

Hastings Area Public Schools - ISD 200
School Board Meeting Agenda

Wednesday, September 10, 2025
Special Meeting of the Hastings School Board
Middle School Media Center

- I. **Call Meeting to Order**
 - a. Attendance
- II. **Motion to approve the agenda/table file**
- III. **Items for Discussion**
- IV. Items for Individual Action
 - a. MSBA Resolutions for Delegate Assembly
 - b. Emerging Status School Commitment Form for Girls Team Dual Wrestling
- V. **Adjournment**



Proposed Resolution Submission Form

Full name of School District: Independent School District 200, Hastings Public Schools

Full name of individual submitting for the school board: Carrie Tate

Title/Position of individual submitting for the school board: Board Member

Phone number: 612-354-0732

Email address: ctate@isd200.org

**This resolution is submitted with approval by the school board.
Please provide the date on which the authoring school board approved
submission of this resolution: 9/10/2025**

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO (please clearly and concisely state the action you would like the legislature to take):

Either repeal, fully fund through state appropriations, or establish a legislative review process, including an independent fiscal impact assessment by the Department of Education and Legislative Auditor within 6 months, to evaluate and recommend repeal or full funding for mandates under Laws 2023, Ch. 55, including summer unemployment for district employees (Minnesota Statutes, section 268.085), Earned Sick and Safe Time (Minnesota Statutes, sections 181.9445–181.9448), training associated with the READ Act (Minnesota Statutes, sections 120B.12 and 120B.1118), Paid Family Medical Leave (Minnesota Statutes, sections 268B.01–268B.22), and Special Education Transportation Aid moving to 95% (in FY2025-26 - Minnesota Statutes, section 125A.76), to ensure local flexibility and no net increase in local property taxes or program cuts.

DESCRIBE THE PROBLEM:

State mandates from Laws 2023, Ch. 55, including summer unemployment, Earned Sick and Safe Time (ESST), READ Act training, Paid Family Medical Leave, and reduced Special Education Transportation Aid, strain district budgets. A temporary \$100 million state allocation for 2026 is insufficient for ongoing costs. ESST increases substitute coverage costs, Paid Family Medical Leave imposes a \$83,600 tax for FY26 (half-year) in Hastings, and READ Act training and transportation aid reductions lack dedicated funding, forcing reliance on limited levies amid frequent voter rejections.

EXPLAIN WHY THIS IS A PROBLEM:

These mandates compel districts to divert funds from student programs to comply, eroding local control under Minnesota Statutes, section 126C.10. The sharp rise in summer unemployment costs, untracked ESST expenses, and new taxes like Paid Family Medical Leave threaten educational priorities. With half of 2023 operating levies failing statewide (per MSBA), districts face deficits, limiting their ability to address local needs. Reduced transportation aid and ongoing training costs further strain budgets, risking program cuts and increased property taxes.

Laws 2023, Ch. 55, introduced mandates with inadequate funding: summer unemployment (Minnesota Statutes, section 268.085, \$38.6 million statewide in 2023), ESST (Minnesota Statutes, sections 181.9445–181.9448, no state aid), READ Act training (Minnesota Statutes, sections 120B.12 and 120B.1118, no ongoing training funds), Paid Family Medical Leave (Minnesota Statutes, sections 268B.01–268B.22, \$83,600 tax for Hastings in FY26), and Special Education Transportation Aid reduction to 95% (Minnesota Statutes, section 125A.76, proposed 2025 budget).

For Hastings Public Schools, our summer employment costs have been as follows:

- 2022-23 \$13,022.28
- 2023-24 \$201,672.75
- 2024-25 \$289,901.78

PROVIDE SUPPORTING DOCUMENTATION:

For MSBA Staff Use Only:

Date Received: Click or tap to enter a date.

File Name: Click or tap here to enter text.

Category: Choose an item.

Recommendation: Choose an item.

Present Position(s): Click or tap here to enter text.



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BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO (please clearly and concisely state the action you would like the legislature to take):

Authorize candidates to omit addresses from campaign materials or use a non-residential address under Minnesota Statutes, section 211B.04, and require redaction of home addresses from campaign finance filings posted online by the Campaign Finance and Public Disclosure Board under Minnesota Statutes, section 10A, per Minnesota Statutes, section 13.607, to protect candidate safety.

DESCRIBE THE PROBLEM:

Minnesota Statutes, section 211B.04 requires campaign materials to include a disclaimer with the candidate's or committee's address, such as "Prepared and paid for by [name], [address]," or an alternative if no payment is involved. Additionally, campaign finance filings under Minnesota Statutes, section 10A, often including home addresses, are posted online by the Campaign Finance and Public Disclosure Board.

EXPLAIN WHY THIS IS A PROBLEM:

School board candidates, often with limited campaign resources, must use home addresses on campaign materials due to Minnesota Statutes, section 211B.04, exposing them to safety risks amid rising threats against elected officials. While candidates may use a P.O. box or campaign address, many in smaller districts rely on home addresses due to cost or logistical constraints. Publicly posting home addresses in online filings further increases vulnerability, especially given recent incidents of harassment and violence.

A member of our board experienced an unsettling incident during campaign season when a man parked on the street and took pictures of her home and property, potentially linked to address disclosure on campaign materials. Nationally, a 2024 National School Boards Association report noted 60% of school board members reported harassment concerns. In Minnesota, incidents in 2024-25, including threats and attacks at legislators’ homes, underscore the risks of public address disclosure. Amending Minnesota Statutes, section 211B.04 to remove address requirements and redacting home addresses from online filings under Minnesota Statutes, section 10A, per Minnesota Statutes, section 13.607 (Government Data Practices Act), would align with practices in states like California (CA Govt. Code § 6254.21), which allows address redactions for elected officials’ safety.

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BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO (please clearly and concisely state the action you would like the legislature to take):

Repeal the Alternative Teacher Professional Pay System (Q-Comp) program (Minnesota Statutes, sections 122A.414-122A.417), redirect its dedicated funding into the General Education Fund to provide flexibility and equitable access for all districts, and implement a one- to two-year phase-out period for current participants to ensure stability.

DESCRIBE THE PROBLEM:

Q-Comp is utilized by many Minnesota districts, but a list of districts on the Q-Comp funding waitlist have waited for extended periods without a clear timeline for access. Without repeal, alternatives like statutory reviews of participants (currently absent) or funding expansions could be considered, but these require additional appropriations and may not fully resolve inequities.

EXPLAIN WHY THIS IS A PROBLEM:

This is an inequitable use of state funding. Redirecting existing Q-Comp funds to the General Education Fund (Minnesota Statutes, section 126C.10) is a cost-neutral solution that ensures all districts benefit without requiring new appropriations. As it stands, districts that applied first receive funds indefinitely without review, limiting access for others. This restricts local control to address unique needs, such as teacher retention or student support programs, potentially widening achievement gaps.

Q-Comp, governed by Minnesota Statutes, section 122A.414 (program structure) and Minnesota Statutes, section 122A.415 (funding: \$169 per student in aid, \$91 in levy authority, with variations for charters/cooperatives), uses a first-come, first-served approval process (Minnesota Statutes, section 122A.414, Subd. 2b), creating a funding waitlist and indefinite funding without required reviews, leading to inequities. Per MDE (<https://education.mn.gov/MDE/dse/edev/qc/index.htm>), for 2024-25, 111 school districts, 71 charter schools, one intermediate district, and one education district participate, serving roughly half of Minnesota’s public school students, with 27 entities on the Q-Comp funding waitlist. MSBA should verify 2025-26 data with MDE to confirm ongoing inequities. A 2025 Senate analysis ([https://assets.senate.mn/committees/2025-2026/3119 Committee on Education Finance/Q-Comp-and-Student-Achievement.pdf](https://assets.senate.mn/committees/2025-2026/3119_Committee_on_Education_Finance/Q-Comp-and-Student-Achievement.pdf)) shows Q-Comp yields modest, cost-effective gains (e.g., one month’s additional reading progress at \$260 per student), but capped funding limits these benefits to half of students, potentially widening achievement gaps.

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Proposed Resolution Submission Form

Full name of School District: Independent School District 200, Hastings Public Schools (also submitted by Farmington Area Public Schools (ISD 192))

Full name of individual submitting for the school board: Carrie Tate

Title/Position of individual submitting for the school board: Board Member

Phone number: 612-354-0732

Email address: ctate@isd200.org

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BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO (please clearly and concisely state the action you would like the legislature to take):

Ensure school districts have adequate time to plan and prepare for the financial and operational impact of new laws and regulations. Specifically:

- No new mandate or budget reduction that imposes financial costs or causes serious operational disruption to a school district should be implemented before the start of the NEXT fiscal year for Minnesota's public schools (i.e., July 1 of the year following the legislative session in which the laws were enacted).
- If expedited implementation is deemed necessary, the respective new laws should be signed by the governor no later than March 1 of the legislative session.

DESCRIBE THE PROBLEM:

In recent years the Minnesota Legislature and Governor have imposed many new mandates or budget restrictions on Minnesota's public schools that have impeded annual budget processes and eroded fiscal stability for our schools, and confidence among those leading them. Below are recent examples of changes that have disrupted school district financial planning:

- **Reduced Special Education Transportation Cuts:** Funding was reduced by 5% immediately in the 2025-26 fiscal year, with a further to 10% in 2026-27. This passes \$15 million in costs to local schools in the first year, increasing to \$28 million in the second.
- **Library Aid Reductions:** Cut by 34% per pupil and halved the minimum amount of aid per school district, from \$40,000 to \$20,000. Additionally, expected professional development funding for social workers, nurses, and counselors was reduced.
- **Unemployment Insurance Instability:** A new temporarily funded unemployment insurance mandate was imposed. Because it is not permanently funded, schools will need to lobby the legislature for the foreseeable future to cover these costs.
- **Literacy Aid Redirected:** To help pay for new Read Act mandates, the legislature confiscated existing Literacy Aid school districts depended on to pay for staff and programs that directly supported literacy interventions—efforts complementary to Read Act goals. This made the Read Act appear less costly, but created new funding and program gaps districts needed to fill to maintain those supports.
- **Read Act Delays:** The Minnesota Department of Education was not prepared with the necessary rules and parameters, leading to delays that impeded planning and implementation by school districts.
- **Paid Family Medical Leave Shifts:** The cost of the PFML payroll tax was 0.7% when enacted in 2023. In May 2025, the legislature increased it to 0.88%, effective January 1, 2026—mid-year in the 2025–26 budget cycle. This increase was unaccounted for in budgeting and required additional use of reserve funds to cover.

EXPLAIN WHY THIS IS A PROBLEM:

When legislative and regulatory changes that negatively impact school district budgets must be implemented in the same year they became law, school districts

are forced to scramble - seeking new revenue sources, cutting costs elsewhere, expanding emergency savings, or taking on interest-bearing loans. These actions result in funding being redirected from core programs. Ultimately, the legislature's imposition on district finances and operations impedes local decision-making, erodes fiscal stability, and undermines confidence in vital financial data among those leading our schools.

The root of this problem is a not widely understood misalignment between the timing of the legislative session and school district budget cycles, much of which is governed by statute. Consider:

- Each of Minnesota's 331 public school district observes a fiscal year that begins July 1 and ends June 30 the following year.
- Legislative sessions begin no earlier than the first Tuesday after the second Monday in January and end no later than the Monday following the third Saturday in May.
- While most laws with appropriations (funding) take effect July 1 and other laws take effect August 1 of the legislative session year, the legislature retains the authority to specify different or later effective dates. This authority should be used to protect school districts from financial and operational disruptions caused by new laws.

This misalignment means that while the legislature is deliberating major policy initiatives, school districts are finalizing their financial and operational plans for the next year. This is further compounded by Minnesota Statutes. For example, [Minnesota Statutes section 123B.7](#) requires school district budgets to be final no later than June 30, while [Minnesota Statutes, section 122A.40, subdivision 5\(a\)](#) requires school boards to notify teachers of termination for the following academic year by April 1. If laws affecting budgets and operations are not approved by the legislature and signed by the governor until late May or June, school districts face significant legal barriers to amending their budgets – cutting programs and staff to close the funding gaps created by the legislature – accordingly.

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Proposed Resolution Submission Form

Full name of School District Independent School District 200, Hastings Public Schools.

Full name of individual submitting for the school board Matt Bruns

Title/Position of individual submitting for the school board School Board Director

Phone number 651-226-5697

Email address mbruns@isd200.org

This resolution is submitted with approval by the school board.

Please provide the date on which the authoring school board approved submission of this resolution. Click or tap to enter a date..

BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO (please clearly and concisely state the action you would like the legislature to take):

MSBA urges the legislature to fund technology access funding ensuring all students and staff have equitable access to devices, high-speed internet, and assistive technologies necessary for learning and professional responsibilities. Funding for districts to supply technology access could be tied to a percentage of their Average Daily Membership (ADM) and added to the compensatory revenue formula.

DESCRIBE THE PROBLEM:

Technology access varies greatly by district and by household and has far reaching effects on E-learning days and beyond.

EXPLAIN WHY THIS IS A PROBLEM:

Inequitable access to digital tools and resources widens achievement gaps and hinders professional efficiency for educators.

PROVIDE SUPPORTING DOCUMENTATION:

Minnesota Office of Broadband Development reports indicate persistent digital divides, especially in rural and low-income communities.

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BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO (please clearly and concisely state the action you would like the legislature to take):

MSBA urges the legislature to expand funding and resources for middle and high school career pathway programs that integrate academic learning with hands-on, project-based experiences in trades, technology, and healthcare.

DESCRIBE THE PROBLEM:

Many students leave high school without clear, practical pathways to employment or further training.

EXPLAIN WHY THIS IS A PROBLEM:

This gap particularly impacts students with disabilities, students from rural districts, and first-generation college-bound students, leading to underemployment and disengagement.

PROVIDE SUPPORTING DOCUMENTATION:

Data from DEED and MDE highlight workforce shortages in skilled trades and healthcare, as well as the need for earlier exposure to career options.

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BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO (please clearly and concisely state the action you would like the legislature to take):

MSBA urges the legislature to provide funding, training, and technical assistance for districts implementing restorative practices and positive school climate initiatives that improve relationships and reduce exclusionary discipline.

DESCRIBE THE PROBLEM:

Exclusionary discipline practices disproportionately impact students of color and students with disabilities.

EXPLAIN WHY THIS IS A PROBLEM:

These practices increase dropout rates, harm school climate, and fail to address root causes of behavior.

PROVIDE SUPPORTING DOCUMENTATION:

MDE discipline disparity data; national research from the U.S. Department of Education shows restorative practices improve attendance and academic performance while reducing suspensions.

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BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO (please clearly and concisely state the action you would like the legislature to take):

MSBA urges the legislature to create and fund a mandatory statewide mentorship and induction program for all new teachers, with specific support for educators in high-need subject areas and special education.

DESCRIBE THE PROBLEM:

New teachers often leave the profession within five years due to lack of support.

EXPLAIN WHY THIS IS A PROBLEM:

Teacher turnover disrupts student learning, increases class sizes, and incurs high recruitment/training costs.

PROVIDE SUPPORTING DOCUMENTATION:

National Center for Education Statistics data show mentorship can cut teacher attrition rates in half.

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BE IT RESOLVED, MSBA URGES THE LEGISLATURE TO (please clearly and concisely state the action you would like the legislature to take):

MSBA urges the legislature to provide ongoing, dedicated funding for comprehensive school-based mental health teams that serve both students and staff, including licensed counselors, social workers, and wellness coordinators.

DESCRIBE THE PROBLEM:

Current funding streams are inconsistent and typically limited to students, leaving staff without needed wellness support.

EXPLAIN WHY THIS IS A PROBLEM:

Student well-being and academic outcomes are directly linked to staff mental health. Chronic stress and burnout among staff contribute to high turnover, which disrupts student learning and school stability.

PROVIDE SUPPORTING DOCUMENTATION:

Research from the Minnesota Department of Education and Minnesota Department of Health shows that student achievement correlates with healthy, supported educators.

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MINNESOTA STATE HIGH SCHOOL LEAGUE

Emerging Status School Commitment Form

As part of the Emerging Status application process, an activity/sport must have a minimum of 20 school-based teams (no more than one per member high school or co-op) competing for two consecutive years prior to the application. In addition, the application for Emerging Status must also include a minimum of 20 teams that will provide a completed commitment form indicating their commitment to register for the activity/sport with the MSHSL should Emerging Status be granted.

Please complete this commitment form indicating the intent to register with the MSHSL in this activity/sport when Emerging Status is granted. The commitment form must be completed by the superintendent, president or authorized designee, and be submitted to the author(s) of the proposal as part of the Emerging Status Application. (The five or more authors may be a part of this group of 20).

As a member school of the Minnesota State High School League, the Governing Board of [Click or tap here to enter school](#) provides our school's/team's full intent and commitment to register with the MSHSL for **Girls Team Dual Wrestling** when Emerging Status is approved by the MSHSL Board of Directors. In alignment with the application for Emerging Status, we will register our team with the MSHSL in the **2025-2026** school year.

Superintendent, Principal or Designee

Board Chairperson

Signature

Signature

[Click or tap here to enter printed name.](#)
Printed Name

[Click or tap here to enter printed name.](#)
Printed Name

[Click or tap to enter a date.](#)
Date

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Date