

Hastings Area Public Schools - ISD 200
School Board Meeting Agenda

Wednesday, August 16, 2023
Work Session
Middle School Media Center

- I. **Items for Discussion**
 - a. Energy Efficiency Contract
 - b. Food Service Support
 - c. Policy 506 - Student Discipline - Review and Report
 - d. MSBA Summer Institute Overview
 - e. Draft School Board 3-Year Work Plan and Superintendent Goals
 - f. Student Board Member Discussion

The logo for Hastings Public Schools is a circular emblem. The outer ring contains the text "HASTINGS PUBLIC SCHOOLS" at the top and "ISD 200" at the bottom. The inner circle features a stylized bridge with a yellow base and blue upper sections, set against a light blue background.

Guaranteed Energy Savings Contract LED Lighting

August 16, 2023

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

Guaranteed Energy Savings Contract

Established by MN Legislature as a way for public entities to simplify the process and have financial guarantees in place.

Strict guidelines for Measurement and Verification of data, finances and results.

Bottom Line: Provider must guarantee that the savings from the project is greater than the cost, or Provider pays difference.



Requirements per MN Statute 123B.65

**Public Notice of
Interest**

**School Board
Selects Qualified
Provider**

Project Creation

Project Findings

**Public Notice -
Decision**

**School Board
Decision**

Construction



Overview

- Base Information Provided
 - District Facilities
 - Building Hours
 - Access to energy bills and usage
- Problems, Goals, Objectives & Options for all specific spaces
- Scope Reviews Finalized
 - Fixture Information
- Measure & Verify - after installation



Summary of Project Findings

- Includes all sites
- Gymnasiums
 - BlueTooth Dimming
 - Increase Light Levels
 - Occupancy Sensors
- Classrooms
 - BlueTooth Dimming
 - Kelvin Options
 - Occupancy Sensors
- Pool
 - Directional lighting
 - Vapor-tight strip fixtures above bleachers
- Hallways
 - Kelvin Options
 - Occupancy Sensors

5,132 New Fixtures
1,060 Retrofit/Re-lamp



Environmental Impact

- Annual Use (kWh)
 - Current: 1,586,338 kWh
 - After Conversion: 497,071 kWh
 - Savings: 1,089,268 kWh
 - 69% Reduction



Funding

Operating Capital (Fund 1)

Allowable Uses per 126C.10 MN Statutes:

(11) for energy audits for school buildings and to modify buildings if the suit indicates the cost of the modification can be recovered within ten years

(14) to pay principal and interest on state loans for energy conservation accounting to section 216C.37...

These are reserved funds that have specified uses, will not negatively impact students, programs, or staff.



Financial Impact

OPTION 1 - 10 Year Lease w/\$500k down

Cost of Project (net of rebates):

- \$1,145,816
- \$ 192,263 interest (estimate)
- \$1,338,079 total

Annual Savings (Conservative):

- \$111,116 Energy Savings
- \$ 37,016 HVAC & Maint. Savings
- \$148,132 Total

Savings over 10 years:

- \$143,241

OPTION 2 - Payment of project cost

Cost of Project (net of rebates):

- \$1,145,816

Annual Savings (Conservative):

- \$111,116 Energy Savings
- \$ 37,016 HVAC & Maint. Savings
- \$148,132 Total

Savings over 10 years:

- \$335,504

Additional Savings, but not included above:

● Dimming

● Occupancy Sensors

● Xcel Rate Increases



Additional Option

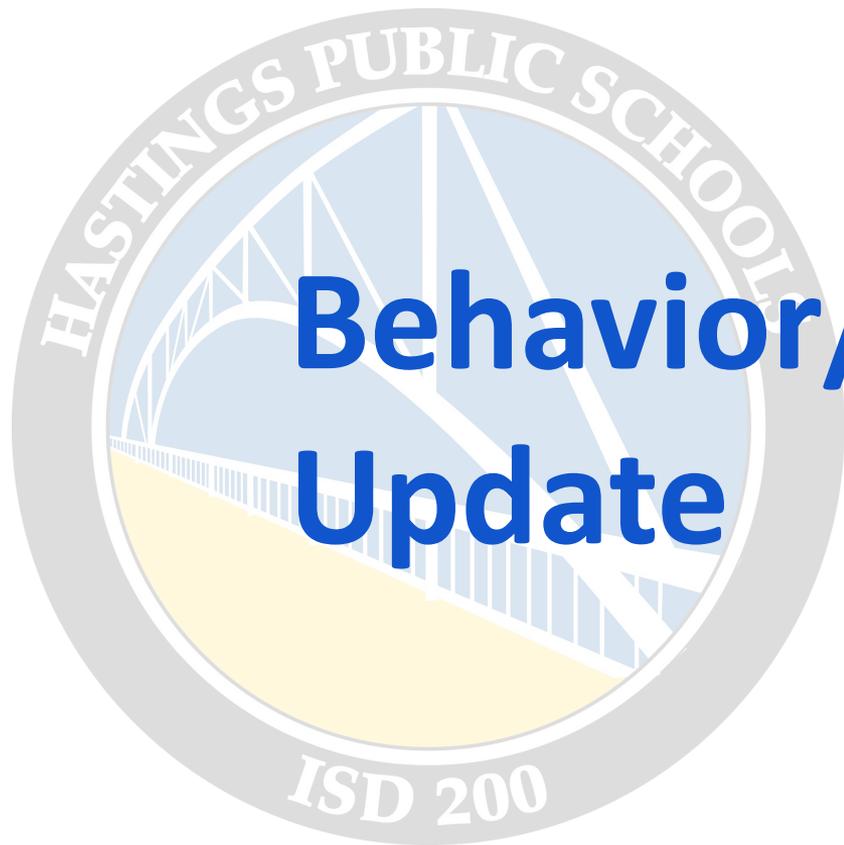
- OPTION 3 - Capital Facility Bonds
 - Requires Public Notice
 - 10 Yearly Payments
 - Approximately 3.5% interest rate
 - Ag Credit eligible



Next Steps

- Answer any related questions
- Board direction to proceed with the process
- Selection of financing option
- Scope approval - Director of Buildings & Grounds
- Receive final contract
- Legal review of contract (already started on base contract)
- Board approval of contract on August 23rd





Behavior/Discipline Update

August 16, 2023

Behavior and Discipline Timeline

- 2018-19 Behavior committee formed
- 2020-21 Discipline policy review
- 2021-22 Updated Discipline policy adopted/Draft Continuum of Responses piloted
- 2021-22 Strategic Plan adopted
- 2021-22 Operational focus areas include mental health, MTSS, and student engagement (ESSER)
- Training on Special Education
- Training on investigations
- Summer 2022 Continuum of Responses updated
- Summer 2022 Behavior/Discipline meetings
- 2022-23 Reset the tracking and alignment of data
- 2022-2023 Additional positions based on feedback and focus on Restorative Practices

[CURRENT #506 POLICY](#)



High School

2018-19

- 1632 referred incidents
- 1113 (att., parking, work refusal)
- 519 discipline events
- 269 students
- 48 students with 3+ referrals
- 107 out of school suspensions

2021-22

- 1429 referred incidents
- 1068 (att., parking, work refusal)
- 361 discipline events
- 190 students
- 32 students with 3+ referrals
- 106 out of school suspensions

2022-23

- 885 referred incidents (38% reduction)
- 485 (att., parking, work refusal)
- 400 discipline events
- 181 students
- 91 students with 3+ referrals
- 141 out of school suspensions (54 from 13 students)



High School

2023-2024 Plans for Continuous Improvement:

- **HHS Building Goals**
 - Grading and Assessment
 - Equity and Inclusion
- **MTSS**
 - Tiered levels of intervention
 - Check and Connect
 - Restorative Practices
- **Administrative Conferencing**

Evidence of how plan aligns with non-exclusionary discipline and district policy #506:

- **Development of system of accountability**
 - **Multi-Tiered Systems of Support, alternatives to suspension/restorative practices/check and connect used alongside Behavior Matrix and Policy 506**
 - **Additional Supports: Specialized Support Coach, SW, Tap Therapy, Chemical Health**



Middle School

2018-19

- 1395 referred incidents
- 378 students
- 150 students with 3+ incidents
- 97 out of school suspensions

2021-22

- 911 referred incidents
- 274 students
- 96 students with 3+ incidents
- 149 out of school suspensions

2022-23

970 Referred incidents

347 Students

160 Students with 3+ incidents, 136 with 4+, 39 with 10+

122 Out of school suspensions, 18 students with 3+ days



Middle School

2023-2024 Plans for Continuous Improvement:

- Building-wide Raider Way (PBIS) teaching expected behaviors, rewarding +
- Admin/Counselor collaboration and planning
- Working on a tiered behavior support plan: low (teacher), medium (assistant principals), high behaviors (AP & Principal) and where the support will/should come from (MTSS work).
- Continuing to work on how to integrate alternatives to suspension/restorative practices into our daily/weekly practices.

Evidence of how plan aligns with non-exclusionary discipline and district policy #506:

Positive behavior intervention supports, Multi-Tiered Systems of Support, alternatives to suspension/restorative practices used alongside Behavior Matrix



Elementary Schools

2018-19

- 309 referred incidents
- 33 students with 3+ incidents
- 38 out of school suspensions
- 8 students with multiple suspensions
(35 of the 38 suspensions representing 2.5% of students)

2021-22

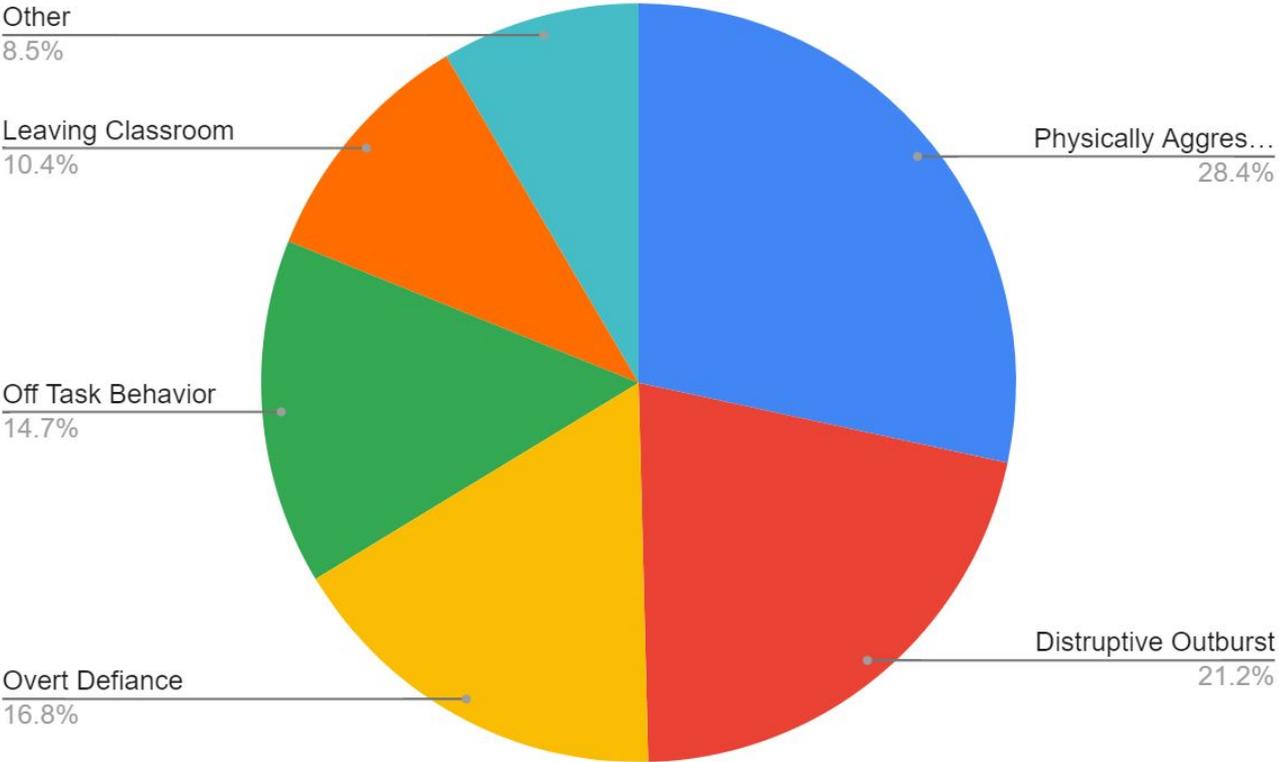
- 121 referred incidents
- 14 students with 3+ incidents
- 18 out of school suspensions
- 4 students with multiple suspensions
(11 of 18 suspensions representing 1.3% of the students)

2022-23 (updated tracking of behaviors managed by both teacher and office referrals)

- 1134 Behavior Incidents
- 103 students with 3+ incidents
- 17 out of school suspensions



Breakdown of the 22-23 Behavior Incidents



Elementary Schools

2023-2024 Plans for Continuous Improvement:

- Strengthening our school-wide expectations with PRIDE/CARES
- Intentionally strengthening student-teacher relationships (Raider, Set, Go!)
- Continuing our use of and refinement of SEL lessons (2nd Step)
- Use our support teams to deepen student understanding of their needs
- Develop proactive student support plans (academic & behavior)
- Create a professional development plan (The Catalyst Approach)

Evidence of how plan aligns with non-exclusionary discipline and district policy #506:

- Teacher-Student Relationships (Raider Set Go! Days)
- Social Emotional Learning (SEL) & Behavior Interventions and Support (2nd Step, MTSS, behavior plans)
- Support Services - added TAP support, Student Support Specialist, Specialized Support Coach





School Board Governance Work Plan

DRAFT August 2023



Key Roles	2023/24 SY	2024/25 SY	2025/26 SY
District Policy	<ul style="list-style-type: none"> 1/3 District Policy Review + Annual Policy Review 	<ul style="list-style-type: none"> 1/3 District Policy Review + Annual Policy Review 	<ul style="list-style-type: none"> 1/3 District Policy Review + Annual Policy Review
Operations Oversight and Long-Range Planning	<ul style="list-style-type: none"> Budget Approval District Long Range Model/Goals Operational Plan Monitoring Reports District Sizing to Enrollment and Trends Supporting culture/climate for learning success (mental health and behavior) Secondary Innovation programmatic recommendation 	<ul style="list-style-type: none"> Budget Approval District Long Range Model/Goals Operational Plan Monitoring Reports District Sizing to Enrollment and Trends Supporting culture/climate for learning success (mental health and behavior) Support Secondary Innovation programmatic implementation 	<ul style="list-style-type: none"> Budget Approval District Long Range Model/Goals Operational Plan Monitoring Reports District Sizing to Enrollment and Trends Supporting culture/climate for learning success (mental health and behavior)
Board Operations and Development	<ul style="list-style-type: none"> School Board Annual Evaluation Board 3 Year Governance Work Plan 4 Board Seats New Board Member Training Board Member Deep Learning/Retreat Staff engagement design Consider Board Election Cycle Update Board Handbook (establish practice/process) Seat Student Board Member 	<ul style="list-style-type: none"> School Board Annual Evaluation Board 3 Year Governance Work Plan Board Candidate Recruitment Board Member Deep Learning/Retreat 	<ul style="list-style-type: none"> School Board Annual Evaluation Board 3 Year Governance Work Plan 3 Board Seats New Board Member Training Board Member Deep Learning/Retreat
Superintendent Relations and Development	<ul style="list-style-type: none"> Superintendent Evaluation District Quarterly Benchmark Reports 	<ul style="list-style-type: none"> Superintendent Evaluation District Quarterly Benchmark Reports 	<ul style="list-style-type: none"> Superintendent Contract (Extension/New Search) Superintendent Evaluation District Quarterly Benchmark Reports
Public Engagement	<ul style="list-style-type: none"> Legislative Engagement - Platform Community Communications Assess enrollment choice, decline, and engagement Staff engagement design 	<ul style="list-style-type: none"> Legislative Action Committee Community Communications Assess enrollment choice, decline, and engagement Staff engagement 	<ul style="list-style-type: none"> Legislative Engagement - Platform Community Communications Assess enrollment choice, decline and engagement Staff engagement



BRIDGE TO SUCCESS

Dr. Tamara Champa
SUPERINTENDENT

STRATEGIC ANCHORS

Drivers of Our Continuous Improvement

- A. Engaged Learners
- B. Effective Operations
- C. Communication and Collaboration

ENGAGED LEARNERS:

Goal #1

The superintendent will guide and support a process to ensure that district programming and schedules meet the needs of our students at both the middle and high school. A full recommendation will be presented to the school board.

Note: The study at both buildings will include a task force and an action plan for identifying best practices, researching innovative designs, and determining a structure for success. Student voice will be an active component for the entire process.

Goal #2

The superintendent will support the school board and administration to ensure that the entire scope of the READ Act is strategically implemented to provide evidence-based professional development and curriculum while maximizing financial resource opportunities.

EFFECTIVE OPERATIONS:

Goal #1

The superintendent will develop and execute an intentional and strategic plan to connect and communicate with all stakeholders to inform, engage and support the decision-making process regarding the school district's technology levy.

COMMUNICATION AND COLLABORATION:

Goal #1

The superintendent will provide reliable and consistent communication to board, staff and community stakeholders.

Goal #2

Provide a nationally-normed survey to establish baseline data for parent satisfaction, and student and staff experience.
