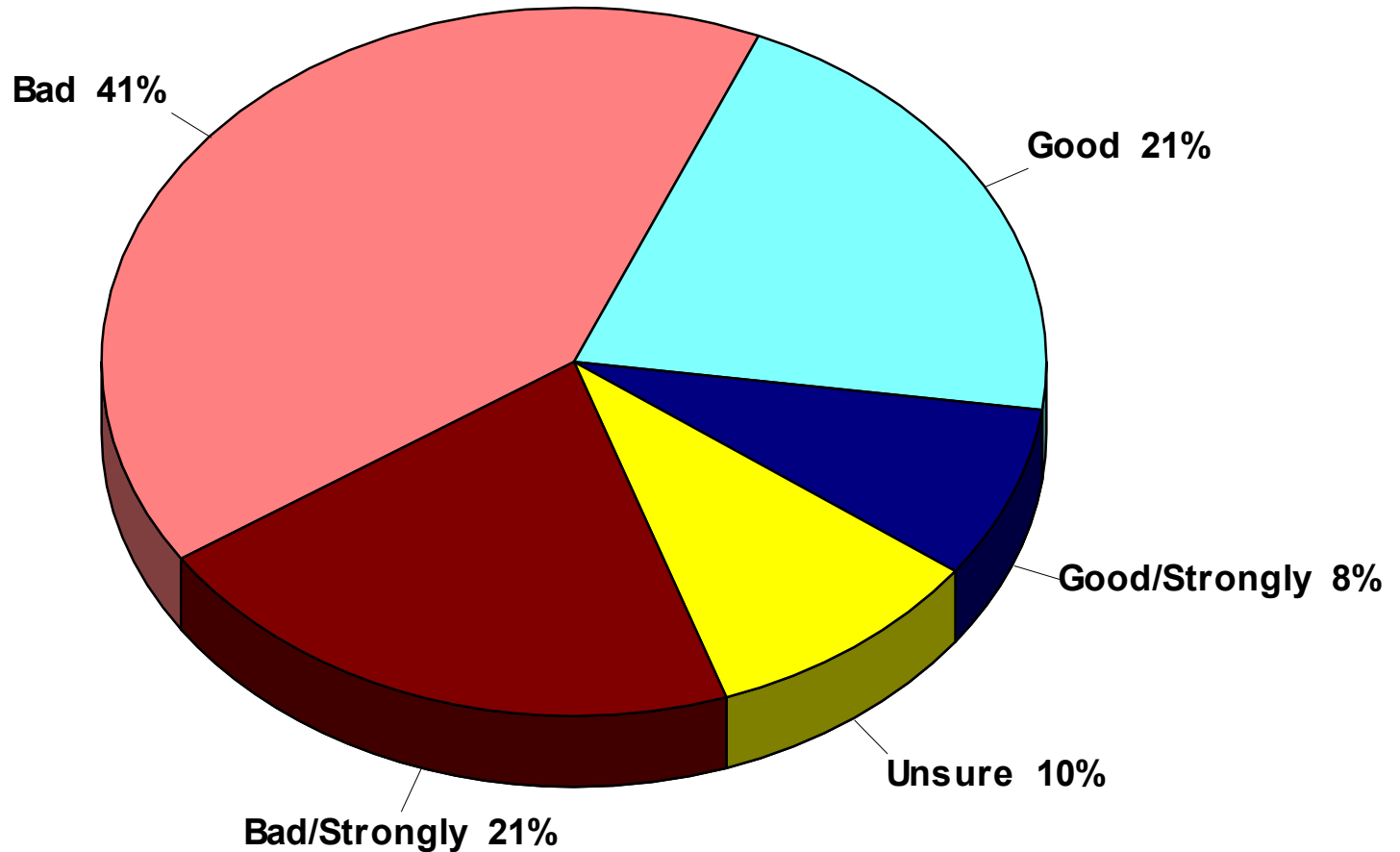
Allow Nuclear Options for Energy

2026 August Statewide Survey



Data Centers

2026 August Statewide Survey





FINANCE COMMITTEE
September 10, 2026
MINUTES

Purpose Statement: *The mission of the ISD 200 Finance and Facilities Committees is to provide strategic guidance on budgetary, financial, and substantial facilities investment activities. These efforts prioritize sustainability, transparency, and equity, serving the School Board and the broader community.*

The committee is committed to fostering financial sustainability, ensuring transparency in decision-making, and supporting equity in resource allocation. It aims to enhance public confidence by effectively managing, maintaining, and improving district facilities, while educating stakeholders about facility usage, condition, and future outlook.

Committee Members Present: Mark Zuzek (Chair), Melissa Millner, Dr. Kristine Wehrkamp Herman, Jen Seubert, and Kari Gorr

1. Potential Referendum Survey Consultants Reviewed
 - a. Dr. Kristine Wehrkamp Herman, Director Jen Seubert, and Director Kari Gorr interviewed three vendors for potential selection by the school board for surveying the community to measure the cost tolerance, and potential support for a “revoke and replace” of the two existing operating levies. The discussion at this meeting was a review of their findings, the differences in costs, strategy, and background of each of the vendors.
 - b. The three vendors were:
 - i. Morris Leatherman
 - ii. Donovan Group
 - iii. School Perceptions
 - c. The same review of vendors will be presented to the school board at the Regular School Board Meeting on September 23, 2026
 - d. The interview team’s recommendation to the school board is that School Perceptions be contracted to provide the services. The presentation will provide the rationale of the recommendation and supporting thoughts.
2. A strategy for investing medium term length (approximately 2 years) into a certificate of deposit ladder was reviewed and considered.
 - a. District priorities were reviewed. The priorities in order are 1. security, 2. liquidity, and 3. yield
 - b. The CD ladder approach maintains both security and liquidity while improving yield given current market conditions.
 - c. **Yield:** It is noteworthy that a CD’s value at maturation is known with confidence at the time of purchase.
 - d. **Liquidity:** The ladder approach is what provides the liquidity because purchases will be made, and possibly reinvested on an ongoing basis.
 - e. **Security:** The investments will be secured through FDIC (which will limit one time purchases to \$250,000). Additionally, security is provided because purchases will only be made if market conditions are such that the yield is favorable.

3. There will be a presentation to the school board of the Certificate of Deposit Ladder approach, and a recommendation to proceed will be made.
4. Next Meeting: Thursday, October 22nd at 11:00 a.m.
 - a. 25/26 Financial Results
 - b. October 1 Enrollment



BRIDGE TO SUCCESS

Hastings Public Schools

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

Joint Powers Meeting With Hockey Boosters Summary

Date: September 14, 2026

Time: 5:45 p.m. – 7:00 p.m.

Location: Conference Room A, District Office

Attendees

- Dr. Wehrkamp Herman
- Carrie Tate
- Phillip Biermaier
- Melissa Millner
- Jen Seubert
- Dustin Vogelgesang, Boys Head Coach
- Brooks Savage, President
- Dave Fullerton, Vice President of Operations

Purpose

The purpose of the meeting was to ensure that the Hastings Hockey Boosters are informed of the current and anticipated financial considerations related to continuing the District's agreement with the Hastings Civic Arena for its hockey programs. The District emphasized the importance of transparency and maintaining open lines of communication with the Hockey Boosters.

Discussion Summary

The following topics were reviewed in detail with the Hockey Booster representatives using the [presentation](#) presented by Director Seubert during the August 12, 2026, Board Work Session.

- Joint Powers discussions with the City of Hastings have included the City's request that the District participate in funding capital improvements at the Hastings Civic Arena. Potential projects discussed include roof replacement in the high school locker room area, a potential HVAC system for the locker room, and replacement of the East Rink boards.
- The District's legal counsel previously confirmed that, under Minnesota law, the District is prohibited from funding capital improvements to facilities it does not own. This statutory limitation has also been discussed with the City in connection with previous projects.
- The District's legal counsel reviewed historical agreements between the District and the City and advised that the documents do not clearly assign responsibility for repairs or capital improvements.
- Several potential options were discussed, including:
 - **Revising the use of the dedicated locker room space** so that it could serve all arena users rather than remaining exclusive to the District's high school hockey program. The Hockey Booster representatives stated that this is not an option they support.

-
- **Evaluating the financial impact of potential future increases** in the City's rental fees to the District. The District already pays a \$55-per-hour premium above the rate paid by all other arena users.
 - **Exploring alternative ice rental locations** and comparing rental rates throughout the region.
 - As an example, Tria Rink rates range from approximately \$190–\$255 per hour, compared with the Hastings Civic Arena's current base ice rental rate of \$325 per hour. The Hastings rate does not include the additional fees paid for exclusive locker room use and post-game cleaning.
 - **Considering future facility planning opportunities**, including potential partnerships and private donations.

Next Steps

- The Joint Powers Committee is scheduled to meet with the City's Joint Powers representatives on **Wednesday, September 30, 2026**. The District anticipates receiving information regarding proposed rental agreement rates at that meeting.
- The Hockey Boosters are now aware of the District's current challenges and expressed a willingness to assist. The District will continue to communicate with the Hockey Boosters as discussions progress.

Next Joint Powers Meeting

Date: Wednesday, September 30, 2026

Location: Tilden Room 117

Time: 7:30 a.m. – 9:00 a.m.



BRIDGE TO SUCCESS

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Native American Parent Advisory Council: Summary of September 3, 2026

- I. Call to Order
- II. Old Business
- III. New Business

A. District Updates

- 1. School Board
 - a) School Perceptions Survey
 - b) Block Schedule Presentation
 - c) Raider Media Productions
- 2. Andrew Hodges: Director of Teaching and Learning
 - a) Language and Culture Position(s)
 - (1) Reposting to MDE
 - (2) Connecting with John Johnson
 - b) Tribal Nation Flags
 - (1) Have arrived on campuses
 - (2) Principals walked through and have locations
 - (3) Need to be steamed and hung
 - (4) Literature to accompany the hanging of the flags in front offices

B. NAPAC Updates

- (1) Weekend of Moccasin Making
 - (a) Reaching out to find an instructor
 - (b) October 3-4, 2026
 - (c) 9 AM - 3 PM each day
 - (d) Enough material to support 15 people
 - (e) Curriculum Center
- (2) Ribbon Skirts and Ribbon Shirts
 - (a) February 20-21, 2027
 - (b) 9 AM - 3 PM each day
 - (c) Curriculum Center
- (3) Professional Development
 - (a) In contact with Ricky White
 - (b) CEO of First Nations Consultants
 - (c) Provides PD in best practices
- (4) Indigenous Peoples' Day
 - (a) Dan Ninham providing instruction in gym classes
 - (b) Arts

-
- (i) Musicians
 - (ii) Authors
 - (iii) Powwow
 - (iv) Drumming
 - (c) Themed lunch(es)
 - (i) Taher
 - (ii) Ethan Denny-Broker

IV. Future Events

A. October Meeting

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

B. November Meeting

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

C. December Meeting

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

D. Graduation Ceremony

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

E. Minnesota Indian Education Association (MIEA) Conference

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



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BRIDGE TO SUCCESS

Policy Committee Mission

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

Next Policy Committee Meetings

October 1, 2026 at 12:00pm

09.17.2026 Policy Committee Summary

[Review Cycle Tracker](#)

1st Readings

506 Student Discipline

- Committee Discussion:
 - Section III(A): replaced "and academic services" with "academic screening for Title 1 services or reading interventions, and alternative education services."
 - Section XI(A) replaced "'days" with "consecutive periods of the same course"
 - Section XII(B)(1): added "Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements;"
 - Section XII(C): removed: "school readiness plus,"
 - Section XII(D)(2): removed "is encouraged to"
 - Updated legal references
 - Committee Recommendation: ***1st Reading***

806 Crisis Management

- Committee Discussion:
 - Section IV(A): added "after dialing 911"
 - Section V(B): added "(Required school safety drills include five lock-down drills, five fire drills, and one tornado drill.)"
 - Section V(C): replaced "emergency care team" with "Cardiac Emergency Response Team (CERT)"
 - Section VI(A)(1): added "or" "Lockdown drill"
 - Section VI(H): replaced "school board meeting" with "summer work session"
 - Added "Section VIII Annual Review"
 - Updated Cross References
 - Committee Recommendation: ***1st Reading***

806.1PR Cardiac Emergency Response Plan (CERP)

- Committee Discussion: Minnesota Statutes 2025, section 121A.241, established a new requirement for school districts to develop a Cardiac Emergency Response Plan (CERP). The statute requires the school board to review the CERP annually; therefore, it will be incorporated into the district's annual review of Policy 806. Because the CERP is an administrative procedure, it may be adopted in a single reading.
 - Committee Recommendation: ***1st reading/Consent Agenda***

September 23, 2026 Board Meeting

1st Reading:

506 Student Discipline
806* Crisis Management

1st Reading/ Consent

806* Crisis Management

2nd Readings

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



506 STUDENT DISCIPLINE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

III. DEFINITIONS

- A. “Non-exclusionary disciplinary policies and practices” means policies and practices that are alternatives to dismissing a pupil from school, including but not limited to evidence-based positive behavior interventions and supports, social and emotional services, school-linked mental health services, counseling services, social work services, ~~and academic services,~~ **academic screening for Title 1 services or reading interventions, and alternative education services.** Non-exclusionary disciplinary policies and practices include, but are not limited to, the policies and practices under Minnesota Statutes, sections 120B.12; 121A.575, clauses (1) and (2); 121A.031, subdivision 4, paragraph (a), clause (1); 121A.61, subdivision 3, paragraph; and 122A.627, clause (3).
- B. “Pupil withdrawal agreement” means a verbal or written agreement between a school administrator or exclusionary district administrator and a pupil’s parent to withdraw a student from the school district to avoid expulsion or exclusion dismissal proceedings. The duration of the withdrawal agreement cannot be for more than a 12-month period.

IV. POLICY

- A. The school board must establish uniform criteria for dismissal and adopt written policies and rules to effectuate the purposes of the Minnesota Pupil Fair Dismissal Act. The policies must include non-exclusionary disciplinary policies and practices consistent with Minnesota Statutes, section 121A.41, subdivision 12, and must emphasize preventing dismissals through early detection of problems. The policies must be designed to address students' inappropriate behavior from recurring.
- B. The policies must recognize the continuing responsibility of the school for the education of the pupil during the dismissal period.
- C. The school is responsible for ensuring that alternative educational services, if the pupil wishes to take advantage of them, must be adequate to allow the pupil to make progress toward meeting the graduation standards adopted under Minnesota Statutes, section 120B.02 and help prepare the pupil for readmission in accordance with Minnesota Statutes, section 121A.46, subdivision 5.
- D. For expulsion and exclusion dismissals and pupil withdrawal agreements as defined in Minnesota Statutes, section 121A.41, subdivision 13:
 - 1. For a pupil who remains enrolled in the school district or is awaiting enrollment in a new district, the school district's continuing responsibility includes reviewing the pupil's schoolwork and grades on a quarterly basis to ensure the pupil is on track for readmission with the pupil's peers. The school district must communicate on a regular basis with the pupil's parent or guardian to ensure that the pupil is completing the work

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

2. A pupil receiving school-based or school-linked mental health services in the school district under Minnesota Statutes, section 245.4889 continues to be eligible for those services until the pupil is enrolled in a new district; and
3. The school district must provide to the pupil's parent or guardian information on accessing mental health services, including any free or sliding fee providers in the community. The information must also be posted on the school district website.

V. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising the principal's lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student to prevent bodily harm or death to the student or another. A principal shall not use prone restraint and shall not inflict any form of physical holding that restricts or impairs a student's ability to breathe; restricts or impairs a student's ability to communicate distress, places pressure or weight on a student's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen; or results in straddling a student's torso.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning

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

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

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

- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of a positive atmosphere in which rights and duties are effectively acknowledged and fulfilled .
- I. Reasonable Force Reports
1. The school district must report data on its use of any reasonable force used on a student with a disability to correct or restrain the student to prevent bodily harm or death to the

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

2. The school district must report annually by July 15, in a form and manner determined by the MDE Commissioner, data from the prior school year about any reasonable force used on a general education student to correct or restrain the student to prevent bodily harm or death to the student or another that is consistent with the definition of physical holding under Minnesota Statutes, section 125A.0941, paragraph (c).
3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

VI. STUDENT RIGHTS

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

VII. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;

- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical and verbal manner;
- N. To recognize and respect the rights of others; and
- O. To treat others in a respectful manner.

VIII. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exhaustive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
 - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
 - 2. The use of profanity or obscene language, or the possession of obscene materials;
 - 3. Gambling, including, but not limited to, playing a game of chance for stakes;

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

- by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, on school property or contracted property and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
 19. Violation of any local, state, or federal law as appropriate;
 20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
 21. Violation of ISD 200 Policy 524 (Internet and Technology Acceptable Use and Safety Policy);
 22. Use of a cell phone in violation of ISD 200 Policy 524.1 (Cell Phones and Electronic Devices);
 23. Violation of school bus or transportation rules or ISD 200 Policy 709 (Student Transportation Safety Policy);
 24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
 25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
 26. Violation of ISD 200 Policy 502 (Search of Students Lockers, Desks, Personal Possessions, and Student's Person);
 27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
 28. Possession or distribution of slanderous, libelous, or pornographic materials;
 29. Violation of ISD 200 Policy 514 (Bullying Prohibition Policy);
 30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to others or which connotes gang membership;

31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of ISD 200 Policy 413 (Harassment and Violence);
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to a student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of ISD 200 Policy 505 (Temporary Distribution of Non-School Sponsored Materials on School Premises by Students and Employees);
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited

to, those policies specifically enumerated in this policy; and

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

IX. RECESS AND OTHER BREAKS

- A. "Recess detention" means excluding or excessively delaying a student from participating in a scheduled recess period as a consequence for student behavior. Recess detention does not include, among other things, providing alternative recess at the student's choice.
- B. The school district is encouraged to ensure student access to structured breaks from the demands of school and to support teachers, principals, and other school staff in their efforts to use evidence-based approaches to reduce exclusionary forms of discipline.
- C. The school district must not use recess detention unless:
 1. A student causes or is likely to cause serious physical harm to other students or staff;
 2. The student's parent or guardian specifically consents to the use of recess detention; or
 3. For students receiving special education services, the student's individualized education program team has determined that withholding recess is appropriate based on the individualized needs of the student.
- D. The school district must not withhold recess from a student based on incomplete schoolwork.
- E. The school district must require school staff to make a reasonable attempt to notify a parent or guardian within 24 hours of using recess detention.
- F. The school district must compile information on each recess detention at the end of each school year, including the student's age, grade, gender, race or ethnicity, and special education status. This information must be available to the public upon request.
- G. The school district must not withhold or excessively delay a student's participation in scheduled mealtimes. This section does not alter a district or school's existing responsibilities under Minnesota Statutes, section 124D.111 or other state or federal law.

X. DISCIPLINARY ACTION OPTIONS

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

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Restorative options defined as working with students in a manner that focuses on repairing harm, the impact of their behavior on the culture and community and maintaining relationships;
- C. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation;
- D. Parent contact;
- E. Parent conference;
- F. Removal from class;
- G. In-school suspension;
- H. Suspension from extracurricular activities;
- I. Detention or restriction of privileges;

- J. Loss of school privileges;
- K. In-school monitoring or revised class schedule;
- L. Referral to in-school support services;
- M. Referral to community resources or outside agency services;
- N. Referral to chemical health assessment;
- O. Financial restitution;
- P. Referral to police, other law enforcement agencies, or other appropriate authorities;
- Q. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- R. Out-of-school suspension under the Pupil Fair Dismissal Act;
- S. Preparation of an admission or readmission plan;
- T. Saturday school;
- U. Expulsion under the Pupil Fair Dismissal Act;
- V. Exclusion under the Pupil Fair Dismissal Act; and/or
- W. Other disciplinary action as deemed appropriate by the school district.

XI. REMOVAL OF STUDENTS FROM CLASS

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

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

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which is at the discretion of the teacher or administration, requires removal of the student from class.

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

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

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

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

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

1. If a student is removed from class, the teacher, principal, or other district employee will complete a report describing the student's behavior in accordance with the building level procedure;
2. Teachers removing students from class are required to direct the student to the school office or other predesignated location and verify his or her arrival as soon as practicable. Teachers will determine whether a student needs to be accompanied to the office, and, if so, make the necessary arrangements;
3. The student will remain in the custody of the building administrator or his/her designee

for the duration of the time prescribed;

4. Students removed for more than one class period will receive assignments from the teachers to enable the student to keep up with his/her class work;
5. It may be in the best interest to remove the class from the area for safety reasons;

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

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

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

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

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

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

1. The student may return to class after a conference with the appropriate administrator, teacher, and/or the parent(s)/guardian(s). At the time of this conference, a plan of action will be established;
2. Students removed from class will be required to examine and take measures to correct it. (Language specific to each building level framework of behavior interventions- best practices like PBIS, restitution, restorative practices).

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

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

H. Students with a Disability; Special Provisions:

1. In cases involving students receiving special education services, appropriate special education staff will be notified of the removal to determine compliance with the student's IEP and to determine whether further assessment or change in the student's IEP is necessary;
2. In cases involving students with a suspected disability, the student assistance team or school counselor will be notified and the school's pre-referral intervention process will

be followed.

- I. Procedures for Detecting and Addressing Chemical Abuse Problems of Students While on School Premises:
 - 1. The District has established a chemical /alcohol abuse pre-assessment team (Student Support Teams or Student Intervention Teams) pursuant to Minnesota Statute 121A.26;
 - 2. The District has established teacher reporting procedures to the chemical/alcohol abuse pre-assessment team, pursuant to Minnesota Statute 121A.29.
- J. Procedures for Immediate and Appropriate Interventions Tied to Violations of the Code of Student Conduct will be in accordance to: the **Administrative Procedures Continuum of Response**;
- K. Any Procedures Determined Appropriate for Encouraging Early Involvement of Parents or Guardians in Attempts to Improve a Student's Behavior:
 - 1. During the enrollment process, schools will gather as much information from parent(s)/guardian(s) as possible to determine any pre-existing academic, behavioral, or attendance concerns;
 - 2. School administrators will ensure the building is adequately supervised and that a system is in place for reporting behavior concerns, regardless of the time and day;
 - 3. School administration will have a plan for reviewing attendance records on a regular basis and then act on the attendance concerns in accordance with the appropriate county truancy program;
 - 4. Schools will establish a structure for teachers to discuss student behavior concerns that is clearly communicated and followed up by administration;
 - 5. Schools must have a team including administration, counselors, the school nurse, and other staff as available to review student academic, attendance, behavior and social/emotional concerns;
 - 6. Staff will intervene and support students early on as behavior concerns are surfacing;
 - 7. Schools will work with chemical health support staff to assess student behavior and determine whether or not chemical issues are present;
 - 8. In conjunction with the Special Education process, schools will have regularly scheduled meetings to consider whether students with academic, behavioral, or social/emotional concerns might need to be assessed for special education services;

9. A formal structure will be created to share information as students transition between schools and grades to assist in continuous support and intervention; and
 10. Schools will communicate with parents/guardians about academic progress and encourage parents/guardians to assist in identifying concerns.
- L. Any Procedures Determined Appropriate for Ensuring Victims of Bullying who Respond with Behavior not Allowed under the School's Behavior Policies have Access to a Remedial Response, Consistent with Minnesota Statutes, section 121A.031.

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

XII. DISMISSAL

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

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

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

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

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:
1. Willful violation of any reasonable school board regulation, including those found in this policy: **Such regulation must be clear and definite to provide notice to pupils that they must conform their conduct to its requirements;**
 2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or

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

C. Disciplinary Dismissals Prohibited

1. A pupil enrolled in the following is not subject to dismissals under the Pupil Fair Dismissal Act:
 - a) A preschool or prekindergarten program, including an early childhood family education, school readiness, ~~school readiness plus~~, voluntary prekindergarten, Head Start, or other school-based preschool or prekindergarten program; or
 - b) Kindergarten through Grade 3.
2. This section does not apply to a dismissal from school for less than one school day, except as provided under Minnesota Statutes, chapter 125A and federal law for a student receiving special education services.
3. Notwithstanding this section, expulsions and exclusions may be used only after resources outlined under non-exclusionary discipline have been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.

D. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the school board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. School administration must allow a suspended pupil the opportunity to complete all school work assigned during the period of the pupil's suspension and to receive full credit for satisfactorily completing the assignments. The school principal or other person having administrative control of the school building or program ~~is encouraged to~~ will designate a district or school employee as a liaison to work with the pupil's teachers to allow the suspended pupil to (1) receive timely course materials and other information, and (2) complete daily and weekly assignments and receive teachers' feedback.
3. If a student's total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the

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

4. The definition of suspension under Minnesota Statutes, section 121A.41, subdivision 10, does not apply to a student's dismissal from school for one school day or less than one day, except as provided under federal law for a student with a disability. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
5. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
6. Alternative education services must be provided to a pupil who is suspended for more than five (5) consecutive school days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education

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

7. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
8. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a) Strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b) Assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c) Petition the juvenile court that the student is in need of services under Minnesota Statutes, chapter 260C.
9. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference.
10. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
11. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service

by mail shall be complete upon mailing.

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

E. PreK-3 Discipline

1. Beginning the 2023-24 school year, MN Statute prohibits the suspension of any K-3 student for any reason. K-3 students may be "dismissed" for less than one school day.
2. Expulsions and exclusions may be used only after non-exclusionary discipline has been exhausted, and only in circumstances where there is an ongoing serious safety threat to the child or others.
3. Non-exclusionary discipline must include one of the following:
 - a) Collaborating with the pupil's family or guardian, child mental health consultant or provider, education specialist, or other community-based support;
 - b) Creating a plan, written with the parent or guardian, that details the action and support needed for the pupil to fully participate in the current educational program, including a preschool or pre kindergarten program; or
 - c) Providing a referral for needed support services, including parenting education, home visits, other supportive education interventions, or, where appropriate, an evaluation to determine if the pupil is eligible for special education services or section 504 services.

F. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a

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

5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minnesota Statutes sections 121A.40-121A.56; describe the non-exclusionary disciplinary practices accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district must advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE) and is posted on its website.
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.

12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minnesota Statutes, section 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion

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

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

XIII. ADMISSION OR READMISSION PLAN

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

XIV. NOTIFICATION OF POLICY VIOLATIONS

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

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

XV. STUDENT DISCIPLINE RECORDS

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

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

XVI. STUDENTS WITH DISABILITIES

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

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

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

XVII. OPEN ENROLLED STUDENTS

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

XVIII. DISCIPLINE COMPLAINT PROCEDURE

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

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

The Discipline Complaint Procedure must, at a minimum:

- A. Provide procedures for communicating this policy including the ability for a parent to appeal a decision under Minnesota Statutes, section 121A.49 that contains explicit instructions for filing the complaint;
- B. Provide an opportunity for involved parties to submit additional information related to the complaint;
- C. Provide a procedure to begin to investigate complaints within three school days of receipt, and identify personnel who will manage the investigation and any resulting record and are responsible for keeping and regulating access to any record;
- D. Provide procedures for issuing a written determination to the complainant that addresses each allegation and contains findings and conclusions;
- E. If the investigation finds the requirements of Minnesota Statutes, sections 121A.40 to 121A.61, including any local policies that were not implemented appropriately, contain procedures that require a corrective action plan to correct a student's record and provide relevant staff with training, coaching, or other accountability practices to ensure appropriate compliance with policies in the future; and prohibit reprisals or retaliation against any person who asserts, alleges, or reports a complaint, and provide procedures for applying appropriate consequences for a person who engages in reprisal or retaliation.

XIX. DISTRIBUTION OF POLICY

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

XX. REVIEW OF POLICY

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

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

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

Policy Reviewed: ~~09.17.2026~~ 08.11.2025

Policy Adopted: 10.22.2025
Policy Revised: 07.29.2024



806 CRISIS MANAGEMENT

I. PURPOSE

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

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

II. GENERAL STATEMENT OF POLICY

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

III. GENERAL EMERGENCY PROCEDURES

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

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

IV. EMERGENCY MANAGEMENT ELEMENTS

- A. In the event of an emergency **after dialing 911**, the principal or administration will immediately contact the superintendent or designee with the status of the emergency situation and begin implementation of the emergency plan as determined by the assessment of the situation.
- B. The superintendent or designee will implement a command team if the emergency necessitates such action. The team will take action as required.
- C. The school's emergency procedures will be kept on file, and be readily available in the

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

1. Fire
 2. Hazardous Materials
 3. Severe Weather: Tornado/Severe Thunderstorm/Flooding
 4. Medical Emergency
 5. Fight/Disturbance
 6. Assault
 7. Intruder
 8. Weapons
 9. Shooting
 10. Hostage
 11. Bomb Threat
 12. Chemical or Biological Threat
 13. Checklist for Telephone Threats
 14. Demonstration
 15. Suicide/Death
 16. Media Procedures
 17. Highly Contagious Serious Illness or Pandemic Flu
 18. Prairie Island Nuclear Response Plan
 19. Other (as determined to be necessary by the building administration)
- D. In addition, the school's emergency procedures will address the following plans and documents:
1. Lockdown Procedures
 2. Shelter-In-Place Procedures
 3. Evacuation/Relocation/Reunification
 4. Crisis Communication Plan

5. Post-Crisis Procedures
6. Staff Training
7. Facility Diagrams
8. Offsite Locations
9. Emergency Contacts

V. TRAINING AND PREPARATION FOR EMERGENCIES

- A. The district administration will ensure that proper training and response preparation for emergencies occurs on an ongoing basis. The building principal is responsible for training school employees and students on emergency response procedures at each site.
- B. Required school safety drills will be coordinated at each site by the building principal, in cooperation with local emergency management agencies. (Required school safety drills include five lock-down drills, five fire drills, and one tornado drill.)
- C. Each school site will have employees certified in cardiopulmonary resuscitation (CPR) who will serve as the ~~emergency care team~~ Cardiac Emergency Response Team (CERT) that will respond to a medical emergency. The team training and medical emergency procedures will be coordinated by the health services coordinator.

VI. ACTIVE SHOOTER DRILL

A. Definitions

1. "Active shooter drill" or "Lockdown drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:
 - a) A statistically significant effect on relevant outcomes based on any of the following:

- (i) Strong evidence from one or more well-designed and well-implemented experimental studies;
 - (ii) Moderate evidence from one or more well-designed and well-implemented quasi-experimental studies; or
 - (iii) Promising evidence from one or more well-designed and well-implemented correlational studies with statistical controls for selection bias; or
- b) A rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.
1. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
 2. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

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

1. Accessible;
2. Developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
3. Culturally aware;
4. Trauma-informed; and
5. Inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

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

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

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.
2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner of the Minnesota Department of Education must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

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

F. Active Shooter Simulations

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

G. Violence Prevention

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

2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
 - a) How to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
 - b) The importance of taking threats seriously and seeking help; and
 - c) The steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.
3. A school district must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
 - a) Student opportunities for leadership related to prevention and safety;
 - b) Encouragement and support to students in establishing clubs and programs focused on safety; and
 - c) Providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

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

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

VII. SPECIAL NEEDS PROCEDURES FOR STAFF AND CHILDREN

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

VIII. ANNUAL REVIEW

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

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

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

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

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



505 DISTRIBUTION, POSTING, AND DISPLAY OF MATERIALS ON SCHOOL

DISTRICT PROPERTY (*TENTATIVE*)

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

III. DEFINITIONS

- A. "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing material in student or staff mailboxes.
- B. "Government speech" means speech or expression that is communicated by, on behalf of, or reasonably perceived as being endorsed by the school district. Materials displayed in common areas of school district property may constitute government speech and are subject to district oversight and control.
- C. "Material" includes, but is not limited to, posters, signs, desk signs, banners, flags, stickers, mugs, flyers, leaflets, brochures, petitions, pictures, decorations, notices, displays, printed or handwritten materials, buttons, badges, and other objects or visual items displayed or placed in a manner reasonably visible to students or the public while on school district property.
- D. "Material disruption" means conduct or activity that interferes with or impedes the implementation of educational programs, school activities, or the orderly operation of the school district.
- E. "Minor" means any person under the age of eighteen (18).

- F. “School activities” means any activity sponsored by the school district, including classroom instruction, assemblies, sports, clubs, performances, meetings, and other school-sponsored events.
- G. “School district property” means any building, facility, grounds, vehicle, or other property owned, leased, or controlled by the school district.

IV. PROHIBITED MATERIALS

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

- A. Is obscene, vulgar, or age-inappropriate for the youngest students reasonably expected to view it;
- B. Is libelous, slanderous, defamatory, or contains false statements about identifiable individuals;
- C. Advocates violence, illegal conduct, or the use of illegal substances;
- D. Advertises or promotes products or services prohibited to minors by law;
- E. Contains threats, fighting words, harassment, or discriminatory statements directed at individuals or groups;
- F. Promotes or opposes a political candidate, political party, ballot question, or other partisan political activity;
- G. Promotes a personal, religious, or ideological viewpoint unrelated to the board-approved curriculum, official school programs or activities, or a legitimate instructional purpose;
- H. Is reasonably forecasted to cause a material and substantial disruption to the educational environment, school operations, or school activities; or
- I. Violates federal or state law or school district policy.

V. CLASSROOM MATERIALS AND DISPLAYS

- A. Instructional Displays: Materials displayed in school district spaces should enhance the learning environment, the subject being taught, serve a legitimate instructional purpose, or be related to approved school programs, activities, clubs, and sports.
- B. Non-Instructional Displays: Materials displayed in the classroom that do not enhance the learning environment, the subject being taught, or do not serve an instructional purpose must be approved by building /district administration.

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

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

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

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

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

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

VI. BUILDING AND DISTRICT-WIDE DISPLAYS

- A. Government Speech: Materials displayed in common areas of school buildings or elsewhere on school district property may reasonably be perceived as carrying the endorsement of the school district and constitute government speech subject to district control. The school district retains sole discretion over what constitutes government speech and may determine the content of displays representing the district, provided such determinations are consistent with applicable law and board policy.
- B. Approval: All non-district-sponsored materials proposed for posting or display in a school building must receive prior approval from the building principal or designee. All non-district sponsored materials proposed for posting or displaying in all other district properties must receive prior approval from the Director of Community Education or designee
- C. Inclusivity: General messages promoting respect, kindness, dignity, belonging, safety, and

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

VII. DISTRIBUTION OF MATERIALS

- A. Time, Place, and Manner: Students and employees may distribute, post, and display non-school-sponsored materials after receiving the appropriate approval and subject to reasonable time, place, and manner restrictions established in this policy.
- B. Restrictions: Distribution may not:
1. Occur during instructional time if it disrupts educational activities;
 2. Block or impede pedestrian or vehicle traffic;
 3. Interfere with entrances, exits, hallways, or other school operations;
 4. Require unreasonable use of district personnel, equipment, or resources; or
 5. Coerce any student or employee to accept materials.
- C. Administrative Considerations: In reviewing requests for distribution of materials, the administration shall evaluate requests based on the educational interests of the district and may consider, among other relevant factors:
1. Educational relevance and connection to the district's educational mission;
 2. Consistency with the District's Vision, Mission, Core Values, and Strategic Plan;
 3. Whether the display contributes to a safe, welcoming, supportive, and student-centered learning environment;
 4. Age appropriateness for the intended audience;
 5. Potential for material disruption to the educational environment or school operations;
 6. Proposed location, duration, and timing of the display;
 7. Quantity, size, and manner of materials;
 8. Resource requirements, including staff time, installation, maintenance, and removal; and
 9. Whether the distribution constitutes unsolicited commercial advertising, political campaigning, or fundraising activity prohibited by district policy.

VIII. APPROVAL PROCEDURES

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

The request shall include:

1. Name and phone number of the individual making the request (students will include the room number of their first period class in place of phone number) ;
 2. Date and time of the proposed distribution, posting, or display;
 3. Proposed location;
 4. Intended audience, if applicable; and
 5. Duration of the posting or display, if applicable.
- B. Administrative Review: The principal shall review the request and provide a decision within a reasonable period of time.
- C. Appeal: A person dissatisfied with the principal's decision may appeal in writing to the superintendent. The superintendent's decision may be appealed in writing to the school board.
- D. Disclaimer: Approval or denial of a request does not constitute endorsement or disapproval of the content by the school district, administration, superintendent, or school board.

IX. COMPLAINTS

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

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

X. VIOLATIONS

- A. Students: Students who violate this policy may be subject to disciplinary action in accordance with ISD 200 Policy 506 Student Discipline
- B. Employees: Employees who violate this policy may be subject to corrective or disciplinary action consistent with applicable district policies, administrative procedures, and law.
- C. Other Persons: Non-students and non-employees who violate this policy may be directed to leave school district property and may be subject to trespass enforcement when appropriate.

XI. IMPLEMENTATION

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

XII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

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

Legal References: *U. S. Const., Amend. I*

Tinker V. Des Moines Indep. Sch. Dist., 393 U.S. 503 (1969)

Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675 (1986)

Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)

Garcetti v. Ceballos, 547 U.S. 410 (2006)

Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987)

Cross References: *ISD 200 Policy 506 (Student Discipline)*

ISD 200 Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

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Policy Revised:



721 UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

I. PURPOSE

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

II. DEFINITIONS

- A. "Compensation for personal services" includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 Code of Federal Regulations, section 200.431 (Compensation - Fringe Benefits).
- B. "Contract" means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 Code of Federal Regulations Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.
- C. "Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.
- D. "Equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or \$10,000.
- E. "Federal award" has the meaning, depending on the context, in either paragraph 1 or 2 of this definition:
 - 1. The federal financial assistance that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations section 200.101 (Applicability); or
 - 2. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a

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

3. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 Code of Federal Regulations section 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under the federal Acquisition Regulations.
4. “Federal award” does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.

F. “Grants

1. “State-administered grants” are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).
2. “Direct grants” are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

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

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

III. Procurement Methods

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

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

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

in price.

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

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

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

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

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

IV.

A.

V. ACCEPTABLE METHODS OF PROCUREMENT

A. General Procurement Standards.

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

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

a)

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

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

- c) Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.
- B. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.
- C. Non-federal entities are prohibited from contracting with or making sub awards under “covered transactions” to parties that are suspended or debarred or whose principals are suspended or debarred. “Covered transactions” include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.
- D. All non-procurement transactions entered into by a recipient (i.e., sub awards to sub recipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations section 180.215.

1. Property Standards.

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

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

2. Equipment

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

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

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

- b) A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
- c) A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
- d) Adequate maintenance procedures must be developed to keep property in good condition.
- e) If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

E. Cybersecurity

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

- 1. Personally identifiable information;
- 2. Information that the federal agency or pass-through entity designates as sensitive; and
- 3. Other information that the school district considers sensitive and is consistent with applicable Federal, State, local, and tribal laws regarding privacy and responsibility over confidentiality.

VI. FINANCIAL MANAGEMENT REQUIREMENTS

A. Financial Management

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

B. Payment

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

management systems that meet the standards for fund control.

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

C. Internal Controls

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

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

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

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

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

VII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

A. Allowable Use of Funds.

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

B. Definitions

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

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

2. “Education Department General Administrative Regulations (EDGAR)” means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). EDGAR can be accessed at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.
3. “Omni Circular” or “2 Code of Federal Regulations Part 200s” or “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” means federal cost principles that provide standards for determining whether costs may be charged to federal grants.

C. Allowable Costs.

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

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

Meetings and conferences;

12. Memberships, subscriptions, and professional activity costs;

13. Security costs;

14. Professional service costs;

15. Proposal costs;

16. Publication and printing costs;

17. Rearrangement and alteration costs;

18. Rental costs of building and equipment;

19. Training costs; and

20. Travel costs.

D. Costs Forbidden by Federal Law.

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

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

1. Alcoholic beverages;

2. Bad debts;

3. Contingency provisions (with limited exceptions);

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

Donations;

Contributions;

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

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

which is very rare in federal education programs); and

7. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.
2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.
3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:

1. Necessary for the proper and efficient performance or administration of the program.
2. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.
3. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.
4. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.
5. Adequately documented. A recipient must maintain proper documentation so as to

provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules.

The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.
2. Many state-administered programs require local education agencies (LEAs) to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the “supplement, not supplant” provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).
3. Auditors generally presume supplanting has occurred in three situations:
 - a. School district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.
 - b. School district uses federal funds to provide services that the school district provided with state or local funds in the prior year.
 - c. School district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to non participating students.
4. These presumptions apply differently in different federal programs and also in school wide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.
2. Costs must also be consistent with all terms and conditions of federal awards, including

any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.
2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

J. Employee Sanctions

Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

K. Mandatory Disclosures

The school district must promptly disclose whenever, in connection with the Federal award (including any activities or subawards thereunder), it has credible evidence of the commission of a violation of Federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in 18 United States Code or a violation of the civil False Claims Act (31 United States Code, sections 3729–3733).

The disclosure must be made in writing to the Federal agency, the agency's Office of Inspector General, and pass-through entity(if applicable). School districts are also required to report matters related to recipient integrity and performance in accordance with Appendix XII of this part. Failure to make required disclosures can result in any of the remedies described in 2 Code of Federal Regulations, section 200.339.

VIII. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written policy of the school district consistently applied to both federal and non-federal activities; and
2. Follows an appointment made in accordance with a school district's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, a school district must follow its written non-federal, entity-wide policies and practices concerning the permissible extent of professional services that can be provided outside the school

district for non-organizational compensation.

B. Compensation – Fringe Benefits

1. During leave

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

- a. They are provided under established written leave policies;
 - b. The costs are equitably allocated to all related activities, including federal awards; and
 - c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.
2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 Code of Federal Regulations section 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.
 3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.
 4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.
 5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the school district.
 6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the

particular employment.

C. Insurance and Indemnification.

Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.

D. Recruiting Costs.

Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:

1. Critical and necessary for the conduct of the project;
2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
3. Consistent with the school district's cost accounting practices and school district policy; and
4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.

E. Relocation Costs of Employees

Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.

F. Travel Costs

Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations according to the school district's written reimbursement and/or travel policies.

In addition, when costs are charged directly to the federal award, documentation must justify the following:

1. Participation of the individual is necessary to the federal award; and
2. The costs are reasonable and consistent with the school district's established travel policy.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences is allowable provided the costs are:

1. A direct result of the individual's travel for the federal award;
2. Consistent with the school district's documented travel policy for all school district travel; and

Only temporary during the travel period. **Legal References:** 2 C.F.R. § 200.1 (*Definitions*)

- 2 C.F.R. § 200.112 (*Conflict of Interest*)
- 2 C.F.R. § 200.113 (*Mandatory Disclosures*)
- 2 C.F.R. § 200.205 (*Federal Awarding Agency Review of Merit of Proposals*)
- 2 C.F.R. § 200.214 (*Suspension and Debarment*)
- 2 C.F.R. § 200.300(b) (*Statutory and National Policy Requirements*)
- 2 C.F.R. § 200.302 (*Financial Management*)
- 2 C.F.R. § 200.303 (*Internal Controls*)
- 2 C.F.R. § 200.305(b)(1) (*Federal Payment*)
- 2 C.F.R. § 200.310 (*Insurance Coverage*)
- 2 C.F.R. § 200.311 (*Federally-owned and Exempt Property*)
- 2 C.F.R. § 200.313(d) (*Equipment*)
- 2 C.F.R. § 200.314 (*Supplies*)
- 2 C.F.R. § 200.315 (*Intangible Property*)
- 2 C.F.R. § 200.318 (*General Procurement Standards*)
- 2 C.F.R. § 200.319(c) (*Competition*)
- 2 C.F.R. § 200.320 (*Methods of Procurement to be Followed*)
- 2 C.F.R. § 200.321 (*Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms*)
- 2 C.F.R. § 200.328 (*Financial Reporting*)
- 2 C.F.R. § 200.339 (*Remedies for Noncompliance*)
- 2 C.F.R. § 200.403(c) (*Factors Affecting Allowability of Costs*)
- 2 C.F.R. § 200.430 (*Compensation – Personal Services*)
- 2 C.F.R. § 200.431 (*Compensation – Fringe Benefits*)
- 2 C.F.R. § 200.447 (*Insurance and Indemnification*)
- 2 C.F.R. § 200.463 (*Recruiting Costs*)
- 2 C.F.R. § 200.464 (*Relocation Costs of Employees*)
- 2 C.F.R. § 200.473 (*Transportation Costs*)
- 2 C.F.R. § 200.474 (*Travel Costs*)

Cross References: ISD 200 Policy 208 (*Development, Adoption, and Implementation of Policies*)

ISD 200 Policy 210 (*Conflict of Interest – School Board Members*)

ISD 200 Policy 412 (Expense Reimbursement)

Policy Reviewed: 12.18.2024
Policy Adopted: 02.26.2025
Policy Revised: 12.09.2024

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

A Regular Meeting of the School Board of Independent School District No. 200, Hastings, Minnesota, was held on Monday, August 24, 2026 at the Hastings Middle School Media Center.

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

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

A motion to amend the agenda to add Policy 721 Procurement Policy under Policies: First Readings and to approve the amended agenda was made by Jessica Dressely and seconded by Mark Zuzek. With 5 ayes, 0 nays, the motion carried.

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

Public comment held with one person speaking.

Director Philip Biermaier arrived at 6:05 pm.

Superintendent Wehrkamp Herman provided the Board with the Superintendent Report.

School Resource Officer (SRO) Overview was provided by Chief Kyle Linscheid and SRO Jim Domeier.

The Smart Choices Student Wellness Annual Report was provided by Brittney Hirschauer, Director of Food Service and Nutrition.

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

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

The ISD 917 School Board Representative update was provided by Mark Zuzek.

The AMSD update was provided by Mark Zuzek.

The Community Collaboration Committee update was provided by Elaine Mikel-Mulder, no meeting held since the last update.

The Joint Powers Committee update was provided by Melissa Millner.

The Facilities & Finance Committee update was provided by Mark Zuzek, no meeting held since the last update.

The NAPAC Committee Liaison update was provided by Jessica Dressely.

The Student School Board Representative Committee update was provided by Melissa Millner.

The Policy Committee update was provided by Jessica Dressely which included First Reading of Policies 505 and 721.

A motion to approve the Consent Agenda was made by Mark Zuzek and seconded by Melissa Millner. With a vote of 6 ayes, and 0 nays, the motion carried unanimously. The following items were approved under the consent agenda:

- Meeting Minutes from 07/15/2026 Regular Board Meeting, 07/15/2026 Closed Board Meeting, 8/12/2026 Special Board Meeting
- July Bills Payable
- Personnel Report
- Policies for Approval after Third Reading: 204, 205, 206, 207, 209, 213, 220
- Field Trip Approval - Marching Band Camp at Gustavus College
- MOU - Food Service Employee Working Hours for 2026-2027
- MOU - Educational Support Professionals (ESP) Working Hours for 2026-2027
- Notice of Bargaining Unit Change
- Approval of Non-Contracted Rates of Pay

A motion was made by Melissa Millner to approve the 2026-2027 School Resource Officer (SRO) Agreement and was seconded by Elaine Mikel-Mulder. With a vote of 6 ayes and 0 nays, the motion carried.

A motion was made by Elaine Mikel-Mulder to approve the HCTV Designation 2026 for MSHSL and was seconded by Philip Biermaier. With a vote of 6 ayes and 0 nays, the motion carried.

A motion was made by Jessica Dressely to approve the School Board 3-Year Work Plan and was seconded by Melissa Millner. With a vote of 6 ayes and 0 nays, the motion carried.

A motion was made by Elaine Mikel-Mulder to approve the 2026 MSBA Resolutions for Delegate Assembly: Reasonable Limits on Repetitive Commercial Data Requests Resolution and was seconded by Philip Biermaier. With a vote of 6 ayes and 0 nays, the motion carried.

A motion was made by Elaine Mikel-Mulder to approve the Delegate Assembly - Reaffirmation of 2025 Resolutions: Resolution 1 - Fund Reallocation Authority; Resolution 3 - Preparation for Financial and Operational Impact of New Laws; Resolution 4 - Fiscal Note Required for New Mandates; Resolution 6 - Career Pathways and Technical Education; Resolution 7 - Unemployment Insurance; Resolution 29 - Amend Earned Sick and Safe Time (ESST); Resolution 30 - Summer Unemployment Funding Timeline; Resolution 31 - Paid Leave Allow Opt-Out or 50 50 Employer Contribution and was seconded by Jessica Dressely. With a vote of 6 ayes and 0 nays, the motion carried.

A motion was made by Mark Zuzek to approve the July 2026 Donations Acceptance Resolution and waive the reading. The motion was seconded by Jessica Dressely. Roll call vote was taken by Melissa Millner. With a vote of 6 ayes and 0 nays, the motion carried.

Future meetings were presented and discussed by Chair Tate.

With no further business to discuss, a motion was made to adjourn the meeting by Elaine Mikel-Mulder and seconded by Jessica Dressely. With a vote of 6 ayes and 0 nays, the motion carried.

The meeting was adjourned at 7:10 PM.

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

This is a summary of the Hastings Public Schools Board Meeting on Monday, August 24, 2026, with full text available for public inspection on the district's website at www.hastings.k12.mn.us or the district office at 1000 W 11th Street, Hastings, MN 55033.

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

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

Biermaier arrived at 6:05 pm.

Consent agenda items approved: Meeting Minutes from 07/15/2026 Regular Board Meeting, 07/15/2026 Closed Board Meeting, 8/12/2026 Special Board Meeting; July Bills Payable; Personnel Report; Policies for Approval after Third Reading: 204, 205, 206, 207, 209, 213, 220; Field Trip Approval - Marching Band Camp at Gustavus College; MOU - Food Service Employee Working Hours for 2026-2027; MOU - Educational Support Professionals (ESP) Working Hours for 2026-2027; Notice of Bargaining Unit Change; Approval of Non-Contracted Rates of Pay

Individual action items approved: Amended agenda; 2026-2027 School Resource Officer (SRO) Agreement; HCTV Designation 2026 for MSHSL; School Board 3-Year Work Plan; 2026 MSBA Resolutions for Delegate Assembly: Reasonable Limits on Repetitive Commercial Data Requests Resolution; Delegate Assembly - Reaffirmation of 2025 Resolutions: Resolution 1 - Fund Reallocation Authority; Resolution 3 - Preparation for Financial and Operational Impact of New Laws; Resolution 4 - Fiscal Note Required for New Mandates; Resolution 6 - Career Pathways and Technical Education; Resolution 7 - Unemployment Insurance; Resolution 29 - Amend Earned Sick and Safe Time (ESST); Resolution 30 - Summer Unemployment Funding Timeline; Resolution 31 - Paid Leave Allow Opt-Out or 50 50 Employer Contribution; July 2026 Donations Acceptance Resolution

All motions were carried.

The meeting was adjourned at 7:10 PM.

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

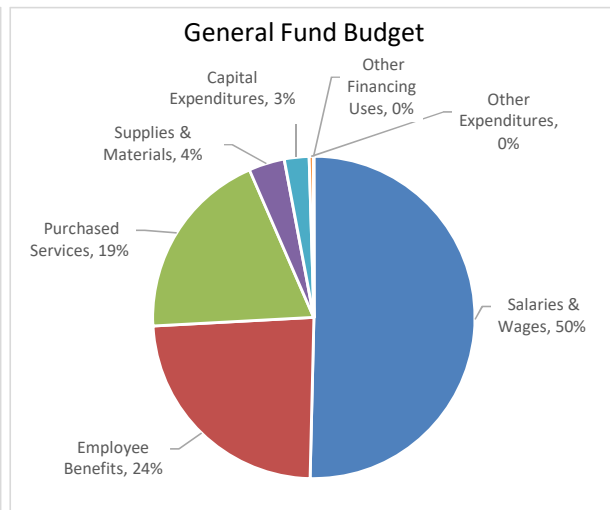
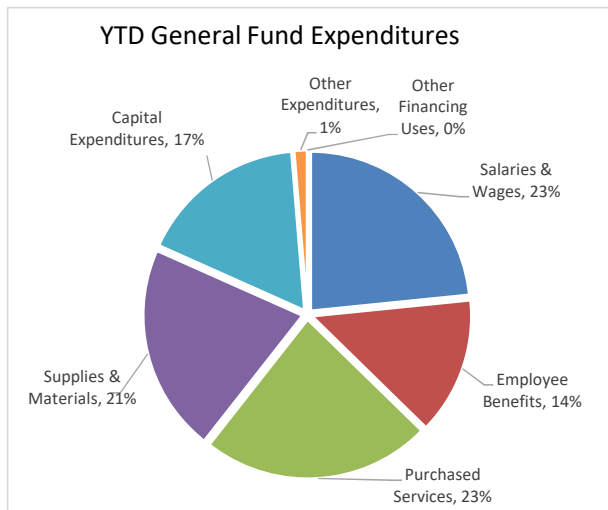
EXPENDITURE TOTALS

	<u>FY 2027 Budget (ADP)</u>	<u>**Monthly Expenditures</u>	<u>Year-to-Date Expenditures</u>	<u>Remaining Balance</u>	<u>% Spent</u>
General Fund (01)					
100 Salaries & Wages	36,461,671	558,029	905,940	35,555,731	2%
200 Employee Benefits	17,212,472	395,339	537,709	16,674,763	3%
300 Purchased Services	13,969,638	283,773	901,552	13,068,085	6%
400 Supplies & Materials	2,605,459	248,157	816,270	1,789,189	31%
500 Capital Expenditures	1,796,664	449,140	657,252	1,139,412	37%
800 Other Expenditures	317,331	8,282	51,292	266,039	16%
900 Other Financing Uses	24,011	0	0	24,011	0%
	<u>72,387,245</u>	<u>1,942,720</u>	<u>3,870,015</u>	<u>68,517,230</u>	<u>5%</u>
Food Service Fund (02)	3,340,204	97,632	169,714	3,170,490	5%
Community Service Fund (04)	2,902,542	265,541	361,077	2,541,465	12%
Building Construction Fund (06)	200,000	0	17,682	182,318	9%
Debt Service Fund (07)	4,683,100	0	6,150	4,676,950	0%
Student Activities Fund (10)	350,000	4,717	13,031	336,969	4%
Deferred Accounts- Donations/Misc Fund (11)	775,000	33,046	40,719	734,281	5%
Scholarships Fund (12)	160,000	0	0	160,000	0%
Totals	\$84,798,092	\$2,343,655	\$4,478,389	\$80,319,703	

** Monthly expenditures include payroll and finance.

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

** Some July/August payment register expenses are posted to June due to timing of incurred expense and are not included in above monthly expenditures.



PAYROLL DISBURSEMENTS

Checks & Direct Deposits	8/1/2026	8/31/2026	1,532,845	Pay dates 8/5 and 8/20
Liability Checks & Wires	8/1/2026	8/31/2026	1,126,656	Bd. Share \$347,467
Total			\$2,659,501	

FINANCE DISBURSEMENTS

Checks & Wires	8/1/2026	8/31/2026	2,667,619
Total			\$2,667,619

SELF-FUNDED INSURANCE

	<u>Revenue YTD</u>	<u>Expenses YTD</u>	<u>YTD Balance</u>
Dental	107,086	157,554	(\$50,468)
Health	1,348,186	1,527,808	(\$179,622)

HASTINGS PUBLIC SCHOOLS
FY 2026-27 - Budget to Actual Comparison
Month Ended August 31, 2026

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

August 31, 2026

GENERAL FUND DETAILED

REVENUE						August 31, 2026	August 31, 2025	August 31, 2024
REVENUE CATEGORIES	June 30, 2025	June 30, 2026	Adopted Budget FY27	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received
Property Tax	\$ 16,231,220	\$ 16,297,928	\$ 15,917,955	\$ 204,391	\$ 15,713,565	1.28%	1.27%	0.99%
Local Revenue (Fees, Interest, Etc.)	\$ 2,770,031	\$ 2,732,154	\$ 2,240,978	\$ 408,621	1,832,357	18.23%	21.06%	13.56%
State Revenue	\$ 50,104,638	\$ 44,113,288	\$ 50,282,901	\$ 1,751,149	48,531,752	3.48%	1.56%	1.74%
Federal Revenue	\$ 1,718,352	\$ 1,465,638	\$ 1,525,870	\$ -	1,525,870	0.00%	0.00%	0.00%
Other Revenue	\$ 419,931	\$ 2,039	\$ -	\$ -	0	0.00%	6.38%	0.49%
TOTAL REVENUE	\$ 71,244,171	\$ 64,611,047	\$ 69,967,704	\$ 2,364,160	\$ 67,603,544	3.38%	2.28%	1.98%

EXPENDITURES						August 31, 2026	August 31, 2025	August 31, 2024
OBJECT SERIES	June 30, 2025	June 30, 2026	Adopted Budget FY27	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended
Salary & Wages	\$ 33,704,456	\$ 34,084,540	\$ 36,461,671	\$ 905,940	\$ 35,555,731	2.48%	2.65%	2.61%
Employee Benefits	\$ 14,622,127	\$ 15,707,314	\$ 17,212,472	\$ 537,709	16,674,763	3.12%	3.37%	3.53%
Purchased Services	\$ 12,271,534	\$ 12,955,046	\$ 13,969,638	\$ 901,552	13,068,085	6.45%	7.97%	8.21%
Supplies & Materials	\$ 2,967,268	\$ 2,618,885	\$ 2,605,459	\$ 816,270	1,789,189	31.33%	38.90%	39.13%
Capital Expenditures	\$ 3,060,759	\$ 1,385,540	\$ 1,796,664	\$ 657,252	1,139,412	36.58%	22.46%	18.46%
Debt Service	\$ -	\$ -	\$ -	\$ -	0	0.00%	0.00%	0.00%
Other Expenditures	\$ 369,365	\$ 148,751	\$ 317,331	\$ 51,292	266,039	16.16%	33.76%	25.35%
Other Financing Uses	\$ 415,282	\$ -	\$ 24,011	\$ -	24,011	0.00%	0.00%	0.00%
TOTAL OBJECT SERIES	\$ 67,410,790	\$ 66,900,074	\$ 72,387,245	\$ 3,870,015	\$ 68,517,230	5.35%	5.75%	6.26%

PROGRAM SERIES						August 31, 2026	August 31, 2025	August 31, 2024
PROGRAM SERIES	June 30, 2025	June 30, 2026	Adopted Budget FY27	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended
Administration	\$ 2,200,195	\$ 2,304,052	\$ 2,430,229	\$ 343,095	\$ 2,087,134	14.12%	15.23%	14.12%
District Support Services	3,159,398	3,219,380	3,726,556	722,837	3,003,719	19.40%	29.12%	22.87%
Elem & Sec Regular Instruction	28,298,454	28,770,285	30,618,777	393,251	30,225,526	1.28%	1.86%	3.75%
Career & Tech Instruction	914,579	948,731	1,036,180	0	1,036,180	0.00%	0.00%	0.00%
Special Education Instruction	12,412,034	13,144,783	14,704,842	160,326	14,544,516	1.09%	1.08%	1.24%
Instructional Support Services	3,422,621	2,796,554	3,209,367	366,560	2,842,807	11.42%	8.98%	6.79%
Pupil Support Services]	8,677,202	8,770,327	9,223,534	272,657	8,950,877	2.96%	3.49%	2.98%
Site, Building & Equipment	7,887,057	6,493,036	7,012,985	1,233,402	5,779,583	17.59%	13.37%	13.36%
Fiscal & Other Fixed Costs	439,249	452,926	424,775	377,886	46,889	88.96%	99.98%	97.70%
TOTAL PROGRAM SERIES	\$ 67,410,790	\$ 66,900,074	\$ 72,387,245	\$ 3,870,015	\$ 68,517,230	5.35%	5.75%	6.26%

HASTINGS PUBLIC SCHOOLS
FY 2026-27 - Budget to Actual Comparison
Month Ended August 31, 2026

HASTINGS PUBLIC SCHOOLS

August 31, 2026

FOOD SERVICE DETAILED

						August 31, 2026	August 31, 2025	August 31, 2024
						% of Budget Received	% Of Actual Received	% Of Actual Received
REVENUE	June 30, 2025	June 30, 2026	Adopted Budget FY27	Received YTD	Budget Remaining			
Local Revenue	\$ 27,806	\$ 9,565	\$ 12,000	\$ 573	\$ 11,427	4.78%	0.00%	0.00%
State Revenue	1,649,423	1,735,495	1,809,807	0	1,809,807	0.00%	0.00%	0.00%
Federal Revenue	1,216,963	1,221,119	1,174,159	0	1,174,159	0.00%	0.00%	0.00%
Sales	322,140	303,342	274,500	46,311	228,189	16.87%	16.49%	17.07%
Other Revenue	0	0	0	0	0	0.00%	0.00%	0.00%
TOTAL REVENUE	\$ 3,216,331	\$ 3,269,522	\$ 3,270,466	\$ 46,885	\$ 3,223,581	1.43%	1.53%	1.71%
						August 31, 2026	August 31, 2025	August 31, 2024
						% of Budget Expended	% Of Actual Expended	% Of Actual Expended
EXPENDITURES BY OBJECT	June 30, 2025	June 30, 2026	Adopted Budget FY27	Expended YTD	Budget Remaining			
Salary & Wages	\$ 1,129,135	\$ 1,214,227	\$ 1,250,728	\$ 20,740	\$ 1,229,988	1.66%	1.97%	1.83%
Employee Benefits	283,604	316,619	322,260	\$ 33,794	288,466	10.49%	10.70%	11.72%
Purchased Services	236,103	187,272	142,550	\$ 6,627	135,923	4.65%	2.71%	2.19%
Supplies & Materials	1,629,175	1,654,743	1,563,066	\$ 91,324	1,471,742	5.84%	4.28%	3.85%
Capital Expenditures	195,862	125,667	60,000	\$ 4,982	55,018	8.30%	43.88%	6.20%
Debt Service	0	0	0	\$ -	0	0.00%	0.00%	0.00%
Other Expenditures	14,063	1,510	1,600	\$ 12,248	(10,648)	765.47%	49.67%	7.68%
Other Financing Uses	0	0	0	0	0	0.00%	0.00%	0.00%
TOTAL EXPENDITURES	\$ 3,487,942	\$ 3,500,037	\$ 3,340,204	\$ 169,714	\$ 3,170,490	5.08%	5.42%	3.87%

HASTINGS PUBLIC SCHOOLS

FY 2026-27 - Budget to Actual Comparison

Month Ended August 31, 2026

HASTINGS PUBLIC SCHOOLS

August 31, 2026

COMMUNITY EDUCATION DETAILED

						August 31, 2026	August 31, 2025	August 31, 2024
REVENUE	June 30, 2025	June 30, 2026	Adopted Budget FY27	Received YTD	Budget Remaining	% of Budget Received	% Of Actual Received	% Of Actual Received
Property Tax	\$ 444,853	\$ 439,836	\$ 409,398	\$ 65,060	\$ 344,338	15.89%	16.03%	15.36%
Local Revenue	1,889,634	1,826,576	1,889,929	445,705	1,444,224	23.58%	22.29%	23.46%
General State Revenue	2,881	2,477	3,132	(21)	3,153	-0.67%	-0.56%	-0.14%
State Support Program	481,515	448,216	535,952	(38,416)	574,368	-7.17%	-7.08%	-5.38%
Federal Revenue	0	0	0	0	0	0.00%	0.00%	0.00%
Other Revenue	13,608	4,823	26,211	0	26,211	0.00%	0.00%	0.00%
TOTAL REVENUE	\$ 2,832,491	\$ 2,721,929	\$ 2,864,622	\$ 472,328	\$ 2,392,294	16.49%	16.38%	17.15%

						August 31, 2026	August 31, 2025	August 31, 2024
EXPENDITURES BY OBJECT	June 30, 2025	June 30, 2026	Adopted Budget FY27	Expended YTD	Budget Remaining	% of Budget Expended	% Of Actual Expended	% Of Actual Expended
Salary & Wages	\$ 1,773,618	\$ 1,715,728	\$ 1,789,315	\$ 234,097	\$ 1,555,218	13.08%	11.84%	11.86%
Employee Benefits	632,360	584,598	623,263	\$ 62,985	560,277	10.11%	8.58%	13.84%
Purchased Services	370,076	350,386	359,510	\$ 49,272	310,238	13.71%	9.85%	9.50%
Supplies & Materials	97,351	103,126	107,206	\$ 13,924	93,282	12.99%	6.05%	12.78%
Capital Expenditures	4,103	1,733	2,101	\$ -	2,101	0.00%	8.38%	21.47%
Debt Service	0	0	0	\$ -	0	0.00%	0.00%	0.00%
Other Expenditures	67,063	14,025	21,148	\$ 799	20,349	3.78%	1.37%	8.24%
Other Financing Uses	0	0	0	0	0	0.00%	0.00%	0.00%
TOTAL EXPENDITURES	\$ 2,944,570	\$ 2,769,595	\$ 2,902,542	\$ 361,077	\$ 2,541,465	12.44%	10.45%	11.95%

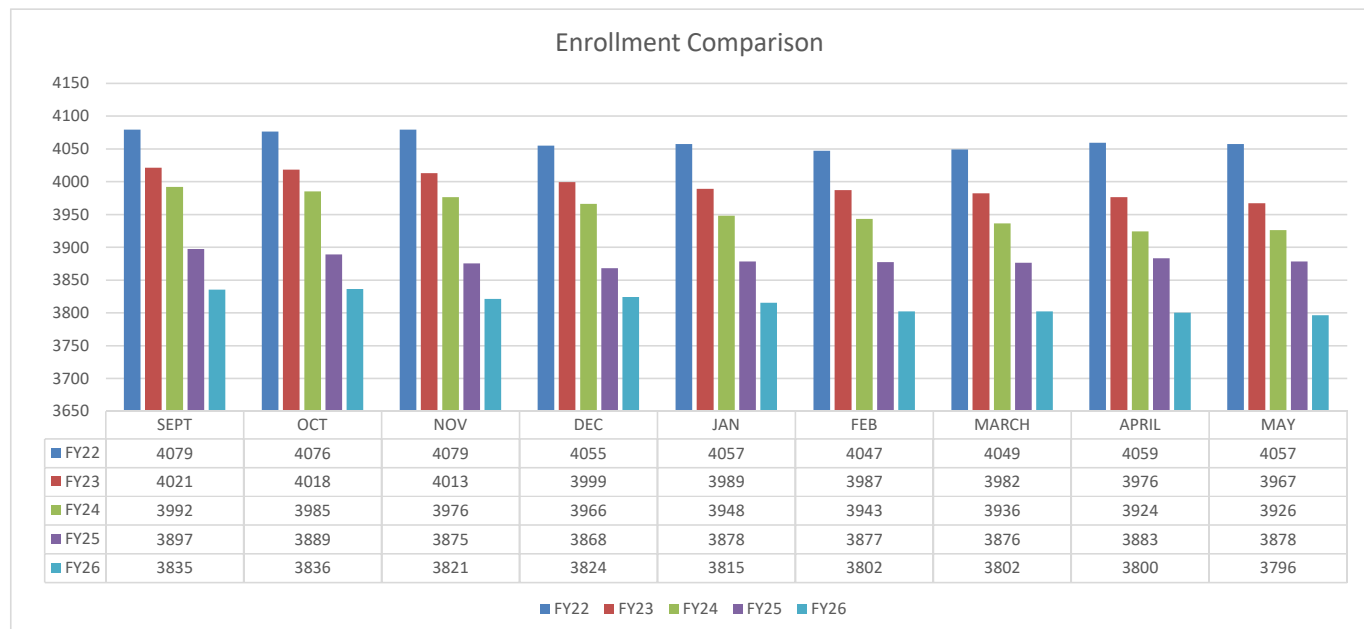
ELECTRONIC FUND TRANSFERS

<u>Date</u>	<u>From</u>	<u>To</u>	<u>Amount</u>	<u>Description</u>
8/4/2026	Merchants Bank	MSDLAF General	25,000.00	Local Receipts
8/4/2026	MSDLAF General	MSDLAF Health Self Funded	4,550.00	Health Insurance
8/5/2026	MSDLAF General	MSDLAF Payroll	1,320,035.12	Payroll
8/5/2026	MSDLAF General	MSDLAF Flex	1,953.49	Payroll
8/6/2026	MSDLAF General	MSDLAF Payroll	6,099.50	Payroll
8/6/2026	MSDLAF General	MSDLAF Health Self Funded	3,601.86	Health Insurance
8/6/2026	MSDLAF General	MSDLAF Health Self Funded	175,365.98	Health Insurance
8/6/2026	MSDLAF Health Self Funded	MSDLAF Dental Self Funded	19,552.05	Dental Insurance
8/7/2026	MSDLAF General	MSDLAF AP	262,786.44	Accounts Payable
8/10/2026	Merchants Bank	MSDLAF General	50,000.00	Local Receipts
8/14/2026	MSDLAF General	MSDLAF AP	18,110.07	Accounts Payable
8/14/2026	MSDLAF General	MSDLAF AP	511,746.79	Accounts Payable
8/14/2026	Merchants Bank	MSDLAF General	50,000.00	Local Receipts
8/17/2026	MSDLAF General	MSDLAF AP	204,496.53	Accounts Payable
8/17/2026	Vermillion Bank	MSDLAF General	2,775.57	Accounts Payable
8/20/2026	MSDLAF General	MSDLAF Payroll	1,346,783.97	Payroll
8/20/2026	MSDLAF General	MSDLAF Flex	2,241.83	Payroll
8/20/2026	MSDLAF General	MSDLAF Health Self Funded	4,050.00	Health Insurance
8/21/2026	MSDLAF General	MSDLAF AP	98,607.64	Accounts Payable
8/25/2026	Merchants Bank	MSDLAF General	25,000.00	Local Receipts
8/26/2026	MSDLAF General	MSDLAF Payroll	6,040.07	Payroll
8/28/2026	MSDLAF General	MSDLAF AP	34,537.48	Accounts Payable
8/28/2026	MSDLAF General	MSDLAF AP	13,025.80	Accounts Payable
8/28/2026	MSDLAF General	MSDLAF AP	5,838.72	Accounts Payable
8/31/2026	Merchants Bank	MSDLAF General	50,000.00	Local Receipts
8/31/2026	MSDLAF General	MSDLAF Scholarship	2,066.00	Local Receipts
8/31/2026	MSDLAF General	MSDLAF AP	1,529,469.82	Accounts Payable

\$5,773,734.73

ENROLLMENT

<u>GRADE</u>	<u>COUNT</u>	<u>SCHOOL</u>	<u>COUNT</u>
K	261	ALP	48
1	258	High School	1257
2	253	Middle School	1162
3	272	Kennedy Elementary	451
4	285	Pinecrest Elementary	407
5	285	McAuliffe Elementary	471
6	278		3796
7	294		
8	305		
9	325		
10	295	Elementary	1329
11	328	Middle School	1162
12	357	High School/ALP	1305
	3796	Total District	3796



INDEPENDENT SCHOOL DISTRICT NO. 200
Hastings High School and Middle School
Extra Curricular Student Activity Accounts
Statement of Receipts and Disbursements
Year ended June 30, 2027
Current Statement as of 8/31/2026

Crs Code	Activity Account	Balance 7/1/2026	Receipts	Disbursements	Subtotal (Less Interest)	Interest Earned	Balance 8/31/2026
601	Art Club	365.32	0.00	0.00	365.32	1.9661	367.29
608	AVID	51.50	0.00	0.00	51.50	0.2772	51.78
602	Band	2,480.88	49.00	0.00	2,529.88	13.5750	2,543.46
605	Basketball - Boys	4,353.22	0.00	0.00	4,353.22	23.4286	4,376.65
609	Choir Tour	308.15	0.00	0.00	308.15	1.6584	309.81
610	Cross Country Running	270.67	0.00	0.00	270.67	1.4567	272.13
613	Fellowship Christian Athletes (FCA)	3,594.02	0.00	0.00	3,594.02	19.3427	3,613.36
615	Gymnastics	5,198.81	0.00	0.00	5,198.81	27.9795	5,226.79
616	French Honor Society (FHS)	1,859.24	0.00	0.00	1,859.24	10.0063	1,869.25
622	Marching Band	21,605.16	15,051.78	12,083.55	24,573.39	129.6457	24,703.04
675	INTEREST EARNED	0.00	634.79	0.00	634.79	-	0.00
623	National Honor Society (NHS)	3,027.60	0.00	0.00	3,027.60	16.2943	3,043.89
625	Nordic Skiing	1,869.17	0.00	0.00	1,869.17	10.0597	1,879.23
626	Orchestra	188.00	0.00	0.00	188.00	1.0118	189.01
618	Peer Helpers	153.48	0.00	0.00	153.48	0.8260	154.31
632	Show Choir	4,435.85	0.00	84.88	4,350.97	23.4517	4,374.42
647	Spanish Club	5,467.80	0.00	0.00	5,467.80	29.4272	5,497.23
650	Student Council	35,168.61	0.00	0.00	35,168.61	189.2742	35,357.88
652	Tennis - Boys	3,456.91	0.00	862.22	2,594.69	14.3213	2,609.01
653	Tennis - Girls	20.18	2,100.00	0.00	2,120.18	9.6718	2,129.85
655	Thespians	314.34	0.00	0.00	314.34	1.6917	316.03
656	Track	12,723.33	0.00	0.00	12,723.33	68.4758	12,791.81
654	Ultimate Frisbee	949.82	0.00	0.00	949.82	5.1118	954.93
665	Middle School Yearbook	689.44	0.00	0.00	689.44	3.7105	693.15
666	Middle School Student Council	5,969.22	0.00	0.00	5,969.22	32.1258	6,001.35
		114,520.72	17,835.57	13,030.65	119,325.64	634.7900	119,325.64

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

August 2026 Investment Reconciliation - %-104-%

	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	BALANCE END OF MONTH
FUNDS				
GENERAL FUND - 01	34,000,000.00	0.00	0.00	34,000,000.00
SCHOLARSHIP FUND - 12	10,000.00	0.00	0.00	10,000.00
DENTAL SELF FUNDED - 20	488,000.00	0.00	0.00	488,000.00
HEALTH SELF FUNDED - 21	2,000,000.00	0.00	0.00	2,000,000.00
TOTALS	36,498,000.00	0.00	0.00	<u><u>36,498,000.00</u></u>

RECONCILEMENT OF TREASURER'S BALANCE WITH BANK

DESCRIPTION	BALANCE PER BANK STATEMENT	OTHER RECONCILING ITEMS	BALANCE PER TREASURER'S BOOKS
Certificates of Deposit - MSDLAF - General	0.00	0.00	0.00
Term - MSDLAF - General	34,000,000.00	0.00	34,000,000.00
Scholarship CD	10,000.00	0.00	10,000.00
Certificates of Deposit - MSDLAF - Dental	488,000.00	0.00	488,000.00
Term - MSDLAF - Health	2,000,000.00	0.00	2,000,000.00
TREASURER'S BALANCE	36,498,000.00	0.00	<u><u>36,498,000.00</u></u>

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

August 2026 Bank Reconciliation

FUNDS	BALANCE BEGINNING OF MONTH	RECEIPTS	DISBURSEMENTS	JOURNAL ENTRIES	BALANCE END OF MONTH
GENERAL FUND- 01	5,630,654.15	7,102,428.87	(2,678,914.65)	(1,497,301.62)	8,556,866.75
FOOD SERVICE FUND - 02	359,007.07	10,397.48	(74,705.02)	(27,161.51)	267,538.02
COMMUNITY ED - 04	765,963.69	173,135.04	(39,093.19)	(243,523.25)	656,482.29
BUILDING CONSTRUCTION - 06	310,515.58	963.41	0.00	0.00	311,478.99
DEBT REDEMPTION - 07	4,546,189.15	70,029.02	0.00	8,219.05	4,624,437.22
STUDENT ACTIVITY FUND -10	113,532.14	10,510.06	(4,716.56)	0.00	119,325.64
DEFERRED ACCOUNTS - 11	554,606.43	27,560.22	(23,001.07)	(10,187.82)	548,977.76
SCHOLARSHIP - 12	328,508.96	3,065.41	0.00	0.00	331,574.37
DENTAL SELF FUNDED - 20	1,114,930.46	3,276.35	(70,869.63)	24,145.53	1,071,482.71
HEALTH SELF FUNDED -21	3,682,507.13	12,266.30	(941,777.47)	217,694.06	2,970,690.02
OPEB PERA/CE TRUST - 45	7,358,255.66	0.00	(1,041,466.80)	19,330.32	6,336,119.18
TOTALS	24,764,670.42	7,413,632.16	(4,874,544.39)	(1,508,785.24)	25,794,972.95

RECONCILEMENT OF TREASURER'S BALANCE WITH BANK

DESCRIPTION	BALANCE PER BANK STATEMENT	OUTSTANDING CHECKS	OUTSTANDING DEPOSITS	OTHER RECONCILING ITEMS	BALANCE PER TREASURER'S BOOKS
Merchants Bank	68,368.32	0.00	0.00	28.58	68,396.90
MSDLAF AP	1,679,509.49	(1,577,451.59)	0.00	0.00	102,057.90
MSDLAF Payroll	152,511.46	(10,605.45)	0.00	0.00	141,906.01
MSDLAF Scholarship	331,574.37	0.00	0.00	0.00	331,574.37
MSDLAF General	13,340,942.49	0.00	62,397.94	(6.00)	13,403,334.43
MSDLAF Flex	14,203.73	0.00	0.00	294.84	14,498.57
MSDLAF Dental Self Funded	1,047,337.18	0.00	0.00	0.00	1,047,337.18
MSDLAF Health Self Funded	2,761,595.96	0.00	0.00	0.00	2,761,595.96
MSDLAF Bond Proceeds	311,478.99	0.00	0.00	0.00	311,478.99
Vermillion Bank	114,003.82	(421.00)	0.00	0.00	113,582.82
OPEB PERA/CE Trust Account	7,499,209.82	0.00	0.00	0.00	7,499,209.82
TREASURER'S BALANCE	27,320,735.63	(1,588,478.04)	62,397.94	317.42	25,794,972.95

HASTINGS PUBLIC SCHOOLS

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Pay/Void			Amount
										Print	Recon	Void Date	
MB	P701MB	115672		Wire	1	10229		MERCHANTS BANK FEES		No	Yes	No 08/11/2026	33.65
Bank Total:													\$33.65
USAP	P701A	115673		Wire	1	11387		AMAZON CAPITAL SERVICES, INC		No	Yes	No 08/13/2026	2,770.82
USAP	P70215	115746		Wire	1	10920		AFFINETY - MERCH BANK FEES (WIRE)		No	Yes	No 08/14/2026	2,381.77
USAP	P70215	115747		Wire	1	2976		SALES TAX (MN DEPT REVENUE)		No	Yes	No 08/14/2026	5.00
USAP	P70202	115770		Wire	1	3917		MINNESOTA UI FUND		No	Yes	No 08/21/2026	68,709.46
USAP	P701B	115784		Wire	1	9557		BMO HARRIS BANK NA		No	Yes	No 08/26/2026	4,729.41
USAP	P701U	115794		Wire	1	12367		US BANK ONE CARD		No	Yes	No 08/28/2026	12,096.60
USAP	P70230	115857		Wire	1	3167		MSDLAF BANK FEES		No	Yes	No 08/31/2026	286.58
USAP	P70230	115858		Wire	1	6560		ARUX SOFTWARE INC		No	Yes	No 08/31/2026	799.00
USAP	P70230	115859		Wire	1	9012		PITNEY BOWES POSTAGE BY PHONE		No	Yes	No 08/31/2026	3,000.00
USAP	P70230	115860		Wire	1	9860		MINNESOTA STATE RETIREMENT SYST		No	No	No 08/31/2026	1,041,466.80
USAP	P61215	115079	841153	Check	1	11622	R2	SPECIAL OLYMPICS MINNESOTA		Yes	Yes	Yes 08/07/2026	(810.00)
USAP	P70201	115669	841534	Check	1	6687		CLARK, DAVID		Yes	Yes	No 08/07/2026	38.38
USAP	P70201	115670	841535	Check	1	7724		HASTINGS AUTOMOTIVE		Yes	Yes	No 08/07/2026	3,352.50
USAP	P70201	115661	841536	Check	1	11193		HIRSCHAUER, BRITTNEY		Yes	Yes	No 08/07/2026	2,925.76
USAP	P70201	115664	841537	Check	1	12284		IDEAL ENERGIES SOLAR LEASING 2021		Yes	Yes	No 08/07/2026	80,762.00
USAP	P70201	115659	841538	Check	1	1665		INTERMEDIATE SCHOOL DIST 917		Yes	Yes	No 08/07/2026	80,766.05
USAP	P70201	115666	841539	Check	1	12376	R28	JIM MCNAMARA		Yes	Yes	No 08/07/2026	18.00
USAP	P70201	115665	841540	Check	1	12376	R23	JODELL CATURIA		Yes	No	No 08/07/2026	27.05
USAP	P70201	115660	841541	Check	1	6681		KENNEDY & GRAVEN, CHARTERED		Yes	Yes	No 08/07/2026	4,664.00
USAP	P70201	115667	841542	Check	1	1890	R2	MASA (MN ASSN OF SCHOOL ADMIN)		Yes	Yes	No 08/07/2026	508.00
USAP	P70201	115656	841543	Check	1	10721	R4	NORTHFIELD SOLAR LLC		Yes	Yes	No 08/07/2026	42,573.04
USAP	P70201	115668	841544	Check	1	2819		REPUBLIC SERVICES #923		Yes	Yes	No 08/07/2026	1,984.21
USAP	P70201	115663	841545	Check	1	12230		SEIBERT, JACK		Yes	No	No 08/07/2026	13.68
USAP	P70201	115662	841546	Check	1	11622	R2	SPECIAL OLYMPICS MINNESOTA		Yes	Yes	No 08/07/2026	810.00
USAP	P70201	115657	841547	Check	1	10722	R4	WALCOTT SOLAR LLC		Yes	Yes	No 08/07/2026	23,753.55
USAP	P70201	115658	841548	Check	1	10723	R4	WARSAW SOLAR LLC		Yes	Yes	No 08/07/2026	21,400.22
USAP	P70215	115722	841549	Check	1	5098		ADVANCED SPORTSWEAR		Yes	Yes	No 08/14/2026	3,610.35
USAP	P70215	115741	841550	Check	1	9488		ALLIED BLACKTOP COMPANY		Yes	Yes	No 08/14/2026	208,694.00
USAP	P70215	115693	841551	Check	1	12158	R1	AMPLIFY EDUCATION INC		Yes	Yes	No 08/14/2026	2,816.80
USAP	P70215	115728	841552	Check	1	7110		APPLE EDUCATION INC		Yes	Yes	No 08/14/2026	11,590.00
USAP	P70215	115679	841553	Check	1	10919	R1	ARVIG		Yes	Yes	No 08/14/2026	1,274.79
USAP	P70215	115725	841554	Check	1	6190	R3	AVIBEN LLC		Yes	Yes	No 08/14/2026	583.87
USAP	P70215	115695	841555	Check	1	12199		BRUSHED BY DESIGN CREATIONS LLC		Yes	Yes	No 08/14/2026	715.00
USAP	P70215	115736	841556	Check	1	8681		CANVAS HEALTH		Yes	Yes	No 08/14/2026	5,421.67
USAP	P70215	115724	841557	Check	1	5986	R2	CENGAGE LEARNING		Yes	Yes	No 08/14/2026	22,521.56

HASTINGS PUBLIC SCHOOLS

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
												Void	Date	
USAP	P70215	115733	841558	Check	1	7911		CENTURYLINK		Yes	Yes	No	08/14/2026	80.52
USAP	P70215	115698	841559	Check	1	1235		CITY OF HASTINGS		Yes	Yes	No	08/14/2026	13,005.31
USAP	P70215	115690	841560	Check	1	12002		COLUMN SOFTWARE PBC		Yes	Yes	No	08/14/2026	79.33
USAP	P70215	115703	841561	Check	1	1257		COMPUTER INTEGRATION TECHNOLO		Yes	Yes	No	08/14/2026	35,420.00
USAP	P70215	115687	841562	Check	1	11846		CONQUER NINJA GYMS-ROSEMOUNT		Yes	Yes	No	08/14/2026	140.00
USAP	P70215	115694	841563	Check	1	12169		COR ROBOTICS LLC		Yes	Yes	No	08/14/2026	640.00
USAP	P70215	115727	841564	Check	1	6745		CULLIGAN OF STILLWATER		Yes	Yes	No	08/14/2026	378.00
USAP	P70215	115737	841565	Check	1	8840		DEFINITIVE TECHNOLOGY SOLUTIONS		Yes	Yes	No	08/14/2026	1,030.71
USAP	P70215	115738	841566	Check	1	8840	R2	DEFINITIVE TECHNOLOGY SOLUTIONS		Yes	Yes	No	08/14/2026	220.13
USAP	P70215	115705	841567	Check	1	1319		DEMCO		Yes	Yes	No	08/14/2026	496.20
USAP	P70215	115677	841568	Check	1	10860		DEPARTMENT OF TRANSPORTATION		Yes	Yes	No	08/14/2026	743.25
USAP	P70215	115743	841569	Check	1	9817		EMERGENCY OUTFITTERS INC		Yes	Yes	No	08/14/2026	839.00
USAP	P70215	115730	841570	Check	1	7322	R1	FERGUSON ENTERPRISES		Yes	Yes	No	08/14/2026	37.39
USAP	P70215	115692	841571	Check	1	12144		FLANNERY PAINTING AND DECORATIN		Yes	Yes	No	08/14/2026	7,733.00
USAP	P70215	115744	841572	Check	1	9863	R2	GENUINE PARTS COMPANY		Yes	Yes	No	08/14/2026	49.91
USAP	P70215	115701	841573	Check	1	12377		GOPHER STATE LEARNING LLC		Yes	No	No	08/14/2026	2,000.00
USAP	P70215	115706	841574	Check	1	1482		GRAINGER, W.W..		Yes	Yes	No	08/14/2026	578.82
USAP	P70215	115707	841575	Check	1	1483		GRAPHIC DESIGN INC		Yes	Yes	No	08/14/2026	1,785.00
USAP	P70215	115688	841576	Check	1	11900		HENRY SCHEIN, INC		Yes	Yes	No	08/14/2026	150.40
USAP	P70215	115708	841577	Check	1	1582	R2	HILLYARD INC-MINNEAPOLIS		Yes	Yes	No	08/14/2026	89.04
USAP	P70215	115696	841578	Check	1	12284		IDEAL ENERGIES SOLAR LEASING 2021		Yes	No	No	08/14/2026	886.51
USAP	P70215	115683	841579	Check	1	11512	R2	IMAGINE LEARNING, LLC		Yes	Yes	No	08/14/2026	42,745.00
USAP	P70215	115689	841580	Check	1	11943	R1	IMPERIAL BRADY		Yes	Yes	No	08/14/2026	2,580.95
USAP	P70215	115731	841581	Check	1	7721	R3	INNOVATIVE OFFICE SOLUTIONS		Yes	Yes	No	08/14/2026	1,406.46
USAP	P70215	115676	841582	Check	1	1665		INTERMEDIATE SCHOOL DIST 917		Yes	Yes	No	08/14/2026	36,300.22
USAP	P70215	115721	841583	Check	1	4990		KIMMES-BAUER WELL DRILLING		Yes	Yes	No	08/14/2026	24,876.00
USAP	P70215	115739	841584	Check	1	9459	R1	KONICA MINOLTA/LOFFLER		Yes	Yes	No	08/14/2026	2,054.00
USAP	P70215	115682	841585	Check	1	11261	R2	LAFORCE LLC		Yes	Yes	No	08/14/2026	236.00
USAP	P70215	115691	841586	Check	1	12070		LB CARLSON LLP		Yes	Yes	No	08/14/2026	3,990.00
USAP	P70215	115742	841587	Check	1	9776	R1	LOFFLER COMPANIES		Yes	Yes	No	08/14/2026	2,483.68
USAP	P70215	115717	841588	Check	1	2788	R1	MAGUIRE AGENCY		Yes	Yes	No	08/14/2026	12,000.00
USAP	P70215	115710	841589	Check	1	1891		MASBO		Yes	Yes	No	08/14/2026	25.00
USAP	P70215	115745	841590	Check	1	9885		MATT HENNING TECH		Yes	Yes	No	08/14/2026	2,422.75
USAP	P70215	115711	841591	Check	1	1942		MENARDS		Yes	Yes	No	08/14/2026	373.00
USAP	P70215	115712	841592	Check	1	1977		MINNESOTA COACHES LLC		Yes	Yes	No	08/14/2026	3,051.68
USAP	P70215	115720	841593	Check	1	4163		MN DEPT OF LABOR & INDUSTRY		Yes	Yes	No	08/14/2026	290.00
USAP	P70215	115718	841594	Check	1	2795		MTI DISTRIBUTING, INC.		Yes	Yes	No	08/14/2026	146.52
USAP	P70215	115732	841595	Check	1	7883	R1	NAC MECHANICAL & ELECTRICAL SER		Yes	Yes	No	08/14/2026	12,541.18

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
												Void	Date	
USAP	P70215	115680	841596	Check	1	10928	R1	NOTABLE, INC. (KAMI)		Yes	Yes	No	08/14/2026	5,600.00
USAP	P70215	115697	841597	Check	1	12313	R1	PACIFIC ONESOURCE INC		Yes	Yes	No	08/14/2026	12,525.00
USAP	P70215	115684	841598	Check	1	11602		PRO-TEC DESIGN, INC.		Yes	Yes	No	08/14/2026	2,206.25
USAP	P70215	115702	841599	Check	1	12382		RED WING CINEMA 8		Yes	Yes	No	08/14/2026	869.00
USAP	P70215	115729	841600	Check	1	7314		REGENTS OF UNIVERSITY OF MN		Yes	Yes	No	08/14/2026	23,471.00
USAP	P70215	115719	841601	Check	1	3023	R1	SAFETY-KLEEN SYSTEMS		Yes	Yes	No	08/14/2026	1,422.37
USAP	P70215	115740	841602	Check	1	9479	R1	SAF-GARD SAFETY SHOE CO		Yes	Yes	No	08/14/2026	3,193.67
USAP	P70215	115734	841603	Check	1	8228	R1	SCHOOL DATEBOOKS INC		Yes	Yes	No	08/14/2026	4,672.51
USAP	P70215	115726	841604	Check	1	6682		SFM		Yes	Yes	No	08/14/2026	176,254.00
USAP	P70215	115713	841605	Check	1	2387		SHERWIN WILLIAMS CO		Yes	No	No	08/14/2026	31.61
USAP	P70215	115681	841606	Check	1	11196	R1	SHRED IT USA - C/O STERICYCLE INC.		Yes	Yes	No	08/14/2026	237.60
USAP	P70215	115714	841607	Check	1	2465		STATE SUPPLY CO INC		Yes	Yes	No	08/14/2026	280.57
USAP	P70215	115700	841608	Check	1	12373	R1	STEPHANIE SYKES		Yes	Yes	No	08/14/2026	7.80
USAP	P70215	115685	841609	Check	1	11643		STOR-A-WAY INC.		Yes	Yes	No	08/14/2026	525.00
USAP	P70215	115723	841610	Check	1	5445	r2	SUMMIT FIRE PROTECTION		Yes	Yes	No	08/14/2026	3,839.00
USAP	P70215	115678	841611	Check	1	10898	R1	SYMMETRY ENERGY SOLUTIONS		Yes	Yes	No	08/14/2026	4,064.42
USAP	P70215	115715	841612	Check	1	2522		TERRY'S HARDWARE		Yes	Yes	No	08/14/2026	271.91
USAP	P70215	115716	841613	Check	1	2548	R1	T-MOBILE		Yes	Yes	No	08/14/2026	260.00
USAP	P70215	115686	841614	Check	1	11668		TWIG EDUCATION INC.		Yes	Yes	No	08/14/2026	165.00
USAP	P70215	115704	841615	Check	1	1280		UNITED RENTALS (NORTH AMERICA) II		Yes	Yes	No	08/14/2026	1,706.05
USAP	P70215	115709	841616	Check	1	1586		VALLEY PROMOTIONS-FLEET FEET		Yes	Yes	No	08/14/2026	3,696.70
USAP	P70215	115735	841617	Check	1	8339		VISTA HIGHER LEARNING		Yes	Yes	No	08/14/2026	1,812.07
USAP	P70215	115699	841618	Check	1	12357		WILD LOON EVENTS LLC		Yes	Yes	No	08/14/2026	1,825.00
USAP	P70202	115771	841619	Check	1	10164		ADDYMAN, SCOTT D		Yes	No	No	08/21/2026	54.72
USAP	P70202	115774	841620	Check	1	7120	R2	BSN SPORTS LLC		Yes	Yes	No	08/21/2026	962.55
USAP	P70202	115773	841621	Check	1	12386		HODGES, ANDREW		Yes	No	No	08/21/2026	142.81
USAP	P70202	115769	841622	Check	1	9319		IND SCHOOL DIST 622		Yes	Yes	No	08/21/2026	8,192.62
USAP	P70202	115767	841623	Check	1	1664		INTERMEDIATE DIST 287		Yes	Yes	No	08/21/2026	2,730.30
USAP	P70202	115768	841624	Check	1	1665		INTERMEDIATE SCHOOL DIST 917		Yes	Yes	No	08/21/2026	16,990.18
USAP	P70202	115766	841625	Check	1	12387		KIM, JESSICA		Yes	Yes	No	08/21/2026	300.00
USAP	P70202	115772	841626	Check	1	11643		STOR-A-WAY INC.		Yes	No	No	08/21/2026	525.00
USAP	P70204	115779	841627	Check	1	3131		DIST OFFICE PETTY CASH FUND		Yes	Yes	No	08/24/2026	33.40
USAP	P70204	115780	841628	Check	1	8718		FOOD SERVICE PETTY CASH ACCOUN		Yes	Yes	No	08/24/2026	1,376.00
USAP	P70203	115785	841629	Check	1	10630		ALL STRINGS ATTACHED		Yes	No	No	08/28/2026	417.49
USAP	P70203	115787	841630	Check	1	11555		CUSTOM COMMUNICATIONS INC		Yes	No	No	08/28/2026	11,614.69
USAP	P70203	115786	841631	Check	1	11296		HOWIES HOCKEY INC		Yes	No	No	08/28/2026	3,155.00
USAP	P70203	115792	841632	Check	1	3120	R1	MASE		Yes	No	No	08/28/2026	1,040.00
USAP	P70203	115791	841633	Check	1	3072		MCAULIFFE PETTY CASH ACCOUNT		Yes	Yes	No	08/28/2026	500.00

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												Void	Date	
USAP	P70203	115793	841634	Check	1	3150		MIDDLE SCHOOL PETTY CASH FUND		Yes	Yes	No	08/28/2026	300.00
USAP	P70203	115790	841635	Check	1	3070		PINECREST PETTY CASH ACCOUNT		Yes	Yes	No	08/28/2026	500.00
USAP	P70203	115789	841636	Check	1	3069		SENIOR HIGH PETTY CASH		Yes	Yes	No	08/28/2026	750.00
USAP	P70203	115788	841637	Check	1	2519		TEAM SPORTING GOODS		Yes	No	No	08/28/2026	14,850.90
USAP	P70230	115810	841638	Check	1	11847		ABILITY 2 BELIEVE		Yes	No	No	08/31/2026	560.00
USAP	P70230	115795	841639	Check	1	10143	R1	AVID CENTER		Yes	No	No	08/31/2026	16,920.00
USAP	P70230	115848	841640	Check	1	7092		BECK PHOTOGRAPHY		Yes	No	No	08/31/2026	1,250.00
USAP	P70230	115806	841641	Check	1	11486	R1	BOELTER LLC		Yes	No	No	08/31/2026	97.23
USAP	P70230	115847	841642	Check	1	5986	R2	CENGAGE LEARNING		Yes	No	No	08/31/2026	18,181.80
USAP	P70230	115843	841643	Check	1	3748		CENTERPOINT ENERGY		Yes	No	No	08/31/2026	4,608.16
USAP	P70230	115850	841644	Check	1	7295		CENTURYLINK		Yes	No	No	08/31/2026	172.33
USAP	P70230	115851	841645	Check	1	7332		CENTURYLINK		Yes	No	No	08/31/2026	3,852.86
USAP	P70230	115803	841646	Check	1	11236		CHORDS AND BOARDS LLC		Yes	No	No	08/31/2026	300.00
USAP	P70230	115818	841647	Check	1	1235		CITY OF HASTINGS		Yes	No	No	08/31/2026	6,075.00
USAP	P70230	115809	841648	Check	1	11846		CONQUER NINJA GYMS-ROSEMOUNT		Yes	No	No	08/31/2026	140.00
USAP	P70230	115822	841649	Check	1	1281	R1	CRISIS PREVENTION INSTITUTE		Yes	No	No	08/31/2026	200.00
USAP	P70230	115823	841650	Check	1	1289	R1	CURRICULUM ASSOCIATES		Yes	No	No	08/31/2026	469.28
USAP	P70230	115807	841651	Check	1	11584		DASH SPORTS LLC		Yes	No	No	08/31/2026	472.00
USAP	P70230	115855	841652	Check	1	8840		DEFINITIVE TECHNOLOGY SOLUTIONS		Yes	No	No	08/31/2026	988.56
USAP	P70230	115849	841653	Check	1	7125		ELECTRONIC DESIGN COMPANY		Yes	No	No	08/31/2026	11,263.14
USAP	P70230	115820	841654	Check	1	12388		FAWN-DOE-ROSA, INC		Yes	No	No	08/31/2026	2,084.50
USAP	P70230	115844	841655	Check	1	3865		FLINN SCIENTIFIC		Yes	No	No	08/31/2026	1,249.51
USAP	P70230	115821	841656	Check	1	12392		FLOCK, PETER		Yes	No	No	08/31/2026	600.00
USAP	P70230	115819	841657	Check	1	12377		GOPHER STATE LEARNING LLC		Yes	No	No	08/31/2026	4,000.00
USAP	P70230	115824	841658	Check	1	1482		GRAINGER, W.W..		Yes	No	No	08/31/2026	120.32
USAP	P70230	115825	841659	Check	1	1483		GRAPHIC DESIGN INC		Yes	No	No	08/31/2026	454.00
USAP	P70230	115842	841660	Check	1	3718		HASTINGS PARKS & RECREATION		Yes	No	No	08/31/2026	378.74
USAP	P70230	115826	841661	Check	1	1582	R2	HILLYARD INC-MINNEAPOLIS		Yes	No	No	08/31/2026	24.09
USAP	P70230	115845	841662	Check	1	5483		HOFFMAN & MCNAMARA COMPANY		Yes	No	No	08/31/2026	3,500.00
USAP	P70230	115797	841663	Check	1	10420		HOPE ENGLISH-SPANISH INTERPRETE		Yes	No	No	08/31/2026	475.00
USAP	P70230	115815	841664	Check	1	12284		IDEAL ENERGIES SOLAR LEASING 2021		Yes	No	No	08/31/2026	1,342.29
USAP	P70230	115812	841665	Check	1	11943	R1	IMPERIAL BRADY		Yes	No	No	08/31/2026	2,779.27
USAP	P70230	115852	841666	Check	1	7721	R3	INNOVATIVE OFFICE SOLUTIONS		Yes	No	No	08/31/2026	5,501.63
USAP	P70230	115846	841667	Check	1	5828		JIM CARLSON LEASING CO.		Yes	No	No	08/31/2026	642.69
USAP	P70230	115811	841668	Check	1	11895		KRUSEMARK, GRINNELL & ASSOCIATE		Yes	No	No	08/31/2026	25.00
USAP	P70230	115804	841669	Check	1	11261	R2	LAFORCE LLC		Yes	No	No	08/31/2026	60.00
USAP	P70230	115827	841670	Check	1	1894		MASSP		Yes	No	No	08/31/2026	885.00
USAP	P70230	115828	841671	Check	1	1942		MENARDS		Yes	No	No	08/31/2026	937.85

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USAP	P70230	115829	841672	Check	1	1946		MESPA		Yes	No	No	08/31/2026	979.00
USAP	P70230	115831	841673	Check	1	2093		METRO EAST CONFERENCE		Yes	No	No	08/31/2026	7,000.00
USAP	P70230	115830	841674	Check	1	1977		MINNESOTA COACHES LLC		Yes	No	No	08/31/2026	86,443.32
USAP	P70230	115817	841675	Check	1	12325		MORAVIA EDUCATION INC		Yes	No	No	08/31/2026	629.82
USAP	P70230	115853	841676	Check	1	7883	R1	NAC MECHANICAL & ELECTRICAL SER		Yes	No	No	08/31/2026	105,366.00
USAP	P70230	115798	841677	Check	1	10721	R4	NORTHFIELD SOLAR LLC		Yes	No	No	08/31/2026	44,718.36
USAP	P70230	115814	841678	Check	1	12203		PEDIATRIC HOME RESPIRATORY SERV		Yes	No	No	08/31/2026	150.00
USAP	P70230	115854	841679	Check	1	8796		PIONEER ATHLETICS		Yes	No	No	08/31/2026	1,870.25
USAP	P70230	115832	841680	Check	1	2219		POSTMASTER		Yes	No	No	08/31/2026	1,663.64
USAP	P70230	115856	841681	Check	1	9521		RITEWAY BUSINESS FORMS		Yes	No	No	08/31/2026	331.57
USAP	P70230	115833	841682	Check	1	2314		RYAN MECHANICAL		Yes	No	No	08/31/2026	7,500.00
USAP	P70230	115840	841683	Check	1	3029		SCHMITT MUSIC		Yes	No	No	08/31/2026	155.00
USAP	P70230	115839	841684	Check	1	2704	R2	SCHOLASTIC MAGAZINES		Yes	No	No	08/31/2026	17,453.99
USAP	P70230	115834	841685	Check	1	2352	R2	SCHOOL HEALTH CORPORATION		Yes	No	No	08/31/2026	145.00
USAP	P70230	115801	841686	Check	1	10918	R1	SCREENCASTIFY, LLC		Yes	No	No	08/31/2026	8,689.51
USAP	P70230	115813	841687	Check	1	12027		SOCCER SHOTS		Yes	No	No	08/31/2026	4,650.00
USAP	P70230	115835	841688	Check	1	2423		SOUTH WASHINGTON COUNTY SCHO		Yes	No	No	08/31/2026	400.00
USAP	P70230	115796	841689	Check	1	10270		SWANK MOVIE LICENSING USA		Yes	No	No	08/31/2026	3,642.00
USAP	P70230	115802	841690	Check	1	11169		TECH ACADEMY/THOMSEN SYSTEMS		Yes	No	No	08/31/2026	600.00
USAP	P70230	115836	841691	Check	1	2548	R1	T-MOBILE		Yes	No	No	08/31/2026	177.06
USAP	P70230	115837	841692	Check	1	2559		TRIO SUPPLY		Yes	No	No	08/31/2026	4,032.02
USAP	P70230	115841	841693	Check	1	3277		UPPER LAKES FOODS, INC		Yes	No	No	08/31/2026	37,985.70
USAP	P70230	115808	841694	Check	1	11727		VERNIER SOFTWARE & TECHNOLOGY		Yes	No	No	08/31/2026	1,118.36
USAP	P70230	115805	841695	Check	1	11437		VOLUME CASES		Yes	No	No	08/31/2026	7,034.25
USAP	P70230	115799	841696	Check	1	10722	R4	WALCOTT SOLAR LLC		Yes	No	No	08/31/2026	24,704.93
USAP	P70230	115800	841697	Check	1	10723	R4	WARSAW SOLAR LLC		Yes	No	No	08/31/2026	23,465.16
USAP	P70230	115838	841698	Check	1	2635		WENGER CORPORATION		Yes	No	No	08/31/2026	2,402.02
USAP	P70230	115816	841699	Check	1	12308		WHISPERS OF LIFE DOULA LLC		Yes	No	No	08/31/2026	130.65

Bank Total: \$2,667,584.93

Report Total: \$2,667,618.58

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												Void	Date	
USPR	p272p1	115643		Wire	1	10929		AVIBEN LLC		No	Yes	No	08/06/2026	57,681.16
USPR	p272p1	115644		Wire	1	1984		MINNESOTA DEPT. OF REVENUE		No	Yes	No	08/06/2026	45,283.38
USPR	p272p1	115645		Wire	1	2016		MN TRA		No	Yes	No	08/06/2026	162,879.16
USPR	p272p1	115646		Wire	1	2705		EFTPS - TAX PAYMENT		No	Yes	No	08/06/2026	257,344.50
USPR	p272p1	115647		Wire	1	3283		MINNESOTA DEPT. OF REVENUE		No	Yes	No	08/06/2026	57.45
USPR	p272p1	115648		Wire	1	3880		MII LIFE		No	Yes	No	08/06/2026	0.00
USPR	p272p1	115649		Wire	1	7771		MINNESOTA PERA (WIRE TRANSFER)		No	Yes	No	08/06/2026	28,566.85
USPR	p272p2	115752		Wire	1	10929		AVIBEN LLC		No	Yes	No	08/20/2026	58,193.14
USPR	p272p2	115753		Wire	1	1984		MINNESOTA DEPT. OF REVENUE		No	Yes	No	08/20/2026	46,355.25
USPR	p272p2	115754		Wire	1	2016		MN TRA		No	Yes	No	08/20/2026	163,670.19
USPR	p272p2	115755		Wire	1	2705		EFTPS - TAX PAYMENT		No	Yes	No	08/20/2026	261,438.39
USPR	p272p2	115756		Wire	1	3880		MII LIFE		No	Yes	No	08/20/2026	0.00
USPR	p272p2	115757		Wire	1	7771		MINNESOTA PERA (WIRE TRANSFER)		No	Yes	No	08/20/2026	29,829.25
USPR	p272p3	115781		Wire	1	12267		OLD NATIONAL BANK FEES		No	Yes	No	08/25/2026	303.20
USPR	p271p3	115642	106126	Check	1	12383		POTTINGER, ANNIE		Yes	No	No	08/04/2026	178.52
USPR	p272p1	115650	106127	Check	1	12077		GURSTEL LAW FIRM PC		Yes	Yes	No	08/06/2026	590.98
USPR	p272p1	115651	106128	Check	1	1974		MINNESOTA CHILD SUPPORT PYMT C		Yes	Yes	No	08/06/2026	11.00
USPR	p272p2	115764	106129	Check	1	5234		EDUCATION MINNESOTA		Yes	No	No	08/20/2026	16.00
USPR	p272p2	115759	106130	Check	1	12077		GURSTEL LAW FIRM PC		Yes	Yes	No	08/20/2026	590.98
USPR	p272p2	115765	106131	Check	1	7384		HIGH SCHOOL FACULTY SCHOLARSHII		Yes	Yes	No	08/20/2026	56.00
USPR	p272p2	115761	106132	Check	1	1974		MINNESOTA CHILD SUPPORT PYMT C		Yes	Yes	No	08/20/2026	11.00
USPR	p272p2	115762	106133	Check	1	2002		MINNESOTA TEAMSTERS LOCAL 320		Yes	Yes	No	08/20/2026	2,103.00
USPR	p272p2	115760	106134	Check	1	12079		NATIONAL D.R.I.V.E.		Yes	Yes	No	08/20/2026	8.00
USPR	p272p2	115763	106135	Check	1	2010		NCPERS GROUP LIFE INS -157410		Yes	Yes	No	08/20/2026	32.00
USPR	p272p2	115758	106136	Check	1	11741		ST. CROIX VALLEY FOUNDATION		Yes	Yes	No	08/20/2026	80.00
USPR	p272p3	115782	106137	Check	1	11734		THE HARTFORD		Yes	No	No	08/25/2026	10,410.93
USPR	p272p3	115783	106138	Check	1	12152		VISION SERVICE PLAN		Yes	Yes	No	08/25/2026	966.00

Bank Total: \$1,126,656.33Report Total: \$1,126,656.33

HASTINGS PUBLIC SCHOOLS
Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
												Void	Date	
ACTV	P01ASA	115654		Wire	1	11387		AMAZON CAPITAL SERVICES, INC		No	Yes	No	08/06/2026	66.18
ACTV	P01ASB	115674		Wire	1	12367		US BANK ONE CARD		No	Yes	No	08/13/2026	929.20
ACTV	P02AS2	115675	38486	Check	1	4182		WAHLSTROM, JOSH		Yes	Yes	No	08/13/2026	279.99
ACTV	P02AS4	115775	38487	Check	1	11497		EDEN PRAIRIE BANDS		Yes	No	No	08/24/2026	200.00
ACTV	P02AS4	115777	38488	Check	1	1483		GRAPHIC DESIGN INC		Yes	No	No	08/24/2026	221.00
ACTV	P02AS4	115778	38489	Check	1	8295		MATUZAK, JOEL		Yes	Yes	No	08/24/2026	3,000.00
ACTV	P02AS4	115776	38490	Check	1	12337		ZACK ANDERSON		Yes	Yes	No	08/24/2026	20.19
Bank Total:														\$4,716.56
Report Total:														\$4,716.56

HASTINGS PUBLIC SCHOOLS

Dental Self-Funded Summary

Period Ending August 31, 2026

Sequence: Crs, Org, Fd

										27ADP			% YTD			Remaining
										Annual Budget	Period 202702	Year To Date	% YTD	Encumbrances	+ Enc	Balance
Description																
R	20	000	000	000	087	000	422	000	EE Unpaid Premiums	0.00	0.00	0.00	0%	0.00	0%	0.00
R	20	000	000	000	092	000	422	000	Interest-Dental	(45,000.00)	(3,276.35)	(7,055.68)	16%	0.00	16%	(37,944.32)
R	20	000	000	000	095	000	422	000	Employer Share/Premiums	(481,563.00)	(7,525.73)	(65,501.85)	14%	0.00	14%	(416,061.15)
R	20	000	000	000	097	000	422	000	Employee Share/Premiums	(98,634.00)	(2,316.15)	(9,482.19)	10%	0.00	10%	(89,151.81)
R	20	000	000	000	098	000	422	000	Retiree-Cobra Share/Premium	(120,443.00)	(14,303.65)	(25,045.86)	21%	0.00	21%	(95,397.14)
E	20	005	105	000	236	000	422	000	Dental Insurance Claims	651,351.00	67,516.05	150,815.94	23%	0.00	23%	500,535.06
E	20	005	105	000	301	000	422	000	Fees-Carrier & Consultant	40,695.00	3,353.58	6,737.92	17%	0.00	17%	33,957.08
000 Districtwide										(53,594.00)	43,447.75	50,468.28	(94%)	0.00	(94%)	(104,062.28)
Report Totals:										(53,594.00)	43,447.75	50,468.28	(94%)	0.00	(94%)	(104,062.28)

HASTINGS PUBLIC SCHOOLS

Health Self-Funded Summary

Period Ending August 31, 2026

Sequence: Crs, Org, Fd

										27ADP			% YTD			Remaining
										Annual Budget	Period 202702	Year To Date	% YTD	Encumbrances	+ Enc	Balance
R	21	000	000	000	087	000	422	000	EE Unpaid Premiums	0.00	0.00	0.00	0%	0.00	0%	0.00
R	21	000	000	000	092	000	422	000	Interest -Health	(165,000.00)	(9,608.51)	(21,157.51)	13%	0.00	13%	(143,842.49)
R	21	000	000	000	095	000	422	000	Employer Share/Premiums	(7,777,386.00)	(139,962.22)	(1,056,245.68)	14%	0.00	14%	(6,721,140.32)
R	21	000	000	000	097	000	422	000	Employee Share/Premiums	(1,592,958.00)	(17,831.72)	(163,413.00)	10%	0.00	10%	(1,429,545.00)
R	21	000	000	000	098	000	422	000	Retiree-Cobra Share/Premium	(441,164.00)	(48,901.47)	(82,870.70)	19%	0.00	19%	(358,293.30)
R	21	000	000	000	099	000	422	000	ER/Trust Share for Retirees	(38,362.00)	(2,398.65)	(4,797.30)	13%	0.00	13%	(33,564.70)
E	21	005	105	000	223	000	422	000	Medical Insurance Claims	6,955,772.00	688,845.48	1,112,323.93	16%	0.00	16%	5,843,448.07
E	21	005	105	000	224	000	422	000	Pharmacy Claims	2,981,045.00	222,373.79	411,181.60	14%	0.00	14%	2,569,863.40
E	21	005	105	000	300	000	422	000	Pharmacy Rebates/Admin Fees	(766,552.00)	(52,427.06)	(110,341.56)	14%	0.00	14%	(656,210.44)
E	21	005	105	000	301	000	422	000	Veba/Flex/Health	259,333.00	21,577.95	23,001.95	9%	0.00	9%	236,331.05
E	21	005	105	000	308	000	422	000	StopLoss	601,583.00	50,149.52	50,149.52	8%	0.00	8%	551,433.48
E	21	005	105	000	312	000	422	000	Consultant-OneDigital \$40,000	39,980.00	0.00	20,600.00	52%	0.00	52%	19,380.00
E	21	005	105	000	314	000	422	000	Springbuk Fee \$1/pm/pm	4,788.00	0.00	1,191.00	25%	0.00	25%	3,597.00
E	21	005	105	000	317	000	422	000	Network Fees	13,454.00	0.00	0.00	0%	0.00	0%	13,454.00
000 Districtwide										74,533.00	711,817.11	179,622.25	241%	0.00	241%	(105,089.25)
R	21	000	000	000	089	326	422	000	Employer-PCORI-ACA	(3,912.00)	0.00	(3,601.86)	92%	0.00	92%	(310.14)
R	21	000	000	000	094	326	422	000	Employer-VEBA Trust Rev	(558,000.00)	(8,600.00)	(16,100.00)	3%	0.00	3%	(541,900.00)
E	21	005	105	000	301	326	422	000	Employer-VEBA Trust Pmt.	558,000.00	8,600.00	16,100.00	3%	0.00	3%	541,900.00
E	21	005	105	000	313	326	422	000	Employer-PCORI- ACA	3,912.00	0.00	3,601.86	92%	0.00	92%	310.14
326 District Additional R/E										0.00	0.00	(0.00)	0%	0.00	0%	(0.00)
Report Totals:										74,533.00	711,817.11	179,622.25	241%	0.00	241%	(105,089.25)



2026-2027 Fundraisers for Approval September 2026

Fundraisers are approved on a monthly basis by the School Board

Fund	Student Group	School	Fundraiser Description	Timeframe	Responsible Teacher/ Advisor	Funds Used for
04 - Community Education	Adults with Disabilities	Tilden	Handmade Card Sales	10/1/26-12/31/26	Jaclyn Hansey	AWD activities supplies
10 - Student Activities	National Honor Society	High School	Culver's Night	10/19/26	Jackie Morrison & Nikki Peters	NHS induction supplies
11 - Deferred Accounts	Kennedy Elementary	Kennedy Elementary	Scholastic Book Fair	10/12/26-10/14/26 & 2/24/27-2/26/27	Kyle Latch	Literacy-Books
04 - Community Education	Preschool	Tilden	T-Shirt Fundraiser	11/1/26-12/22/2026	Jenifer Johnson	Preschool internal scholarships & class materials
11 - Deferred Accounts	Middle School	Middle School	Scholastic Book Fair	12/7/26-12/15/26 & 3/1/27-3/9/27	Heather Kopp	Media Center-Books
10 - Student Activities	Nordic Ski	High School	Ski-a-Thon (collect pledges for skiing a goal distance)	12/12/26	Joe Rabaey	Ski equipment, banquet, transportation
10 - Student Activities	Boys & Girls Track & Field	High School	Vertical Raise Card Sales	3/15/27-4/9/27	Jason Koch	Track & Field equipment
10 - Student Activities	National Honor Society	High School	Gillette Walk-a-Thon	4/7/27-5/1/27	Jackie Morrison & Nikki Peters	Profits to Gillette Children's Hospital
10 - Student Activities	Art Club	High School	Empty Bowls Dinner	4/14/27	Bert Casperson	Profits to Hastings Family Services



Completed Fundraisers

Fundraisers are approved on a monthly basis by the School Board

Fund	Student Group	School	Fundraiser Description	Timeframe	Responsible Teacher/ Advisor	Funds Used for	Date Board Approved	Amount Raised
10 - Student Activities	Girls Tennis	High School	Car Wash	8/22/26	Marissa Welch	Girls Tennis	7/15/26	\$2,100.00

RETIREMENT/RESIGNATION/TERMINATION

NAME	STATUS	ASSIGNMENT	EMPLOYEE GROUP	EFFECTIVE DATE
Bartz, Lucas	Termination	Custodian; 8 Hours / Day McAuliffe Elementary	Custodian	September 3, 2026
Gibson, Jennifer	Resignation	Custodian; 8 Hours / Day Hastings High School	Custodian	August 18, 2026
Hammer, Patricia	Resignation	Cook; 6.25 Hours / Day Hastings Middle School	Food Service	September 1, 2026
Hodorff, Norma	Resignation	Lunch / Recess Aide; 2.5 Hours / Day Kennedy Elementary	Comm Ed Para	June 4, 2026
Ramos, Maria	Termination	Lunch / Recess Aide; 2.5 Hours / Day McAuliffe Elementary	ED MN - ESP	October 6, 2025
Van Guilder, Abigail	Resignation	School Age Care Assistant; 5.5 Hours / Day Pinecrest Elementary	Comm Ed Para	September 21, 2026

NEW HIRES

NAME	ASSIGNMENT	SALARY PLACEMENT/HOURLY RATE	EMPLOYEE GROUP	EFFECTIVE DATE
Appert, Ariana	SAC Student Assistant; 9 Hours / Week Pinecrest Elementary	\$11.50 / Hour	N/A	September 3, 2026
Greenlee, Gabriella	Custodian; 8 Hours / Day Hastings Middle School	\$23.11 / Hour	Custodian	September 28, 2026
Hodorff, Norma	Support Staff Sub; Hours Vary District Wide	\$17.84 / Hour	N/A	August 31, 2026
Thrush, Laurie	Interim Adult Service Coord; 18 Hours / Week Hastings Community Education	\$35.34 / Hour	N/A	September 3, 2026

ASSIGNMENT CHANGES

NAME	FROM	TO	EMPLOYEE GROUP	EFFECTIVE DATE(S)
Gergen, Megan	Lunch / Recess Aide; 2.5 Hours / Day \$21.05 / Hour Pinecrest Elementary	General Ed Paraprofessional; 6.25 Hours / Day \$22.51 / Hour Pinecrest Elementary	ED MN - ESP	August 25, 2026
Magnuson, Cassandra	Cook Assistant; 3 Hours / Day \$19.59 / Hour Hastings Middle School	SAC Assistant; 4 Hours / Day \$18.80 / Hour Kennedy Elementary	Comm Ed Para	September 8, 2026
Savola, Misty	Cook Assistant; 3 Hours / Day \$19.59 / Hour Hastings Middle School	Cook; 6.25 Hours / Day \$22.56 / Hour Hastings Middle School	Food Service	September 15, 2026

MISCELLANEOUS

NAME	STATUS	ASSIGNMENT	EMPLOYEE GROUP	EFFECTIVE DATE(S)
Mikla, Katie	TRA Part Time Teacher Program	Speech Pathologist; .8 FTE Hastings Middle School	ED MN - Teachers	August 24, 2026 - June 4, 2027



Hastings Public School District
ISD #200

806.1PR CARDIAC EMERGENCY RESPONSE PLAN (CERP)

I. PURPOSE

Hastings Public Schools has developed and implemented the following Cardiac Emergency Response Plan (CERP) to ensure our staff, coaches, and students are prepared to respond to a sudden cardiac arrest (SCA) that occurs on school property. SCA is the sudden and unexpected loss of heart function where the heart stops beating due to an irregular heart rhythm, in which case immediate medical attention is required. The CERP complies with Minnesota Statute 2025, section 121A.241 Cardiac Emergency Response Plan.

II. CONTACT PERSON

Geno Mazzali
Director of Facilities & Safety
Hastings Public Schools
1000 West 11th Street, Hastings, MN 55033
651-480-7053
gmazzali@isd200.org

III. RESPONSIBILITIES

Hastings Public Schools has assigned the following categories of responsibility to ensure the effective implementation and review of this CERP:

A. District Administrator(s)

1. Provide overall support and resources needed to successfully implement the CERP
2. Select a CERP Coordinator
3. Ensure annual approval of the CERP by the school board

B. School Administrator(s)

1. Select a Building CERT (Cardiac Emergency Response Team)
2. Ensure CERT members are trained in CPR/AED
3. Ensure CERT members have two-way communication devices with coverage throughout campus (inside and outside)
4. Ensure the CERP is distributed annually to all staff

C. CERP Coordinator(s)

1. Facilitate the overall development, implementation and evaluation of the written plan
2. Plan, facilitate and participate in the annual CERP drill at the beginning of the school year
3. Purchase and register new AED units
4. Order replacement AED equipment (batteries, pads), as needed
5. Determine proper location of AED units throughout campus (inside and outside)
6. Ensure monthly AED inspections are completed
7. Participate in the annual review of the CERP

D. Cardiac Emergency Response Team (CERT):

1. Act as a building first responder in the event of a sudden cardiac arrest on campus
2. Maintain CPR and AED certification
3. Participate in the development and annual review of the CERP and provide recommendations for improvement
4. Participate in the annual CERP drill and debrief

E. Staff and Coaches

1. Become familiar with the building CERP
2. Recognize the signs of sudden cardiac arrest (SCA)
3. Understand how to initiate the building emergency medical response protocol
4. Call 911 to activate emergency medical services whenever a SCA is witnessed
5. Know the location of AEDs inside and outside of the building
6. Coaches receive additional cardiac emergency response training through the Athletics Emergency Action Plan

IV. CARDIAC EMERGENCY RESPONSE TEAM (CERT)

Hastings Public Schools has established a CERT at each school. CERT members have been trained to respond to emergency medical situations and act as first responders in our buildings. The CERT conducts an annual cardiac emergency response drill at the beginning of each

school and participates in the annual review of the CERP. See Appendix E for CERT drill records.

School staff who are considered good candidates for the CERT include, school nurses, physical education teachers, activities director, athletic trainers, coaches, playground supervisors, and other staff who supervise before school and after school activities.

Members of Hastings Public School's Cardiac Emergency Response Team are documented in Appendix D.

V. AUTOMATED EXTERNAL DEFIBRILLATORS (AEDs)

AEDs are devices used to analyze the heart's rhythm and, if necessary, deliver an electrical shock, to restore normal rhythm. AEDs are lifesaving devices designed to be easy to use with visual and audio guidance. The U.S. Food and Drug Administration (FDA) and state agencies regulate AEDs.

According to Minnesota State Law 604A.01, also known as the Good Samaritan law, the non-professional user of an AED is exempt from civil liability. The law places a legal duty on people to provide reasonable assistance to others that have been exposed to or are in peril of grave physical harm. The purpose of the Good Samaritan law is to encourage non-emergency personnel to help those in peril. The law protects lay people from civil liability for negligence committed while voluntarily providing emergency care. The immunity exists both at the scene of the emergency and while transporting someone to a location where professional care can be rendered.

A. Placement

Hastings Public Schools has placed AEDs throughout the buildings. The AEDs are installed in easily accessible, high traffic areas of the buildings, such as main hallways, cafeterias, and gymnasiums. Our goal is to place enough AEDs throughout the campus to allow for retrieval to the scene within 3 minutes of being notified of a potential cardiac emergency. In addition, portable AEDs are available for coaches or athletic trainers to bring to athletic practices and events.

A complete inventory of AEDs can be found in Appendix B. A site map with AED locations can be found in Appendix C.

Each AED is stored in an unlocked case with the device's readiness indicator facing outward and visible signage in the vicinity that clearly indicates the location of the device with AED use instructions available.

Adult pads are available in each AED case. The adult pads can be used for children if pediatric pads are not available.

B. Registration

Minnesota Statutes 2025, section 403.51, states that a person who purchases or obtains a public access AED shall register that device with an AED registry within 30 working days of receiving the AED. The CERP Coordinator is responsible for registering AEDs with the National Emergency AED Registry (NEAR) through the PulsePoint Foundation at <https://www.pulsepoint.org/pulsepoint-aed>.

C. Inspections and Maintenance

The building nurse is responsible for monthly inspections of the AEDs, storage cabinets and CPR kits to verify all supplies are accounted for and functioning properly. These inspections are documented on a checklist, online system and maintained by the building nurse. Completed inspection forms are collected at the end of each school year and are available upon written request to the Superintendent's office.

When an AED needs service, the person conducting the inspection notifies the CERP Coordinator. The AED batteries and pads are replaced prior to their expiration date. AED units are replaced roughly every 8-10 years, or sooner if discontinued, recalled, or showing alerts.

If a district-owned AED is used, the CERP Coordinator must be notified so that the pads and batteries can be replaced.

VI. INSTRUCTION, TRAINING, AND DRILLS

To ensure a coordinated and rapid response to cardiac emergencies within our schools and at our district-sponsored activities, Hastings Public Schools requires all staff and coaches to review the CERP at the beginning of each school year along with instructions for how to initiate the school emergency response team, locations of AEDs in the building, and a reminder to call 911 upon witnessing a cardiac emergency.

A. CPR Training

All staff and coaches are also encouraged to attend annual CPR training which is provided periodically throughout the school year. CPR training includes:

- How to recognize sudden cardiac arrest
- How to perform chest compressions (Hands-Only CPR)
- How to use an AED

CPR training records are maintained by the District School Nurse.

B. CPR & AED Instruction for Secondary Students

Hastings Public Schools provides onetime CPR and AED instruction as part of our curriculum for students in grades 7 to 12 as required by Minnesota Statutes 2025, section 120B.236a. A drill will be included as part of the student instruction.

C. CERT Drills

Each school's CERT conducts at least one annual cardiac emergency response drill led by a school nurse at each building. The drills allow the response team to practice key elements of the CERP including effective communication, availability of CPR/AED certified responders, identification of roles and responsibilities, access to AEDs, and coordination with onsite local first responders. The goal of each drill is to successfully complete the cardiac emergency response procedures in 5 minutes or less.

At the end of each drill, CERT members will conduct a post-drill debrief to analyze performance, focus on what went well and identify areas for improvement.

Recommendations will be shared with the CERP Coordinator and necessary changes will be incorporated in the CERP. See Appendix E for a sample CERT drill record form. Drill records are maintained by building administration.

VII. PLAN DISTRIBUTION AND COMMUNICATION

The CERP is distributed to all staff, coaches, and local first responders at the start of each school year as required by Minnesota Statutes 2025, section 121A.241 subdivision 2(4). The CERP Coordinator is responsible for plan distribution, including the police chief and fire chief.

VIII. RECORDKEEPING AND ANNUAL REVIEW

The CERP Coordinator is responsible for maintaining applicable training and drill records as well as the AED inspection records.

The CERT members are responsible for reviewing the CERP annually and providing recommendations to district and building administration, as needed. These recommendations will be shared with the School Board as part of their annual review as required by Minnesota Statutes 2025, section 121A.241, subdivision 2(6).

IX. APPENDICES

- A. Annual Review Form
- B. CERP Protocol
- C. AED Inventory
- D. AED Site Maps
- E. Cardiac Response Team(s) (CERT)
- F. CERT Drill Records

X. REFERENCES

Minnesota Department of Education. *Model Cardiac Emergency Response Plan for Schools*.
Revised November 1, 2025.

Minnesota Statutes § 121A.241 (2025). “Cardiac Emergency Response Plan.” Minnesota
Legislature, Office of the Revisor of Statutes.

Minnesota Statutes § 120B.236 (2025). “CPR and AED Instruction.” Minnesota Legislature,
Office of the Revisor of Statutes.

Minnesota Statutes § 121A.035 (2025). “Crisis Management Policy.” Minnesota Legislature,
Office of the Revisor of Statutes.

Minnesota Statutes § 403.51 (2025). “AED; Registration.” Minnesota Legislature, Office of the
Revisor of Statutes.

Minnesota Statutes § 604A.01 (2025). “Good Samaritan Law.” Minnesota Legislature, Office
of the Revisor of Statutes.

Policy Reviewed: 09.16.2026

Policy Adopted:

Policy Revised:

Appendix A
Hastings Public Schools Annual Review Form
Cardiac Emergency Response Plan (CERP)

Certification

I certify that I have reviewed the information provided and accept this written management plan. With assistance from our EHS consultant, the district will implement the policies and procedures noted within this plan. The written plan is a working document that will be reviewed and revised annually, or as needed.

Print Name

Signature

Date

Program reviews and follow-up of program-related issues are documented below.

Date	Actions/Comments	Reviewed By

Appendix B

Cardiac Emergency Response Protocol

Scenario: A person is found on the ground, not responding to verbal prompts or physical touch. The person is observed to have abnormal breathing (irregular breaths, gasping, or not breathing at all) and may begin to show seizure-like movements or convulsions. **YOU NEED TO TAKE IMMEDIATE ACTION.**

1. Recognize signs of Sudden Cardiac Arrest (SCA). Signs may include one or more of the following:
 - o Not moving, unresponsive, or unconscious
 - o Not breathing normally (e.g., person may have irregular breathing patterns, gasping or gurgling, or may not be breathing at all)
 - o Seizure or convulsion-like movements
2. The first school staff member to observe the unresponsive person will call 911 or designate another adult to call 911.
 - o Provide location address
 - o Explain the person's condition/symptoms
 - o Listen carefully to the dispatcher for additional guidance
 - o Stay on the line and answer dispatch questions
3. Once 911 has been called, activate the cardiac emergency response team (CERT) immediately using the Raptor System. Use a calm, clear voice to call the office and state, **"There is a cardiac emergency in [name specific location] and 911 has been called."**
4. The first staff member who found the unresponsive person should also designate someone to retrieve and deliver an AED from the nearest location to the emergency. Often a team member enroute to the scene can retrieve the AED the fastest.
5. The first staff member at the scene of the emergency should also start CPR using Hands-Only CPR (if they are not CPR certified), as an effective response that increases chance of survival until a CERT member or EMS arrives on scene).
 - o Place the person on their back on a firm flat surface.
 - o Using two (2) hands place the heel of one hand in the center of the chest, on the lower half of the breastbone, with the other hand directly on top (or one hand for smaller children), pushing hard and fast to a depth of about 2 inches (or one-third the depth of the chest for smaller children). You can lift or interlock fingers to keep them off the chest.
 - o Conduct 100-120 compressions per minute, allowing the chest to rise fully between compressions.
 - o If you are able and willing to provide rescue breaths, use a CPR barrier mask and provide 2 breaths after 30 compressions.
 - o Continue compressions until help arrives.

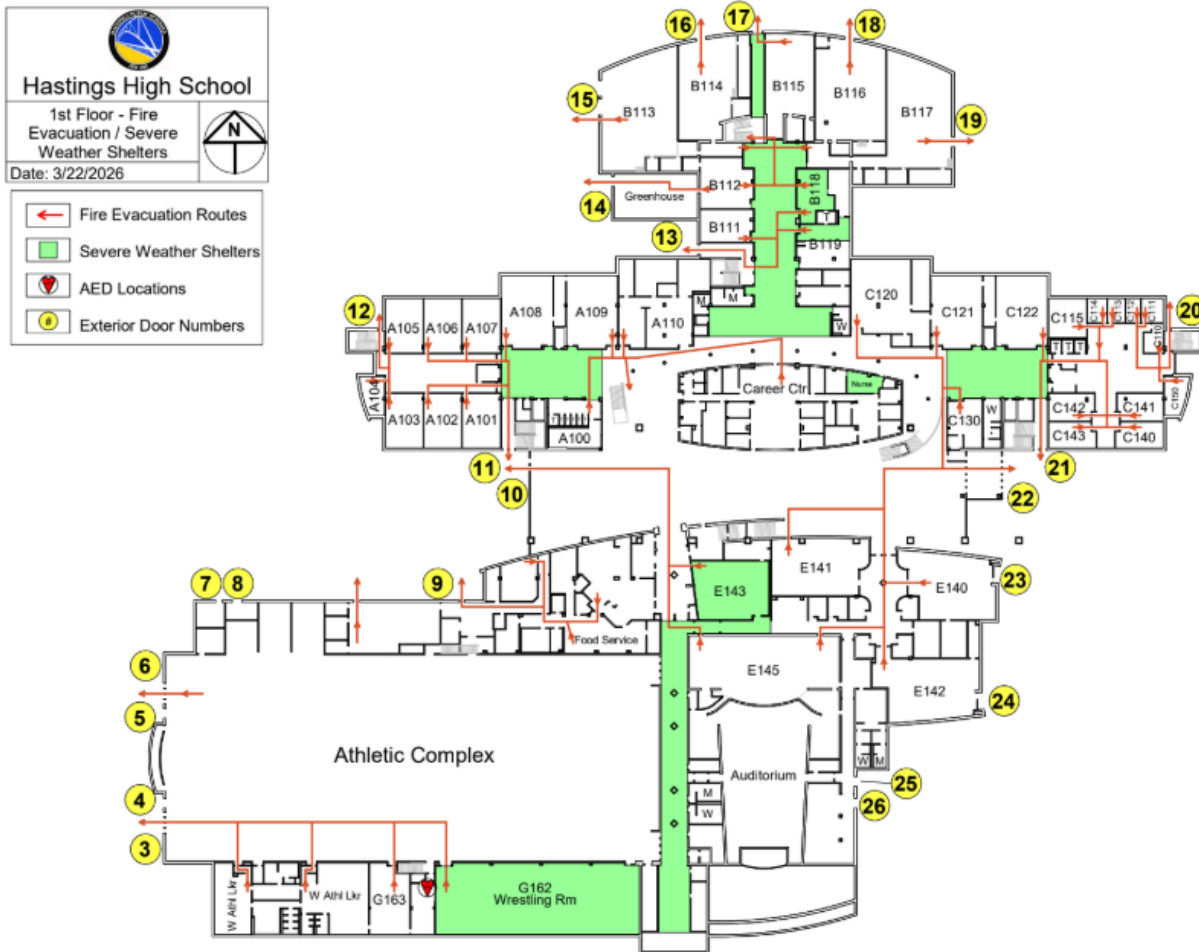
6. School administrators or office staff should follow communication procedures within the Crisis Management Plan for placing the school in a **HOLD** status for a medical emergency; and alerting CERT members using a two-way communication system to the location of the medical emergency.
7. CERT members should report to the emergency location and respond based on their assigned roles and responsibilities, ensuring CPR certified staff remain on scene; and additional staff are securing the location and available at entry points to quickly direct EMS personnel to the scene.
8. When the AED arrives, turn the device on immediately.
9. Follow the AEDs' visual and audio prompts for pad placement and shock advisement. ***Note: the AED will only deliver electrical shocks if advised by the device.*** Continue CPR, rotating staff performing chest compressions as needed, until the affected person becomes responsive or an EMS takes over.
10. Transfer care to EMS upon their arrival reporting the time the unresponsive person was found and when CPR began.
11. Designate a CERT member to document the emergency, noting the time the event began, when CPR was initiated, when and if the AED delivered a shock, the time EMS arrived on scene and assumed control of the emergency response, and the person's condition when care was transferred to EMS.
12. A school administrator or office staff should notify emergency contacts for the unresponsive person following the communication procedures outlined in the Crisis Management Plan.
13. Medical providers evaluating the person following the emergency response may request information about what the person was doing at the time of the event, as well as retrieval of data from the AED to determine proper treatment. EMS personnel may request that the school send the AED with the person to the hospital.
14. CERT members should allow for time following the event to debrief the outcome of the cardiac emergency; and complete an after-action review to identify successes and areas needing improvement, updating plans and protocols accordingly.
15. A plan should be developed for supporting staff and/or student mental health needs following their participation in or observation of a medical emergency response on campus. The plan should include staff support through the Employee Assistance Program (EAP) or the Regional Crisis Response Team. Staff may also engage with school-employed mental health professionals to evaluate post-event trauma and identify students who may need additional care and support following the emergency event.

Appendix C
AED Inventory and Inspections

(Inspection data is available upon written request to the Superintendent's Office)

Building	Physical Location	Device	Model	Serial Number
Athletic	HHS#1 (Portable)	HeartSine	450P	19G00005558
Athletic	HHS#2 (Portable)	HeartSine	450P	19G00008770
Athletic	HHS#3 (Portable)	HeartSine	450P	19G00007202
Athletic	HHS#4 (Portable)	HeartSine	450P	19G00008479
Athletic	HHS#5 (Portable)	HeartSine	450P	19G00004071
Athletic	HHS#6 (Portable)	HeartSine	450P	20G00002085
Athletic	HHS#7 (Portable)	Physio	Express	47851459
High School	Trainer's Office (Portable)	Physio	Lifepak CR2	51715038
High School	HS ALC Wing	Physio	Lifepak CR2	51715024
High School	HS Gym 1st floor next to trainer office	Physio	Lifepak CR2	50352338
High School	HS (A210) 2nd floor near elevator	Physio	Lifepak CR2	50354843
High School	HS 2nd floor outside principal's office	HeartSine	450P	20G00001765
Kennedy	Kennedy Elem lobby	Physio	Lifepak CR2	50306489
McAuliffe	McAuliffe Elem lobby	Physio	Lifepak CR2	50355488
Middle School	MS by office main hallway	Physio	Lifepak CR2	50306478
Middle School	MS hallway near gyms	Physio	Express	47535615
Middle School	MS 2nd floor by room 215 between boys toilet and stair well	HeartSine	450P	20G00000836
Pinecrest	Pinecrest Elem lobby	Physio	Lifepak CR2	50304555
Tilden	Tilden Community Center Senior Center hallway	Physio	Lifepak CR2	50305949
Todd Field	Outside Concession stand on south side of building	Physio	Lifepak CR2	55272799

412.1PR-11





Hastings High School

2nd Floor - Fire
Evacuation / Severe
Weather Shelters

Date: 3/22/2026

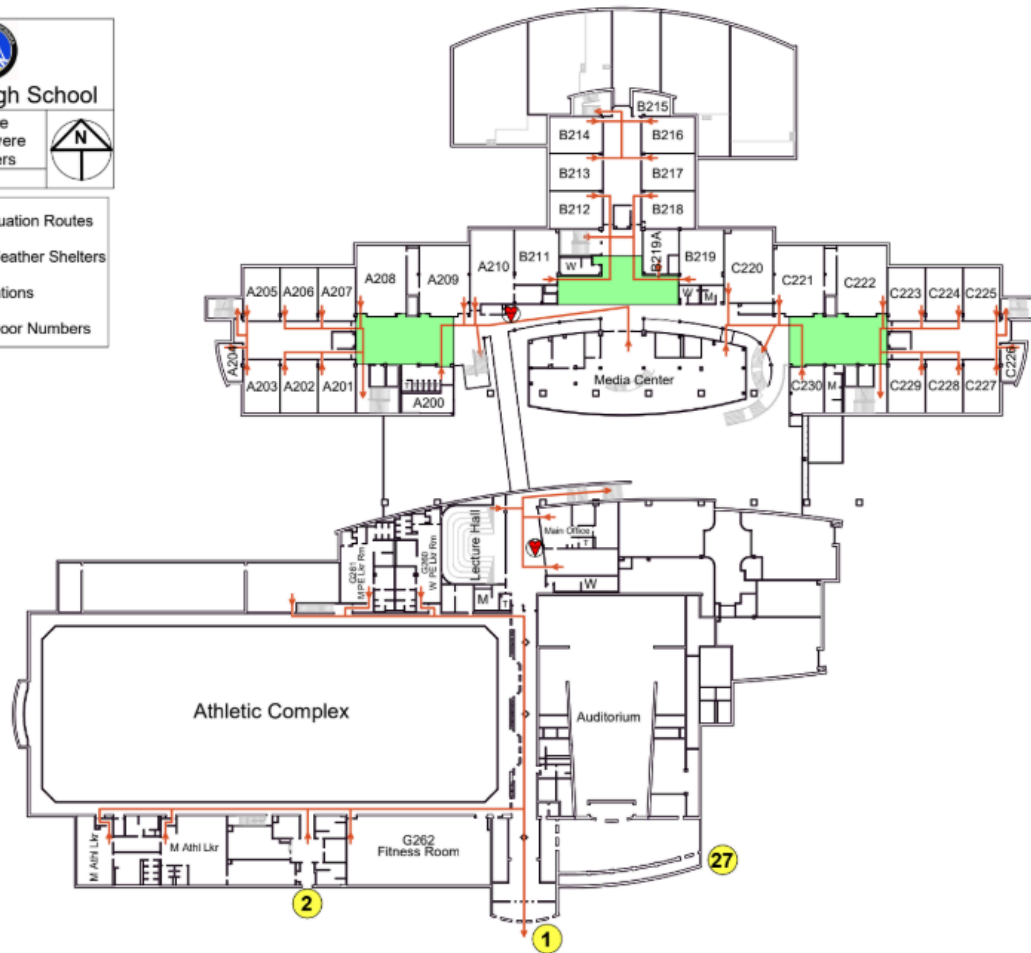


 Fire Evacuation Routes

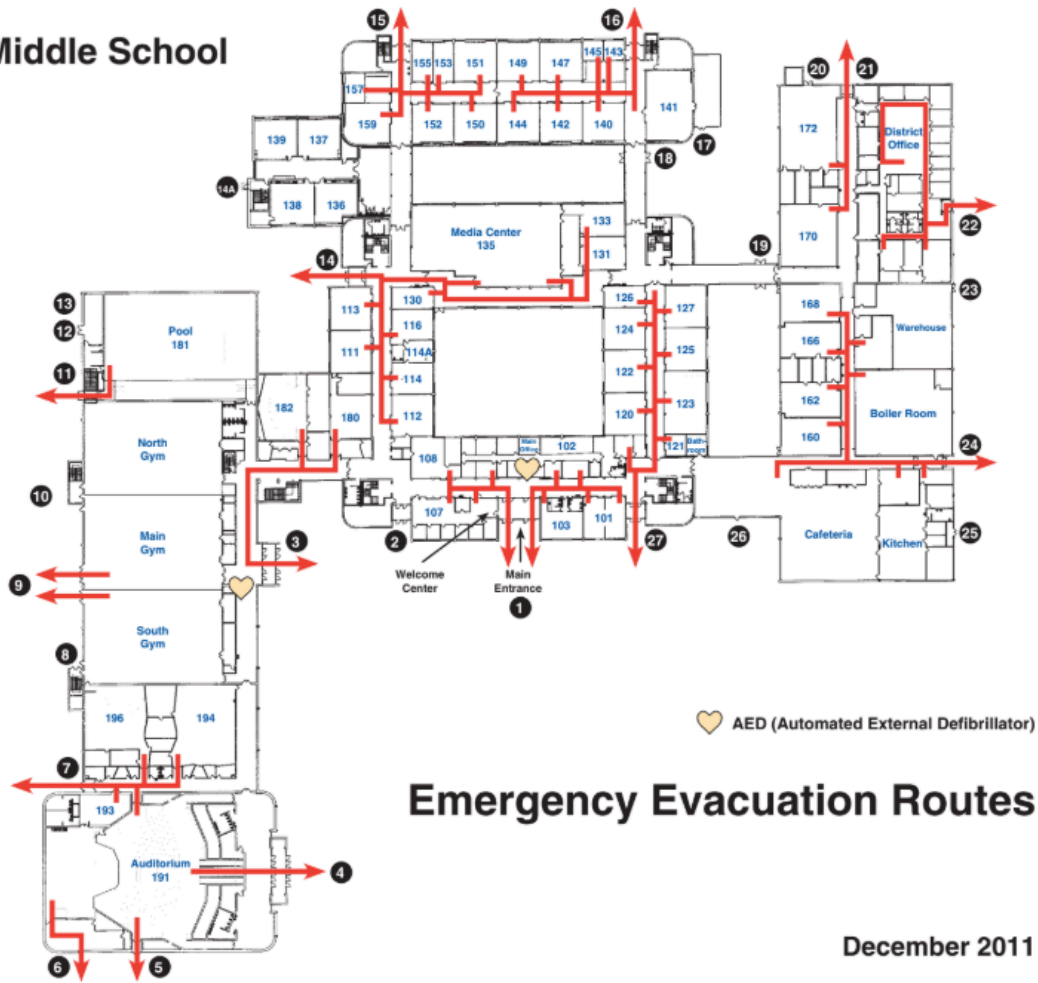
 Severe Weather Shelters

 AED Locations

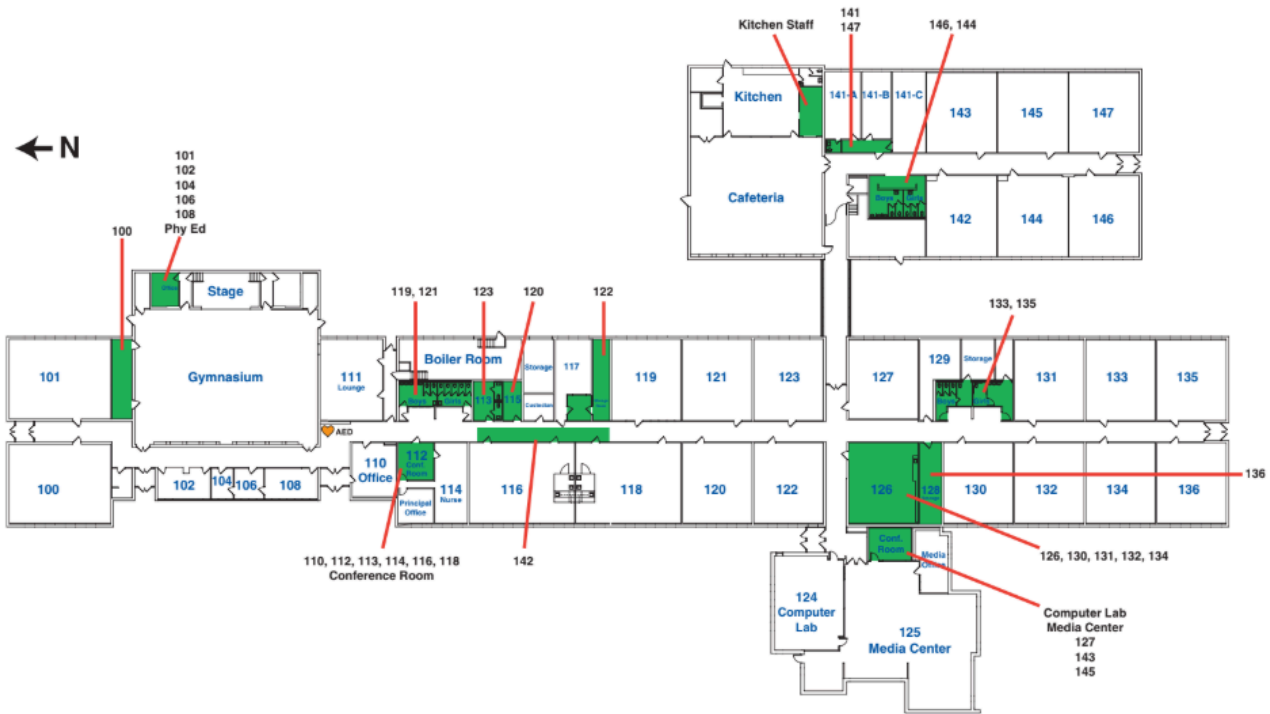
 Exterior Door Numbers



Hastings Middle School First Floor



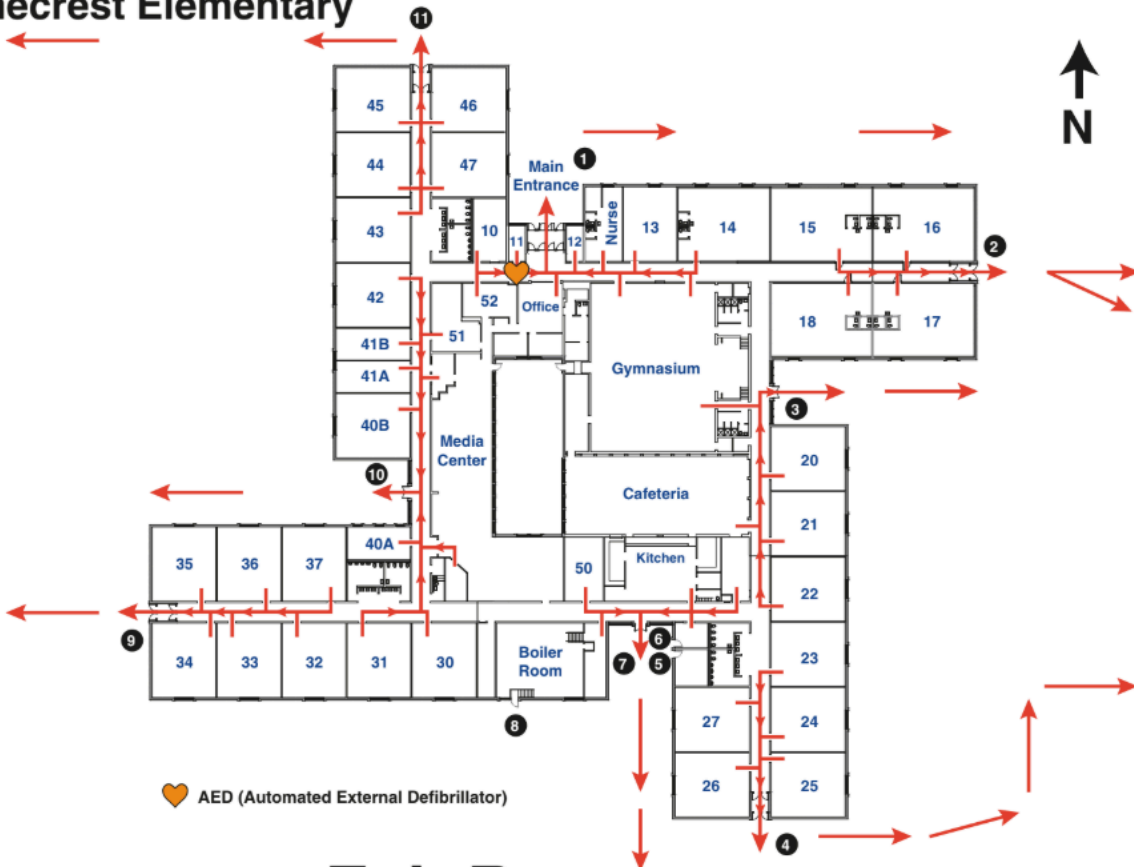
John F. Kennedy Elementary



Severe Weather Shelter

December 2011

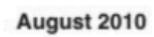
Pinecrest Elementary



Emergency Exit Routes

November 2014

↑
N



Tilden Community Center



December 2011



AED (Automated External Defibrillator)

Appendix E
Cardiac Emergency Response Team(s)

Tilden	Kennedy	McAuliffe	Pinecrest
Kari Gorr	Kyle Latch	Matt Esterby	Paul Bakker
Mary Ellen Fox	Ruthie Wolkerstorfer	Jon McTague	Cheryl Niebur
Sarah Anderson	Larissa Jording	Mackenzie Lucas Kennedy	Beth Decker
Jen Johnson	Amanda Pommerening	Bernie Vargas	Jamie Clark
Jaci Hansey	Maria Paulson	Katie McBride	Michaela Burr
Robert Halberg	Will Van Duzer	Melinda Zajac	Tom Brenny
Kim Sill	Dave Clark	Kris Dehmlow	McKenzie DeBuono
Anna Tloughan	MacKenzie Condon	Cheryl Maniak	Garrett Retka
	Kim Meier		

Middle School	High School
Ryan Wynn	Scott Doran
Ellen Rademacher	Suzanne Kolpin
Katie Cassidy	Michael Smiley
Erin Stewart	Kim Hoff
Jade Achman	Naomi Marietta
Megan Latch	Kristina Cook
Brooke Johnson	Sue Beskau
Scott Addyman	Steve Peterson
Mike Green	Trent Hanson
Myles Knutson	
Matt Stolte	
Jessica Bright	
Rachel Reinert	
Lyndsey Wilson	
Officer Jim Domeier	

Appendix F
Cardiac Emergency Response Drill Records Form



Building: _____

Trainer/Building Nurse: _____

Date of Training: _____

Training records and completion logs are maintained locally at each building under the responsibility of building administration.

Agenda:

- **Introduction**
 - Walk through a cardiac emergency
- **First Response Team**
 - Responsibilities and Procedures
 - Example Situations
 - Building-specific Meetings
 - Code Words: "Medical Emergency team"
- **Question and Answer Period**

Print Full Name	Department	Signature



Hastings
Public Schools

Potential Referendum Survey Consultants

September 10, 2026 Finance Committee
September 23, 2026 Regular Board Meeting

**Morris
Leatherman**

**Donovan
Group**

**School
Perceptions**

Students are the heart



of all we do

Survey Objective

Purpose

Understand the level of community support for additional operational funding.

Goal

Gather reliable feedback while also helping residents understand the district's needs and options.

Board Decision

Select the survey approach that best meets our needs for reliable results, community participation, timeline, and cost.

1

Design Survey

Write the survey questions and decide what information to include.

2

Gather Feedback

Invite people to take the survey and collect their responses.

3

Review the Results

Look at the responses overall and by different groups.

4

Share the Findings

Results presented to the Board and community.

At-a-Glance Comparison

Category	Morris Leatherman	Donovan Group	School Perceptions
Approach	Random telephone survey	Online survey with weighted reporting	Mail-to-all with online + paper return
Target audience	400 randomly selected district households	Dependent on district outreach respondent groups	Every district household
Strength	Statistical sample designed to represent district adults	Strong communications support and fast reporting	Broadest reach and strongest paper access
Consideration	Smaller number of residents participate	Success depends on getting a broad mix of residents to respond	Printing and postage increase the total cost
Base vendor fee	\$25,000	\$10,000	\$11,000

Base vendor fee: excludes printing, postage, translation, additional services, and in-person visits unless otherwise noted.

Morris Leatherman Company

400

randomly selected
households

±5%

projectable margin at
95/100 cases

\$25K

base cost, up to
60 questions

2 wks

fieldwork after final
survey

What stands out

Uses a traditional scientific polling model with a random sample of district households

Includes

Final written report, major findings, cross tabulations, multivariate analysis, and presentation

Donovan Group

\$10K

basic survey
cost

840+

target completed
surveys

2 wks

recommended
survey window

1 wk

draft report
after close

\$20K

optional full
engagement package

What stands out

Combines an online community survey with communication materials to help promote participation and share results

Includes (basic survey cost)

Online survey, introduction letter, social media materials, news release, participation updates, reports, postcard design, and results flyer

School Perceptions

\$11K

base vendor fee

15K+

households mailed

1x code

unique code for each household

1,400+

community survey projects

\$60/hr

optional comment analysis, additional data analysis & translation

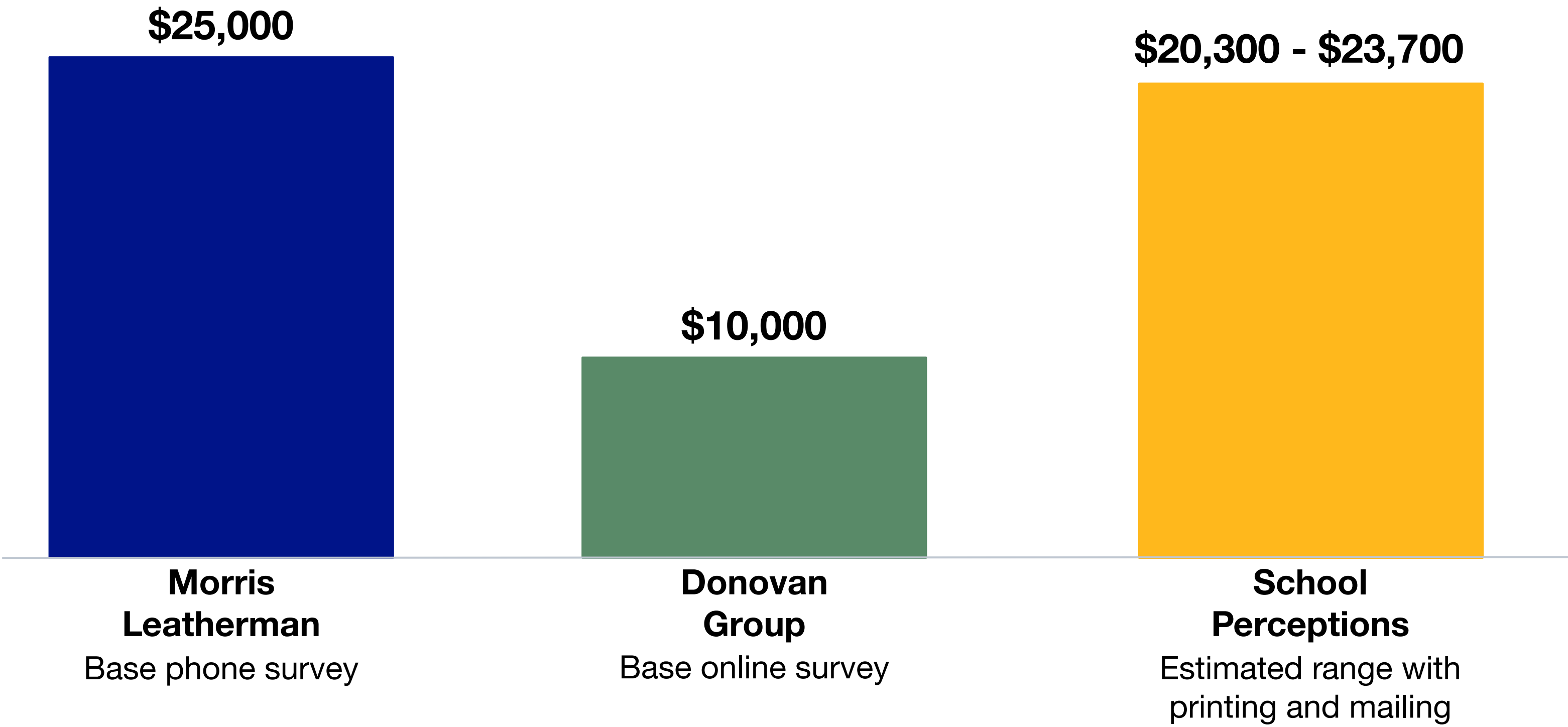
What stands out

Every district household receives an invitation to participate, with both online and paper survey options

Includes

Strategy development, survey design, administration support, unique access codes, staff/parent launch and reminders, data portal, report, virtual presentation

Estimated Cost



School Perceptions Cost Details

\$11,000 survey fee plus printing and mailing options

Option	Printer	What is included	Print + mail	Approx. total
8-page booklet	La Crosse	Printing \$3,587.25 Mailing services \$1,296.17 USPS postage \$4,488.72	\$9,372	\$20,272
8-page booklet	Brandt	Printing and prep \$6,300 Postage estimate \$0.35 each Approx. \$5,285 for 15,100 pieces	\$11,585	\$22,485
4-page folded with 9x12 envelope	La Crosse	Printing \$1,909.55 Mailing services \$4,197.13 Envelope \$2,638.62 USPS postage \$3,625.58	\$12,371	\$23,271
Folded 11x17 sheet	Brandt	Printing and prep \$7,500 Postage estimate \$0.35 each Approx. \$5,285 for 15,100 pieces	\$12,785	\$23,685
8-page self-cover with #10 envelope	Graphic Design, Inc (GDI)	Mailing piece \$6,574 #10 envelope \$1,010 Postage estimate \$5,250	\$12,834	\$23,734

Pros and Cons

Morris Leatherman Scientific phone poll

★ PROS

- Traditional scientific polling approach
- Clear, independent polling methodology
- Written report with analysis

▲ CONS

- Highest base cost at \$25,000
- Only 400 households participate
- Phone-only model may miss some audiences
- Less built-in communications support (no provided templates)

Donovan Group Online + communications support

★ PROS

- Lowest base vendor fee at \$10,000
- Communication materials are included
- Weighted reporting by voter group

▲ CONS

- Participation depends on outreach
- District would need a strong plan to reach residents without children in our schools
- Full engagement package increases total cost

School Perceptions Mail-to-all with online + paper

★ PROS

- Mails survey to every household in the district
- Best access for residents who prefer paper surveys
- Unique access codes reduce duplicate responses

▲ CONS

- Printing and postage add to the overall cost
- Paper entry/comment analysis may add costs
- More operational details to coordinate (post office coordination)



Questions & Discussion



THANK YOU





Hastings
Public Schools

Investment Discussion

September 23, 2026

Students are the heart  *of all we do*

Current Strategy

Liquid Class

3.54%

Yield

MSDLAF+ Liquid Class offers immediate liquidity with competitive daily yields.

\$4,327,425 as of 8/31/26

MAX Class

3.64%

Yield

14-Day Investment Requirement

Requires a short-term commitment of at least 14 days to secure an enhanced yield over the Liquid Class.

\$9,013,517 as of 8/31/26

Term Program

3.81%

**Weighted-Avg Yield
Laddered Maturities**

Maturity rates strategically laddered from October 2026 to March 2027, with individual rates ranging from 3.62% to 3.93%.

\$34,000,000 as of 8/31/26

Longer Term Opportunity

Proposed Investment

Designate \$5 Million

Could designate \$5 million for longer term investment in Certificates of Deposit.

CD Program

4.25% Yield

Current 730-day Certificate of Deposit rate
Advisory Fee 0.15% (Bps)

Implementation & FDIC Insurance (\$250,000 limit)



Will need to purchase over time as a bank may only be purchased 1 time until it matures to ensure FDIC insurance.

↗Rate Uncertainty Scenario Analysis:

If interest rates decrease: Locking in at 4.25% will benefit the district.

If interest rates increase: The district will have given up some potential earnings.

Recommendation

Administration recommends designating up to \$5 million for longer-term investment. These funds may be invested in certificates of deposit available through MSDLAF+, with maturities of up to two years. Investments would generally be staggered at approximately six-month intervals. This approach would allow the District to respond to changing interest rates, diversify maturity dates, and maintain periodic access to invested funds.

Investment decisions would continue to consider safety (preservation of principal), liquidity, and rate of return.



Questions & Discussion

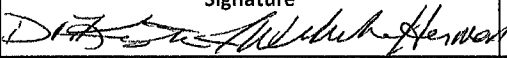


THANK YOU



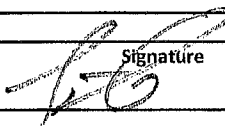
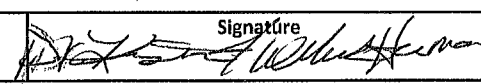
School Sanctioned Trips Approval Form - Hastings ISD 200**●Policy #610**

For any trip traveling outside of the country, the Permission and Liability Waiver-School Sponsored Trip to Foreign Country form must be completed by each participating student and submitted to the District Office

Department/Staff Coordinating	Mark Cernohous & Jeremy Reuter (8th Grade)					
Fund 10 or Fund 11 Account Name	R 11 130 211 000 050 556					
Purpose of Trip	To provide 8th grade students an opportunity for an overnight, outdoor education and team building experience.					
Destination	Eagle Bluff Environmental Learning Center					
Type(s) of Transportation	Minnesota Coaches					
Dates	Depart:	Date 11/16/26 11/18/26	Time 8:30am	Return:	Date 11/18/26 11/20/26	Time 2:30pm
Cost per Student	\$ 140-160		Attach copy of payment schedule if trip fees to be setup and collected on District Online Payment System			
? Student drops out after paying	Department decision due to cost already incurred					
? Payment was fundraised \$'s	Required to stay in activity account because \$ was earned as tax-exempt					
# Students Participating	303 8th Grade students (85% participation estimate 258)					
# Chaperones Needed	13 Staff Chaperones per half (plus Nurse)					
All chaperone fees are the responsibility of the chaperone (not including activity affiliated staff members)						
How are you ensuring equitable access for students of need?	Families will have the ability to request financial aid (full or partial scholarships). This year we will also have the Butter Braid fundraiser that will help lower the cost for each family.					
Are there any additional pre-trips or other unique arrangements?	No.					
It is the advisor's responsibility to communicate how funding for pre-trips is incorporated into trip fees						
P-Card/Other Expenses	\$ N/A		Purpose			
All itemized receipts must be obtained and submitted at the end of the trip						
Principal Approved	Signature 			Date 9/10/2026		
Superintendent Reviewed	Signature 			Date 9/17/26		
Board Reviewed	Signature			Date		

School Sanctioned Trips Approval Form - Hastings ISD 200**●Policy #610**

For any trip traveling outside of the country, the Permission and Liability Waiver-School Sponsored Trip to Foreign Country form must be completed by each participating student and submitted to the District Office

Department/Staff Coordinating	HHS Band - Jim Jacobsen					
Fund 10 or Fund 11 Account Name	Band					
Purpose of Trip	Top Jazz Band festival, performance & clinic					
Destination	Lawrence Jazz Festival (Appleton, WI)					
Type(s) of Transportation	Coach Bus					
Dates	Depart:	Date	Time	Return:	Date	Time
		11/6/26	11:50am		11/8/26	1:00pm
Cost per Student	\$approx. 250		Attach copy of payment schedule if trip fees to be setup and collected on District Online Payment System			
? Student drops out after paying	Department decision due to cost already incurred					
? Payment was fundraised \$'s	Required to stay in activity account because \$ was earned as tax-exempt					
# Students Participating	18					
# Chaperones Needed	2					
All chaperone fees are the responsibility of the chaperone (not including activity affiliated staff members)						
How are you ensuring equitable access for students of need?	We always work with families to either waive or help students sign up for fundraising to cover cost					
Are there any additional pre-trips or other unique arrangements?	No					
It is the advisor's responsibility to communicate how funding for pre-trips is incorporated into trip fees						
P-Card/Other Expenses	\$total \$ (tbd)		Purpose Hotel, Registration and food			
All itemized receipts must be obtained and submitted at the end of the trip						
Principal Approved	Signature 			Date 9-17-26		
Superintendent Reviewed	Signature 			Date 9/18/26		
Board Reviewed	Signature			Date		

Donation Acceptance Resolution

I, _____, introduce the following resolution and move for its adoption:

WHEREAS, School Board Policy 706 establishes guidelines for the acceptance of gifts and donations to the District;

WHEREAS, Minnesota Statutes Section 465.03 states that the School Board may accept a gift, grant, or devise of real or personal property in accordance with the terms prescribed by the donor only by the adoption of a resolution approved by two-thirds of its members; and

WHEREAS, the referenced donations in the District 200 Donations Report from August 2026.

_____ duly seconded the motion for the adoption of the foregoing resolution.

Voting in favor of the resolution:

Voting against:

Absent:

THEREFORE, BE IT RESOLVED by the Hastings Public School District School Board to gratefully accept these gifts.

By: _____
Carrie Tate, Board Chair

By: _____
Melissa Millner, Board Clerk

Approval of District 200 Donations
August 2026

<u>Date</u>	<u>Donor</u>	<u>Building</u>	<u>Description</u>	<u>Amount</u>
08/04/26	Knights of Columbus	District Wide SPED	Special Education Donation	\$1,350.00
08/19/26	Kelly J Kelly	High School	Ricky Berg Memorial Scholarship	\$2,000.00
08/20/26	High School Staff	High School	High School Faculty Scholarship	\$56.00
08/24/26	Hastings Boys Hockey Club	High School	Boys Hockey Practice Jerseys/Socks/Pucks	\$855.00
08/24/26	Hastings Band Boosters	High School	Marching Band Car Wash Fundraiser Proceeds	\$558.18
Total Monthly Donations				<u><u>\$4,819.18</u></u>

In-Kind Donations - values are approximate per information available
