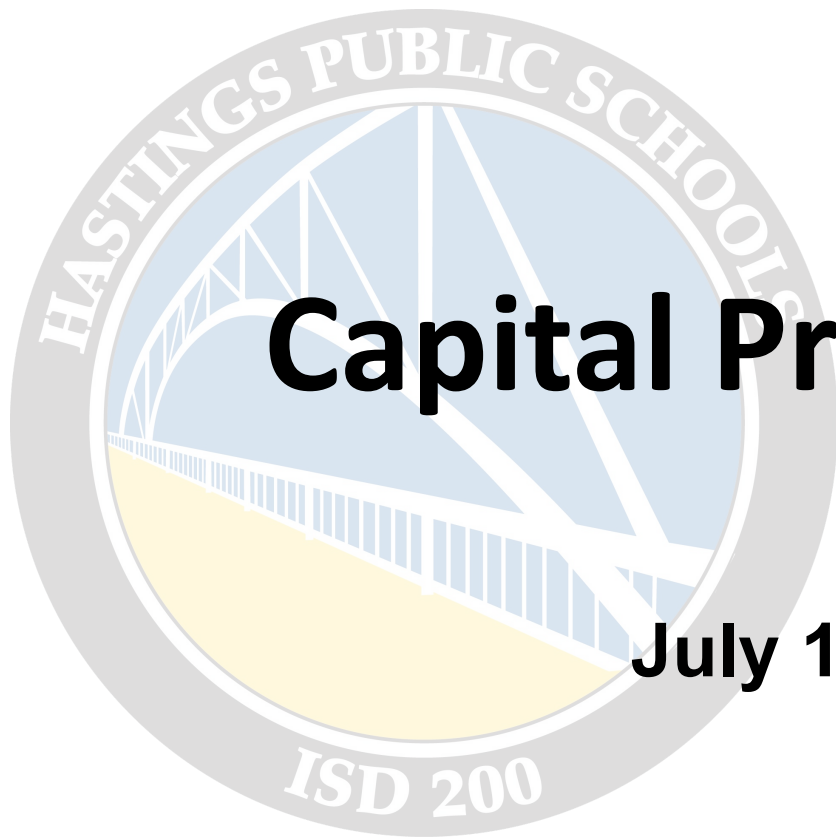


Hastings Area Public Schools - ISD 200
School Board Meeting Agenda

Wednesday, July 12, 2023
Work Session
Middle School Media Center

- I. **Items for Discussion**
 - a. Tech Levy Discussion
 - b. Teaching and Learning Presentation
 - c. Board Evaluation Tool Discussion



Capital Project Levy

July 12, 2023

Capital Project Levy

Election ballot question,
stated tax rate

Allows districts to generate
additional revenue for
technology and capital
projects (Review and
Comment may be required)

Revenue provided through
local property tax levies

Annual levy, maximum
length of 10 years

Taxes spread on Net Tax
Capacity
(All taxpayers pay, but may pay
different amounts based on the type
of property)

Revenue may be used for
items consistent with the
ballot language

Tax Base by Property Type

Assessment Year 2021 (Taxes Payable 2022) Tax Base by Property Type

	Market Value	Percent of Total	Referendum Market Value	Percent of Total	Net Tax Capacity*	Percent of Total
Totals	4,372,114,219	100.0%	3,778,457,344	100.0%	48,525,471	100.0%
Residential Homestead	2,837,254,846	64.9%	2,807,432,046	74.3%	27,245,160	56.1%
Other Residential	490,740,400	11.2%	486,490,925	12.9%	5,418,702	11.2%
Commercial / Industrial	347,268,800	7.9%	347,268,800	9.2%	6,655,297	13.7%
Non Qualifying Agricultural	127,348,773	2.9%	126,418,473	3.3%	1,259,112	2.6%
Qualifying Agriculture	549,376,900	12.6%	-	0.0%	3,903,969	8.0%
Seasonal Recreational	20,124,500	0.5%	10,847,100	0.3%	232,422	0.5%
TIF & FD					3,810,808	7.9%
			- Operating Referendum - Local Optional Revenue - Equity 58% of Total Levy		All other school taxes including building bonds & Capital Project Levies 42% of Total Levy	

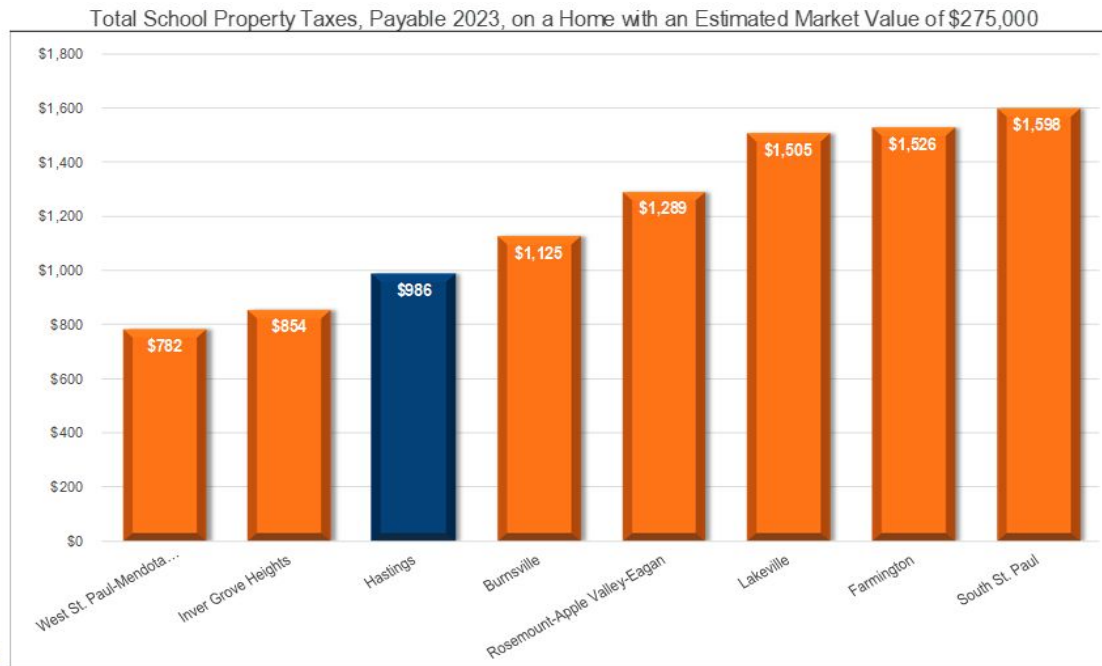
*Totals include TIF & Fiscal Disparities adjustments

Capital Project Levy - Ag Property

- Example agricultural property:
 - ✓ 40 acres, \$9,000 per acre = \$360,000 total value
- Capital Project Levy of \$2 million
 - ✓ Tax impact per acre at \$9,000 = \$1.72 per acre
- Annual tax impact =
 - ✓ \$1.72 per acre x 40 acres = **\$69 annual tax impact**
- Compare to \$350,000 residential property = **\$131 annual tax impact**

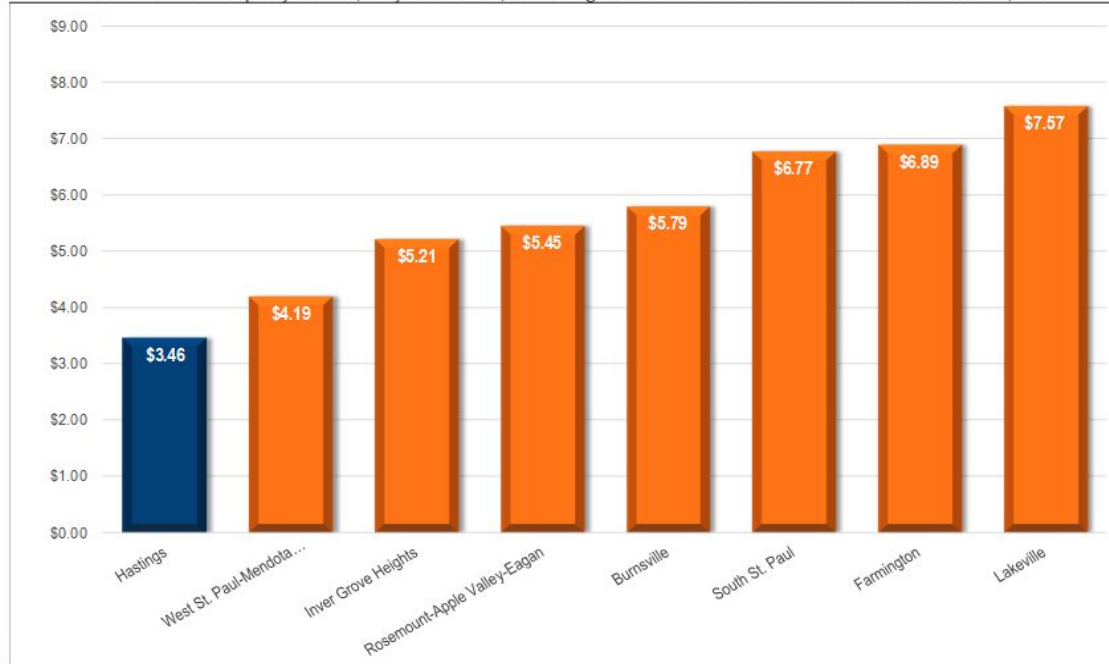


Residential Taxes Comparison



Agricultural Taxes Comparison

Total School Property Taxes, Payable 2023, on an Ag Acre with an Estimated Market Value of \$8,000



Source: MDE School Tax Reports

Per Pupil Comparison

Voter Approved Operating Referendum and Capital Project Levy Authority Per Pupil FY24



Source: MDE Levy Reports

Use of Capital Project Levy

The technology levy would fund staff and student devices, critical technology infrastructure and equipment, physical security and cybersecurity solutions, training and technology support positions, learning space audio and visual systems, and essential technology-based academic software tools.



Morris Leatherman Community Survey - Findings

Potential Tax Impacts

- At the time of data collection, overall support levels rose above the margin of error (54.9%) at an impact of \$140 per year
- Similar result when looking at weighted turnout of Less Active, Active and Very Active voters; support rose above margin of error at the \$135 impact level

Technology Levy

- Initial support for technology levy was 68.4%
- Informed support was 68.9%
- Information about the proposal increased support by 0.5 percentage points, which is not statistically significant



Proposal: \$2,000,000 Capital Projects Levy

Based on current eligible technology expenditures and anticipated costs not currently budgeted for (bond account has paid over \$1.9 million for technology since 2018).

Based on findings of Community Survey for tax tolerance.



Tax Impact

Annual Revenue (Fiscal Year 2024-25)		\$2,000,000
Type of Property	Estimated Market Value	Estimated Annual Taxes Payable in 2024 for Capital Project Levy*
Residential Homestead	\$100,000	\$27
	150,000	48
	200,000	69
	250,000	90
	275,000	100
	300,000	110
	350,000	131
	400,000	152
	450,000	172
	500,000	191

Tax Impact

Annual Revenue (Fiscal Year 2024-25)		\$2,000,000
Type of Property	Estimated Market Value	Estimated Annual Taxes Payable in 2024 for Capital Project Levy*
Commercial/ Industrial +	\$250,000	\$104
	500,000	226
	750,000	348
	1,000,000	470

Tax Impact

Annual Revenue (Fiscal Year 2024-25)		\$2,000,000
Type of Property	Estimated Market Value	Estimated Annual Taxes Payable in 2024 for Capital Project Levy*
Agricultural Homestead **	\$6,000	\$1.14
	7,000	1.33
(average value per acre of land & buildings)	8,000	1.52
	9,000	1.72
Agricultural Non-Homestead **	\$6,000	\$2.29
	7,000	2.67
(average value per acre of land & buildings)	8,000	3.05
	9,000	3.43

Sample Ballot Language

The board of Independent School District No. 200 (Hastings Public Schools) has proposed a capital project levy authorization of 3.593% times the net tax capacity of the school district, which will raise approximately \$2,000,000 for taxes first levied in 2023, payable in 2024, and will be authorized for ten (10) years. The estimated total cost of the projects to be funded over that time period is approximately \$20,000,000. The revenue from the proposed capital levy authorization will be used to provide funds for school district technology, including the acquisition, installation, replacement, support and maintenance of software, software licenses, computers, technology infrastructure and equipment, technology systems related to security and operations, and to pay the costs of technology related personnel and training.

**** Legal counsel review required ****



Next Steps

July 27, 2023 - School Board to authorize the election
(Resolution from legal counsel along with ballot language)

July 28, 2023 - Notify Dakota County of district's intent to have a ballot question

August 25, 2023 - Deadline to call for November 2023 election and provide Dakota County ballot language

November 7, 2023 - Election



MISSION

Our Core Purpose

We Care
We Empower
We Achieve

Students are the heart of all we do

Hastings Teaching & Learning Department

Gifted Talented Programming & Curriculum Overview **July 12, 2023**

Students are the heart of all we do



Gifted Talented Programming

Elementary

- *Cluster classes in grades 3 & 4 for enrichment
- *Young Authors
- *Infinite Campus designation

Middle School

- *Accelerated math courses
- *Enrichment opportunities
- *Gifted Talented Counselor designee

High School

- *Advanced Placement AP, College In Schools CIS, Career Technical Education CTE
- *Gifted Talented Counselor designee



Teacher Professional Development

Book clubs

Workshops and webinars

Quarterly collaboration between cluster teachers

Transition discussions - grade 4 to 5 in particular



What is the Cognitive Abilities Test (CogAT)?

- Grade 2 & Grade 4
- Cognitive Abilities Test
 - Appraises general abstract reasoning abilities
 - Appraises capacity to apply abilities to Verbal, Quantitative & Nonverbal tasks
 - Not an IQ test
 - Grade 2 untimed, Grades 3+ timed (30 minutes per battery)
 - Students who score in the 96th percentile on two or more batteries, or are in the 96th percentile on their overall score are identified



Cognitive Abilities Test (CogAT)

Measures reasoning skills:

- Comprehend problem situations
- Detect similarities and differences
- Make inferences
- Make deductions
- Classify & categorize objects, events, and other stimuli
- Create and adapt problem-solving strategies
- Use familiar concepts and skills in new contexts



Gifted Talented Parent Advisory Committee

- What is GTAC?
 - Gifted and Talented Parent Advisory Committee
 - Community of Support- Parents coming together to share what's working, what's challenging, support strategies
 - Advisory, open to any parent of a student identified as GT
 - Give input on strengths and growth opportunities for gifted students in our system



The Minnesota K-12 Academic Standards are the statewide expectations for student learning in K-12 public schools. All students, including students with unique learning needs, must meet the credit requirements and satisfactorily complete all state and local standards to graduate. The standards are satisfactorily completed through the demonstration of grade-level knowledge and skills in the benchmarks. Each content area of academic standards is reviewed and revised on a 10-year timeline set by the Minnesota legislature.

School districts and charter schools determine how their students will meet the standards and benchmarks by developing courses, curriculum and instruction.

Academic standards are important because they:

- Prepare students for success in careers, college and civic life.
- Work toward equity by describing the knowledge and skills that all students across the state must learn and by supporting a well-rounded education for all.
- Define state requirements for graduation.
- Guide school districts' and charter schools' adoption and design of curricula.
- Describe how learning progresses from kindergarten to high school.



State of Minnesota

Sets learning destination

Academic standard: A summary description of student learning in a required content area or elective content area identified by state law.

Benchmark: The specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

Content Areas with State Developed Standards:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education
- The Arts*

**Schools can choose state or locally developed art standards.*

***Not required for graduation.*



Local Public Schools

Determine how students will reach the destination

Curriculum: District or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge and skills.

Instruction: Methods of providing learning experiences that enable a student to meet state and district academic standards and graduation requirements including applied and experiential learning.

Local Assessment: Tools that educators use to evaluate, measure and document a student's progress toward and achievement of learning described in the standards and benchmarks.

Content Areas with Local Developed Standards:

- The Arts*
- Career and Technical Education**
- Health
- World Languages** (Developed using current world languages standards developed by the American Council on the Teaching of Foreign Languages)

Minnesota K–12 Academic Standards – Standards Review Schedule

This table provides an overview of the current standards review and implementation cycle.

Content Area	Most Recent Review	Implementation Year
Physical Education	2016–17	2026–27* Physical Education Standards Implementation Resources
Arts	2017–18	2023–24* Arts Standards Implementation Resources
Science	2018–19	2024–25* Science Standards Implementation Resources
English Language Arts	2019–20	2025–26 (proposed) Currently in Rulemaking English Language Arts Standards Implementation Resources
Social Studies	2020–21	2026–27 (proposed) Currently in Rulemaking Social Studies Standards Implementation Resources
Mathematics	2021–22	2027–28 (currently in rulemaking) Version 3



Hastings General Outline of Curriculum Review Process

Understanding by Design Framework (Jay McTighe & Grant Wiggins)

A. District Program & Department Understandings

1. Course Level Understandings

a. Unit Understandings

1. Learning Goals/Learning Targets

a. ELOs & Teaching Points/ I Can Statements, Priority Standards, Benchmarks

2. Assessment Design

3. Review & Selection of Resources & Instructional Materials



General Outline of Curriculum Review Process, Focus, Flow

I. Group Norms & *WHY* We Are Here

II. Decision-making Protocol

III. Curriculum Review Process & Stages:

A. Review, Implement & Revise, Monitor Year 1, Monitor Year 2

IV. Current Reality & Data Analysis, Desired Results & Anchored Research, Unacceptable Means

V. Professional Development, Review & Selection of Resources & Instructional Materials



Questions



Not just WHAT we teach and WHEN,
But HOW we teach to WHOM
and WHY





Hastings Middle School Program Review

GUIDING CHANGE

We Care We Empower We Achieve
Students are the heart of all we do

Current Reality	Desired Results	Anchoring Research	Unacceptable Means
•	•	•	•

What are we doing really well? Points of pride?

What are our opportunities for improvement?

What does the research tell us?

What will we not do?

How might we?

