



Hastings
Public Schools

School Perceptions Survey School Board Feedback

April 8, 2026

Prepared by Dr. Kristine Wehrkamp Herman

Students are the heart



of all we do

Timeline

- 3rd year administering survey
- **October 27, 2025** - Survey deadline for staff, parents and students
- **November 19, 2025** - [Results](#) shared at regular board meeting
- **December 2025 & January 2026** - Superintendent Wehrkamp Herman held feedback meetings buildings/departments
- **February & March 2026** - Follow up with leadership teams
- **April 8, 2026** - Results of feedback for the board



Recap of School Perceptions 2025 Survey Results

Parent Results (Highest/Lowest)

Five Items with the Highest Scores

Item	Score
School staff treat my child with dignity and respect.	4.30
School facilities are clean and well-kept.	4.18
I feel welcome in my child's school	4.11
If my child breaks a rule at school, they are treated fairly.	4.14
I have at least one school staff member I feel comfortable contacting when I have an idea or concern.	4.07

Five Items with the Lowest Scores

Item	Score
District administration is doing what it takes to make our district successful.	3.79
I am satisfied with our school's efforts to address bullying.	3.41
The District is headed in the right direction.	3.41
The school board is doing what it takes to make our district successful.	3.17
Overall, how would you rate communications from school?	3.04

Parent Results (Least/Greatest Decline)

Five Items with the Most Improvement

Item	% Change
The school has high expectations for my child.	1.3%
I'm satisfied with how much my child is learning.	1.3%
School facilities are clean and well-kept.	1.2%
There is a healthy culture at our school.	1.1%
School staff treat my child with dignity and respect.	0.9%

Five Items with the Least Improvement

Item	% Change
If my child breaks a rule at school, they are treated fairly.	-0.7%
District administration is doing what it takes to make our district successful.	-0.8%
Most days, my child enjoys going to school.	-1.2%
The District is heading in the right direction.	-5.0%
The school board is doing what it takes to make our district successful.	-6.2%

Staff Results (Highest/Lowest)

Five Items with the Highest Scores

Item	Score
Our staff does a good job of educating our students.	4.48
I have healthy working relationships with my coworkers.	4.45
I have access to the technology support I need.	4.13
I have the technology I need to do my job well.	4.05
I feel safe at work.	4.05

Five Items with the Lowest Scores

Item	Score
Our school's student discipline practices and policies are effective.	3.05
The District seeks input from a broad group of staff members.	2.86
The District is heading in the right direction.	2.80
The District's pay practices are fair.	2.47
The school board is doing what it takes to make our district successful.	2.15

Staff Results (Least/Greatest Decline)

Five Items with the Most Improvement/ Least Decline

Item	% Change
I have the materials and supplies I need to do my job well.	2.4%
Our staff does a good job of educating our students.	0.4%
Our staff handles student discipline in a consistent manner.	-0.3%
Our school has a process to ensure every student has a connection with at least one adult in the school.	-0.7%
Information important to my work is shared with me in a timely and effective manner.	-1.2%

Five Items with the Greatest Decline

Item	% Change
The District seeks input from a broad group of staff members.	-14.9%
The District's pay practices are fair.	-16.0%
District administration is doing what it takes to make our district successful.	-18.6%
The District is heading in the right direction.	-25.9%
The school board is doing what it takes to make our district successful.	-28.1%



Staff Feedback on Staff/Board Relations

Staff Feedback Overview

Superintendent Wehrkamp Herman conducted comprehensive, face-to-face review sessions with school building and departments, including: Custodians, Food Service, Tech Department, District Office and Administrative Assistants

Process

- Reviewed survey data
- Collected feedback to understand the "story behind the data."
- Identified key trends and concerns specifically relevant to School Board governance and oversight.

1. Professionalism and Trust

The most consistent feedback is the request for the Board to respect the expertise of educators.

- Staff feel devalued by comments made during public meetings and by policies that imply a lack of trust.
 - Example: Negative comments made by board members at public meetings (e.g., alleging that teachers grade based on political bias or providing negative comments regarding information on benefits/salaries) has damaged trust.
- Staff urge the Board to trust their degrees, years of experience, and institutional knowledge.
- Multiple responses emphasize that the Board should focus on high-level oversight and advisory roles.

2. Communication and Presence

- Staff describe the Board as unapproachable and disconnected from the daily reality of the classroom.
- There is a strong call for Board members to visit buildings and classrooms in a supportive, non-evaluative capacity.
- Staff feel that while the Board seeks input, they often dismiss it quickly. There is a desire for informal "talk sessions" and more direct engagement.
- Perceptions of non-transparency and leadership turnover have created an atmosphere of instability.

3. Micromanagement and Overstepping

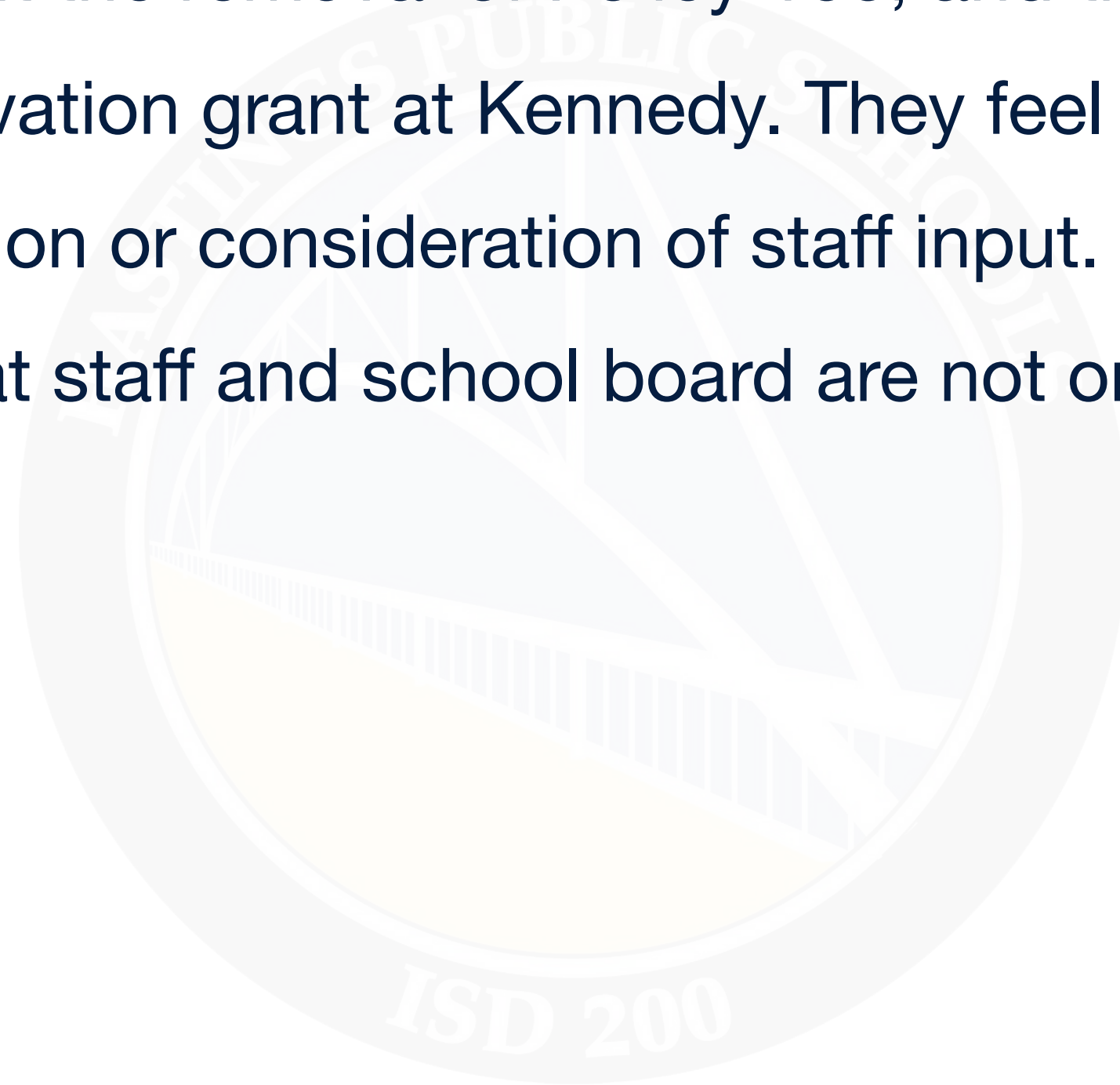
Staff provided examples where they believe the Board is interfering in operational details that should be handled by professionals.

Concerns include:

- Board members questioning curriculum recommendations, questioning teaching methodology, and micromanaging field trip chaperones.
- Micromanagement of Student Council, Homecoming, and Snowweek was specifically noted as stifling student-led initiatives.
- Staff feel the Board is making ill-informed comments about staff salaries and benefits during public meetings.

4. Culture of Belonging

- Staff are upset about the removal of Policy 100, and the denial of the single stall bathroom renovation grant at Kennedy. They feel both occurred without proper communication or consideration of staff input.
- Feedback states that staff and school board are not on the same team.





DISCUSSION AND NEXT STEPS