

Hastings Area Public Schools - ISD 200
School Board Meeting Agenda

Wednesday, April 8, 2026
Work Session
Middle School Media Center

- I. Pledge of Allegiance
- II. **Items for Discussion**
 - a. Special Education Department Presentation - Least Restrictive Environment
 - b. Gymnastics Options Discussion
 - c. Open Enrollment Marketing Discussion
 - d. School Perceptions Survey Feedback Summary



Hastings
Public Schools

Special Education

IEP and Least Restrictive Environment

Presented by Deanna Gronseth
Director of Special Services

Students are the heart  *of all we do*

Qualifying for Special Education Services (K - Age 22)



MTSS Referral

Academic,
social/emotional,
mental health
needs shared by
the classroom
teacher



2+ RBI's

At least two
research based
interventions
completed (MDE
requirement)



CST Referral

Child Study Team
(special
education staff)
develop an
evaluation plan



Evaluation

30 school day
evaluation period

Parents are involved in each step of the process

Qualifying for Special Education Services (Birth to Kindergarten)



District

Receives referral



CST

(Child Study Team)

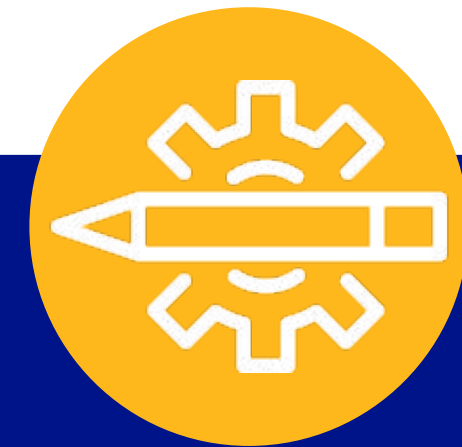
Screening or
evaluation plan



Evaluation

45 calendar days
(birth through age 2)

30 school days
(age 3+)



IFSP or IEP developed

Parents are involved in each step of the process

Disability Categories (13)

- Severely Multiply Impaired
- Autism Spectrum Disorders
- Blind-Visually Impaired
- Deaf-Blind
- Deaf and Hard of Hearing
- Developmental Cognitive Disabilities
- Developmental Delay (birth to age 7)
- Emotional or Behavioral Disorders
- Other Health Disabilities
- Physically Impaired
- Specific Learning Disabilities
- Speech or Language Impairments
- Traumatic Brain Injury

Evaluation results are used to develop the IFSP or IEP

(Individualized Family Service Plan, Individualized Education Plan)

Key areas addressed:

- Goals and objectives
- Special education services
- Transition services
 - **Frequency and amount of time for services**
 - **Federal setting identified**
- **Least Restrictive Environment**
- Accommodations, modifications and supports
- Transportation needs
- Behavior plans

Federal Settings (Birth to Kindergarten)

Pre-Kindergarten setting: location of services, time in special education, time with general education peers

- Settings 11-17
 - Birth to age 3
 - Examples: home, hospital, childcare
- Settings 30-34, 39, 41-45
 - Ages 3 to Kindergarten
 - Examples: VPK, preschool, home, hospital

Federal Settings (K - Age 22) –in district–

Special education service time determines the Federal setting:

- Setting I: General education setting 80% or more of the day
(0-20% of time in special education)
- Setting II: General education setting 40% to 79% of the day
(21-60% of time in special education)
- Setting III: General education setting less than 40% of the day
(more than 60% of time in special education)

Least Restrictive Environment

Explanation of the extent to which the student will not participate with non-disabled students in the regular classroom and other activities. See C.F.R. § 300.320(a)(5).

What will the student miss in their general education class when receiving services?

Why is the General Education Setting Important?

Legal: Guided by Statute § 300.114 LRE requirements.

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and

(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Best practice and our ethical obligation:

All students should have the same opportunities, to the highest extent possible.

Inclusion benefits ALL students.



Supporting Students With High Behavioral Needs

How?

- Prevent challenges
- Teach replacement skills
- Reinforce successes



*It's not working....
what now?*

LRE Responsibility - Additional Support

- Preventative measures (setting up the environment)
- Instructional supports (classroom and additional services)
- Reinforcement supports

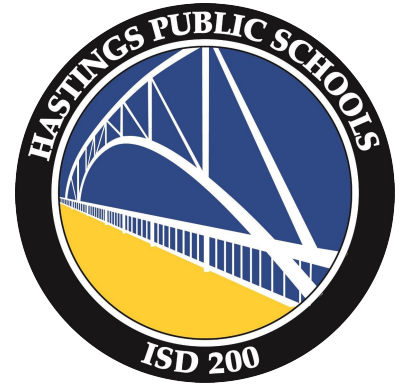
Added supports may increase service time



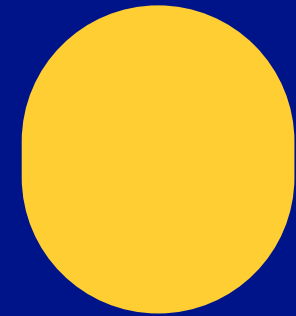
Examples of Student Supports

- Preventative supports (set the student up for success)
 - Clear routines and expectations
 - Visual schedules or checklists
 - Pre-corrections (“In 2 minutes we’re transitioning...”)
 - Seating arrangements
 - Relationship building with staff
- Instructional supports (teach replacement skills)
 - Teaching self-regulation strategies
(breaks, breathing, requesting help)
 - Modeling and practicing appropriate behaviors
 - Social-emotional instruction
- Reinforcement supports
 - Specific praise
 - Token systems or incentives
 - Goal-setting and progress tracking

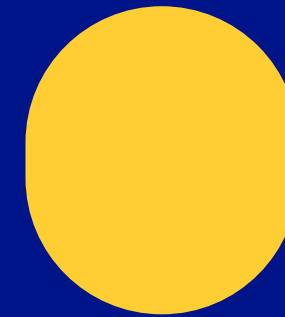




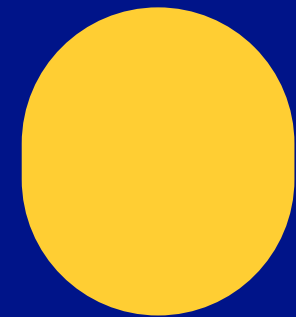
Other Considerations



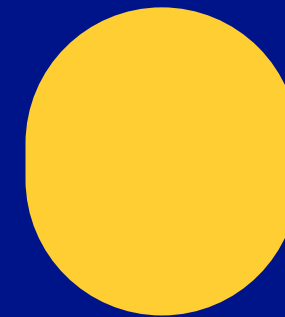
Time and Data
4-6 weeks



BCBA Consultation
917



Family support
Medical or county



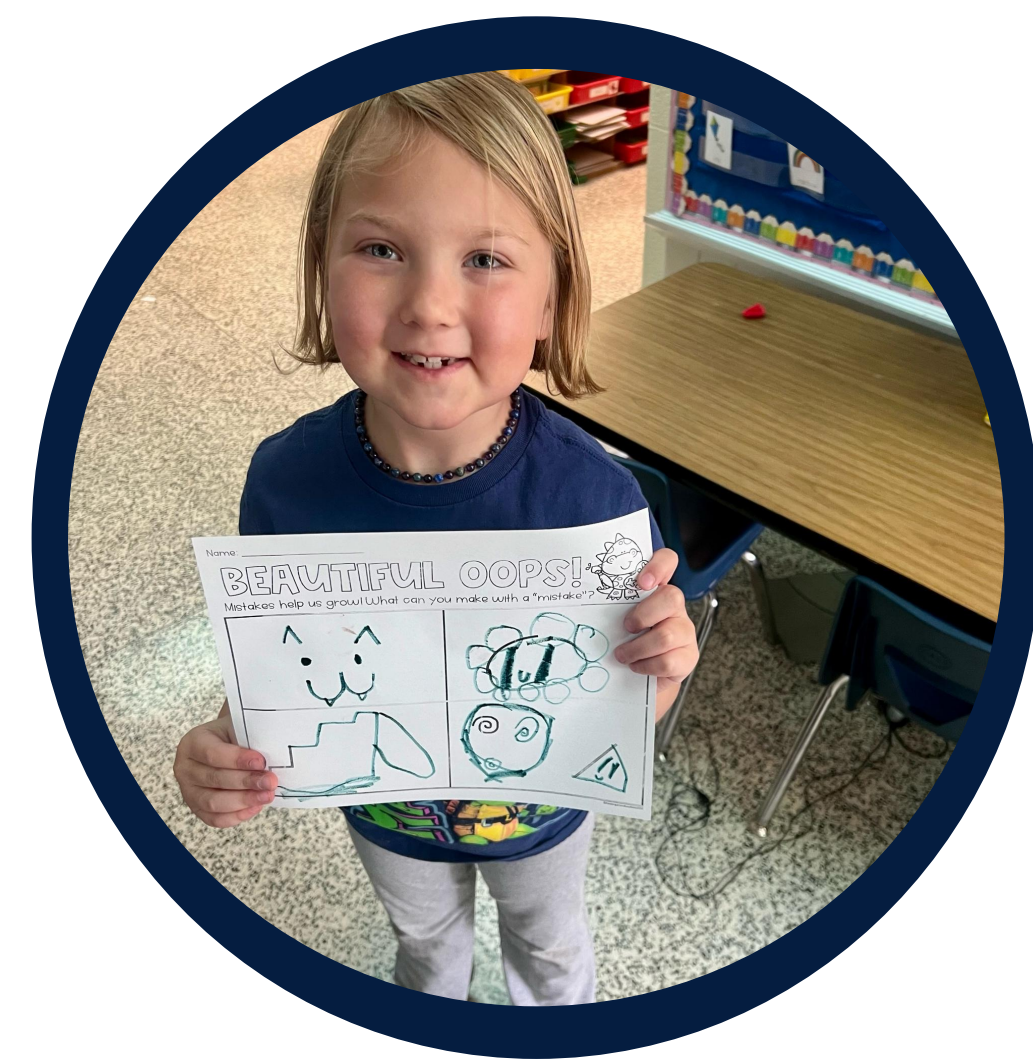
**Additional
Assessment**

Increased Support May = Change in Federal Setting

Setting III = more than 60% of the day receiving special education services and...student continues to have challenges

Can we do more?

What is the data showing?



IEP Meeting

- Review data
- Other levels of support not yet provided?
- Discuss higher level of support in a different location (setting IV)

District Vision = Law

Sec. 300.114 LRE requirements

We Care

A caring and inclusive culture for all.

We Empower

Opportunities and choices for students,
families, and staff.

We Achieve

Focused on achievement and
engagement in all we do.

Each public agency must ensure that—

(i) To the maximum extent appropriate, **children with disabilities**, including children in public or private institutions or other care facilities, **are educated with**

children who are nondisabled; and

(ii) Special classes, separate schooling, or other **removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.**

Students should feel a sense of belonging, acceptance and a part of our community



**Hastings
Public Schools**

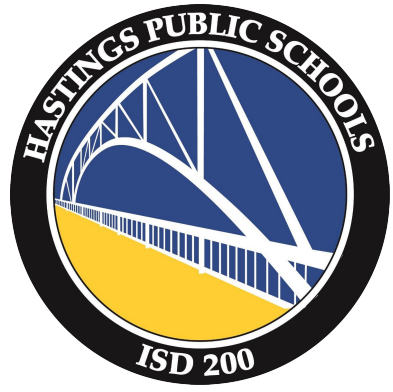


Questions?

Students are the heart



of all we do



THANK YOU





Hastings
Public Schools

Gymnastics Options

April 8, 2026

Prepared by Jennifer Seubert, Scott Stockdale, Trent Hanson

Students are the heart



of all we do

History

1974 - 2001: HHS gymnastics used the middle and east lower gyms at the current Hastings Middle School.

2001-2012: HHS gymnastics rented space at the Hastings Gymnastics Center (HGC) in south Hastings.

2012-2022: HHS gymnastics has rented space for training, competition, and off-season storage at the National Guard Armory.

2023-present: Hastings Middle School south gym

History Cont...

2016-17 Facilities Proposal: HHS Fieldhouse

- **Proposed Scope:** Add "6th Court" (West end of Fieldhouse).
 - Two-level Gymnastics Center & additional storage.
 - Reconfigured Athletic Office, Secured Entrance, and Community Ed space.
- **Outcome:** Proposal was **not recommended** by the Facilities Committee for the bond/referendum.

[Historical participation numbers](#)

Current Situation

- The Hastings Middle School (HMS) gym is used for gymnastics November - February.
- This limits the HMS Phy Ed department's usable space.
- Need to identify and implement a long-term facility solution for the gymnastics program.
- There is \$800,000 budgeted for a gymnastics facility.

Space Requirements

- Needed from November - February for gymnastics season
- Approximately 7,500-10,000 square feet pending the layout + 20 ft ceilings
- Restrooms and a classroom/changing room space, preferred
- If leased, the space must have double-acting doors in order to load equipment in/out



Options for Consideration

**Addition to
Hastings
High School**

**Hastings
Movie
Theater
Space**

**United
Heroes
League
Partnership**

**Private
gymnastics
clubs &
other public
school
districts**

**Hastings
Middle
School Gym**

Addition to Hastings High School

Cost Estimate: \$10.2 - \$10.9 million for a multi-use space (Wold)

- Capital Lease Levy Availability is \$7.2 million
 - [Application Guidance](#)
- [Tax Impact](#)
- There are FEMA Grants available related to storm shelters.
- Proposed legislation to change the rules for school storm shelters. [SF3750](#)



Hastings Movie Theater Space

We would need to have an architect design the space and possibly remove a load bearing beam. This would need approval from the City of Hastings.

- Lease 7,800 square feet
- \$1/sq per month = \$7,800/mo = \$93,600/yr
- 3 year minimum with year-round requirement
 - Could explore potential partnerships with booster clubs
- [Tax Impact](#)

United Heroes League (UHL) Partnership

- This would provide a permanent home for the gymnastics program.
- There is potential for multi-use other times of the year.
- The district would provide \$800,000 in upfront funds and sign a long-term agreement for usage.
- Per legal counsel, there are questions whether this is permissible under the Public Purpose Doctrine and MN State Law. Recommendation is to request an Attorney General opinion.

Private Clubs

Farmington Gymnastics & Cheer

- Share space with private training groups and club teams
- Has had a similar arrangement with Northfield in the past
- 3:30-5:30 available most weekdays, solo until 4:15, shared until 5:30
- \$10,000 cost for season

Great Northern Gymnastics

- Saint Paul Park
- Lease space in the morning
- Cost: TBD

Other School Districts

ISD 196 - Eastview High School

- Lease space in the evening after their own team is done training, or in the early morning before school (not enough room to share)
- Proposed lease agreement expected in hand week of 4/13
- Cost: TBD



HMS Gym

- Limits space for:
 - daily use by the Phy Ed Department during the gymnastics season
 - HMS Athletic practices
 - Community Education permits during the gymnastics season

Discussion





**THANK
YOU**

Hastings
Girls Gymnastics



2025 - 2026



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