



BRIDGE TO SUCCESS

Hastings Public Schools

INDEPENDENT SCHOOL DISTRICT 200
1000 11TH STREET WEST
HASTINGS, MN 55033-2597
Phone (651) 480-7000
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April 21, 2025

Chair Humphrey and the entire Hastings Native American Parent Advisory Committee,

On February 20, 2024, the Hastings Native American Parent Advisory Committee (NAPAC) provided a vote of non-concurrence indicating that the Hastings School District has not been in compliance with the guidelines set forth by the Minnesota Department of Education and the Office of American Indian Education.

The Hastings School Board, district superintendent, cabinet members, and our Native American liaison has reviewed your resolutions and on behalf of the district, each resolution has a response as noted below:

Resolution 1: Federal 506 Forms Integration and Title VI Application

DISTRICT RESPONSE:

The following outlines both current actions and the implementation of a revised process beginning in the 2025–2026 school year.

During the week of April 1, both our MARSS Coordinator and Native American Education Liaison mailed an introductory letter about the Native American Education Program to families, requesting the completion and return of the 506 and Johnson O'Malley forms.

Moving forward, any student identified as American Indian at the time of enrollment in ISD 200 will receive a letter of eligibility from the Native American Education Program. This letter will request that families complete and return both the 506 and Johnson O'Malley forms. Once a student is identified in our student information system, their designation will remain active for the duration of their enrollment in ISD 200.

Beginning with the 2025–2026 school year, our MARSS Coordinator and Native American Education Liaison will provide training to administrative staff on the proper collection, filing, and management of 506 and Johnson O'Malley forms. Additionally, the Native American Education Liaison will report form completion rates on a quarterly basis to the Native American Parent Advisory Committee (NAPAC).

When the minimum threshold of completed 506 forms is met, the Director of Teaching and Learning and the Native American Education Liaison, in collaboration with the Native American Education Liaison will initiate the application process for Title VI funding.

Resolution 2: American Indian Culture & Language Program and Protections

District Response:

We are committed to expanding—not merely maintaining—our program offerings in response to the growing enrollment of Native American students. As part of our annual budget planning and course evaluation process, we will conduct a comprehensive review of enrollment data across all grade bands—Elementary, Middle, and High School. This review will include an in-depth analysis of curricular offerings at each level to identify opportunities for strategic growth.

At the secondary level, student course registration will directly inform staffing (FTE) allocations, ensuring that student interest and need guide our investment in resources. This approach will support the intentional expansion of culturally relevant and academically rigorous programs that meet the needs of our Native American students while enriching the educational experience for all learners.

Beginning in the 2025–2026 school year, our Native American Education Liaison will offer a secondary-level course titled *Native American Cultures and Languages*. As with all district courses, the Teaching and Learning curriculum budget will support the purchase of necessary materials and curriculum. Additionally, the district will actively pursue partnerships to enhance the course experience and promote instructional efficiency.

Resolution 3: American Indian Education Staffing Expansion

District Response:

The Hastings School District recognizes and appreciates the desire for expanded services and opportunities, and we share your commitment to supporting the academic and cultural needs of our Native American students.

While we are not currently in a position to meet the full scope of requests being made, we want to highlight the meaningful progress that has been made. Over the past two years, we have taken important steps to strengthen our Native American Education Program, including proactive outreach, increased identification, enhanced communication, and in the 24-25 school year, the addition of our Native American Education Liaison.

We remain deeply committed to continuous improvement. Through data-informed decision-making, we are identifying sustainable opportunities for future growth. To further enhance support and efficiency, counselor assignments will be restructured, enabling our Native American Education Liaison to streamline communication and more effectively coordinate individualized plans to support each student's needs.



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As enrollment increases and interest grows, we will continue to review and refine our offerings to ensure that our investments are aligned with student needs and district priorities.

We look forward to ongoing dialogue and collaboration as we work to build on the progress made and explore future possibilities together.

Resolution 4: Intentional Space-Holding for American Indian Community

District Response:

Each monthly School Board meeting currently includes a report from the Native American Parent Advisory Committee (NAPAC) representative. This representative shares important updates with the Board, highlighting both celebrations and concerns from the most recent Native American Parent Advisory Committee (NAPAC). In addition, individuals may address the Board during regular meetings by submitting a request in accordance with Policy 206.

To further strengthen engagement, the Director of Teaching and Learning will ensure that a Native American Parent Advisory Committee (NAPAC) representative is included on the district's Curriculum Advisory Committee. Furthermore, Native American Parent Advisory Committee (NAPAC) members will be actively consulted whenever Native American curriculum content is under review.

Policy and Strategic Planning meetings are open to the public, and all community members are encouraged to attend.

We are also committed to providing annual professional development for all district and building administrators focused on government-to-government relationships. Beginning in the 2025–2026 school year, this training will become a formal part of our leadership development program. We will explore a partnership with the Prairie Island Indian Community to co-design and deliver this ongoing professional learning. This collaboration will ensure the training is locally grounded, culturally respectful, and informed by the lived experiences and perspectives of our Native American communities.

Resolution 5: Permanent School Fund Educational Justice Initiative

District Response:

The history and purpose of the Permanent School Fund are currently “lightly” taught as part of the sixth-grade *Northern Lights* curriculum. The current content will be expanded to appropriately cover the history and purpose beginning in the 25-26 school year.

Hastings Public Schools is committed to transparency and accountability in how public funds are allocated and used. Each year, the district’s allocation from the Permanent School Fund is incorporated into the annual budgeting process, beginning with the “What-If” Report provided by the Minnesota Department of Education.

Although Permanent School Fund dollars are received as part of general education aid and are not specifically designated for individual student groups, they play a vital role in supporting core instruction and individualized academic and behavioral support for all students, including Native American students. Additional support may include Special Education services, Title I, ADSIS interventions, restorative practices, and support groups.

To ensure ongoing transparency, Hastings Public Schools will provide an annual report each fall to the Native American Parent Advisory Committee (NAPAC) detailing the total amount received from the Permanent School Fund. In addition, we will share information about how these and other funds are used to support Native American students. While public school districts typically work to meet the needs of all students without categorizing expenditures by student group, Hastings Public Schools is committed to our partnership. Upon request, the district will provide an estimated dollar amount dedicated to additional support services specifically benefiting Native American students.

The district’s response in its entirety will be included and reviewed at the upcoming April school board meeting.

Sincerely,


Tamara Champa