

Regular Monthly Meeting

Monday, June 17, 2024 6:00 PM

R-P Schools Forum Room, 1000 Pine Meadows Lane, Rushford, Minnesota 55971

1. **Call to Order**

2. **Pledge of Allegiance**

3. **Roll Call**

4. **Adoption of Agenda**

5. **Public Comments - Limited to 5 minutes per person**

6. **CONSENT AGENDA (roll call vote)**

6.A. May 20, 2024 Regular Monthly Meeting Minutes

6.B. Donations in the amount of \$9,594.62

6.C. 2024-2025 MREA Membership

6.D. 2024-2025 MSBA Membership

6.E. May hand payables, wires & payroll liabilities
in the amount of \$342,887.87

6.F. May payroll in the amount of \$324,695.94

6.G. June board bills in the amount of \$210,662.54

6.H. PERSONNEL:

6.H.1. Hires:

6.H.1.a. Nathan Whitacre - MS/HS Special Education
Teacher (Beginning Teacher - Step 1)

6.H.1.b. Student workers:
Custodial / Grounds: Jonah Bunke, Lucas Redalen,
Carter Skree, Conner Vaughn and Matthew Sprague

Youth Recreation Coaches: Cassandra Boyum, Beau
Grindland, Creighton Hoiness, Becca Magin, Torryn
Schneider, Shelby Tesch and Nadia Happel

Kids Club Assistants: Giselle Kahoun, Kiara
Johnson, and Aleksa Phillips

6.H.1.c. Community Ed Summer Rec Volunteer Coaches

7. **NEW BUSINESS**

7.A. Approve the 2023-2024 budget revisions.

7.B. Approve the adoption of the 2024-2025 budget.

7.C. Approve the 2024-2026 custodial contract with
MSEA (Minnesota School Employees Association).

7.D. Approve the 2024-2025 agreement with Hiawatha Valley Mental Health.

7.E. Review and approve the Literacy Plan.

7.F. Review the Gasoline, Bread and Milk bids for the 2024-2025 school year and select vendors.

7.G. Approve the Resolution to renew membership with the MSHSL for the 2024-2025 school year. (*roll call vote*)

7.G.1. MSHSL More than Membership Video

7.H. Approve the 2023-2024 Q-Comp Annual Report.

7.I. Designation of Identified Official with Authority for the MDE External User Access Recertification System. (*Roll call vote*)

8. **ADMIN REPORTS**

8.A. Superintendent Report

8.B. Elementary Report

8.C. Middle School / High School Report

8.D. Activities & Community Education Report

9. **BOARD COMMUNICATIONS**

9.A. Hiawatha Valley Education District Report

9.A.1. HVED Board Representative reassignment

10. **INFORMATION:**

**Regular Monthly Meeting: Monday, July 15, 2024,
6:00 p.m. in the Forum Room**

11. **ADJOURNMENT**

MINUTES
REGULAR MEETING OF THE SCHOOL BOARD
INDEPENDENT SCHOOL DISTRICT #239

The regular meeting of the Rushford-Peterson School District #239 school board was called to order by Chairperson, Chris Grindland at 6:00 p.m. on Monday, May 20, 2024 in the Rushford-Peterson Schools Forum Room.

The Pledge of Allegiance was recited.

Members Present: Chris Grindland, Matt Helgemoe, Jeff Michel, Ken Sawle, Carl Schollmeier, Nancy Snyder and Amy Woxland

Members absent: None

Administration Present: Superintendent Ben Bernard, Jake Timm & Angela Shepard

District Personnel: Laura Hahn

Motion by Snyder, seconded by Michel to adopt the agenda as presented. Motion carried unanimously.

There were no public comments.

Motion by Woxland, seconded by Michel to approve the following consent agenda items: April 15, 2024 Regular Monthly Meeting Minutes; Donations in the amount of \$5,467.65, April hand payables, wires & payroll liabilities in the amount of \$346,520.43, April payroll in the amount of \$302,637.45, May board bills in the amount of \$172,495.34, Fund Summary Reports; Personnel: Retirement: Nina Torkelson - HS Special Education, Resignations: Forrest Musselman - Assistant Speech Coach, Lori Haugen - Foodservice Assistant as of 5/31/24, Leave of Absence: Hannah Pape - August 27, 2024 - June 5, 2025, Hires: Kora Miller - Kindergarten (Beginning lane, Step 1), Emily Walberg - 1st Grade (Master lane, Step 4), Sophia Westcott - K-5 Special Education (Beginning lane, Step 1), Madlyn Ripka - MS/HS Band Director (Beginning lane, Step 1), Ethan Jacobson - MS/HS Business Teacher (Beginning lane, Step 1) and Autumn Bearbower - Kids Club Assistant . With a roll call vote of 7:0, motion carried unanimously.

Motion by Helgemoe, seconded by Sawle to approve the second reading and adopt the following policies: 209 – Code of Ethics, 210 – Conflict of Interest, 211 – Criminal or Civil Action Against School District & 212 – School Board Development. Motion carried unanimously.

Motion by Michel, seconded by Snyder to approve the first reading of the following policies: 213 - School Board Committees, 301 - School District Administration, 302 – Superintendent and 303 - Superintendent Selection. Motion carried unanimously.

Motion by Woxland, seconded by Schollmeier to approve the 2024-2025 Property, Liability, Cyber & Workers Compensation Insurance proposal from Vaaler Insurance. Motion carried unanimously.

Motion by Woxland, seconded by Helgemoe to appoint Laura Hahn as Assistant Clerk to assist with the school board election process. Motion carried unanimously.

Motion by Michel, seconded by Sawle to approve the Resolution Establishing Dates for Filing Affidavits of Candidacy for the 2024 School Board election. With a roll call vote of 7:0, motion carried unanimously.

Superintendent Bernard presented the Superintendent's report.
Angela Shepard presented the Elementary report.
Jake Timm presented the Middle School / High School report.
The Hiawatha Valley Education District Report was reviewed.

INFORMATION: Regular Monthly Meeting – Monday, June 17, 2024, 6:00 p.m. in the Forum Room

Motion by Schollmeier, seconded by Michel, to adjourn the regular meeting at 6:23 p.m. Motion carried unanimously.

Chris Grindland, Chairperson

Matt Helgemoe, Clerk

DONATIONS - June 2024

5/24/2024	Micah Hanson State Farm Insurance	\$100.00	BB Golf Fundr Hole Sponsor
5/24/2024	Scott and Laurie Anderson	\$100.00	BB Golf Fundr Hole Sponsor
5/24/2024	Dave and Karla Lind	\$100.00	BB Golf Fundr Hole Sponsor
5/24/2024	L & L Volkman	\$100.00	BB Golf Fundr Hole Sponsor
5/24/2024	Ross Himlie Photography	\$100.00	BB Golf Fundr Hole Sponsor
5/24/2024	Rushford Manufacturing	\$250.00	BB Golf Fundr Hole Sponsor
5/24/2024	Darr Auction	\$100.00	BB Golf Fundr Hole Sponsor
5/24/2024	Acentek	\$100.00	BB Golf Fundr Hole Sponsor
5/24/2024	MiEnergy Cooperative	\$100.00	BB Golf Fundr Hole Sponsor
5/24/2024	Rushford Foods	\$100.00	BB Golf Fundr Hole Sponsor
5/24/2024	Pam's Corner Convenience	\$100.00	BB Golf Fundr Hole Sponsor
5/24/2024	Rushford State Bank	\$100.00	BB Golf Fundr Hole Sponsor
5/24/2024	RP Booster Club	\$4,244.62	GBB Uniforms
5/24/2024	RP Booster Club	\$3,000.00	Summer Speed and Strength Coaching
5/24/2024	RP Booster Club	\$1,000.00	Golf fees - Ferndale
Total		\$9,594.62	

We thank the above donors for their generous donations and support of our school district and activities!

June 7, 2024

Benjamin Bernard
Rushford-Peterson School District
1000 Pine Meadows Lane
Rushford MN 55971

Hi, Benjamin,

On behalf of MREA's 237 public school district members, thank you for your district's membership that helps us proactively engage with legislators and state officials to address Greater Minnesota P-12 education funding and policy issues. With the 2023-24 school year behind us, Rushford-Peterson School District's renewed membership for the 2024-25 school year is fundamental to MREA's advocacy targeting student learning and funding gaps.

Advocacy Focused on Greater Minnesota Education

MREA is your district's voice at the Capitol, and we advocate with education officials and with legislators representing Rushford-Peterson School District to inform them of potential impacts of their decisions. Our recent successes for rural education include:

- READ Act funding improvements for students and teachers
- Postponement of high school civics education requirements
- Additional VPK slots
- Student Teacher Stipend Pilot program funding
- Student Attendance Pilot project sites funded
- *Check out all our recent Accomplishments on the enclosed flyer.*

Count on MREA to work for your district outside the Capitol, too, with:

- Professional development and networking at our Greater Education Summit
- Truth-in-Taxation (TNT) training and templates
- Educator and school program awards celebrating rural education

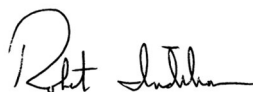
Looking Ahead to a Successful 2025

Looking ahead to the 2025 legislative session, we know that **when we work together, we succeed together**. The Voice for Greater Minnesota Education has never been stronger, and we sincerely appreciate Rushford-Peterson School District's renewed membership. Please send your membership dues and updated contact information by July 15 to ensure our rural voice remains impactful.

Best wishes for a summer of well-being,



Michelle Rinke Koch, MREA Board President
Principal, Menahga Schools



Bob Indihar, MREA Executive Director



MAIL

2233 Roosevelt Rd, Suite 7
St. Cloud, MN 56301

CALL

(320) 762-6574
Toll-Free (833)-MNVOICE

LEARN

www.MREAVoice.org
www.MREASummit.org



MEMBERSHIP RENEWAL INVOICE

Invoice Number: 2425-5000-1560-01

Invoice Date: June 7, 2024

Payment Due: July 15, 2024

Amount Due: \$1805.00

Bill to

Rushford-Peterson School District

Benjamin Bernard

1000 Pine Meadows Lane

Rushford MN 55971

Items	Quantity	Price	Amount
2024-25 ISD 239 Membership July 1 - June 30			
• Base Fee*	1	\$1100	\$1100.00
• Legislative Fee \$1/APU (maximum of \$1400)	705 APU	\$705	\$705.00
		Total	\$1805.00
		Amount Due	\$1805.00

*Districts sharing superintendents must each join MREA to receive discounted Base Fee of \$825. Contact MREA if Shared District has changed.

CONTACT INFORMATION (Please review and update)

District Name: Rushford-Peterson School District

Primary Contact: Benjamin Bernard

Contact Position Title: Superintendent

Contact Email: benbernard@r-pschools.com

District Phone: 507 - 864-7785

***Shared District:** NA

Superintendent Cell Phone: NEEDED

Principal Place of Business: 1000 Pine Meadows Lane

City, State, Zip: Rushford, MN 55971

Website Address: www.r-pschools.com

County: Fillmore

SIGNATURE _____

Date _____

Signature is consent to membership and to receive member notices at primary contact's email address.

QUESTIONS? Contact Diane Vosen, Operations Director, at (320) 762-6574.

Minnesota Rural Education Association is a nonprofit 501(c)(4) membership association, and dues are not tax deductible as charitable contributions. We estimate 41.8% of FY25 dues will be attributable to non-deductible lobbying activity and are not deductible under Internal Revenue Code Section 162 as an ordinary and necessary business expense. Notify your accountant.

Thank you for your membership! Please remit this form and check payable to MREA, to:

MREA | 2233 Roosevelt Rd, Ste 7 | St. Cloud, MN 56301.



Minnesota School Boards Association
1900 West Jefferson Avenue
St. Peter, MN 56082-3015
507-934-2450 or 800-324-4459

Invoice	INV-10490-B7X6M3
Date	7/1/2024
Amount Due	\$7,274.00
Date Due	8/15/2024

Rushford-Peterson
PO Box 627
Rushford, MN 55971-0627

Customer Name	Purchase Order No.			
Rushford-Peterson				
Description	Quantity		Unit Price	Ext. Price
Policy Services Subscription - Rushford-Peterson	1		\$750.00	\$750.00
ISD Membership - Rushford-Peterson	1		\$3,824.00	\$3,824.00
BoardBook Subscription - Rushford-Peterson	1		\$2,700.00	\$2,700.00

Dues for your district are based on "Average Daily Membership of Students Served" for the fiscal year ended June 30, 2023, as provided by the Minnesota Department of Education.

MSBA is not able to accept Credit, Debit, or Procurement Cards as a method of payment of your 2024-2025 Dues Invoice. Please remit payment of this invoice to MSBA by CHECK. Thank you for your cooperation.

In accordance with IRS Code Sec. 6113, contributions or gifts (including membership dues) to MSBA are not deductible as charitable contributions for Federal income tax purposes.

Subtotal	\$7,274.00
Total	\$7,274.00

Rushford-Peterson Public School

Payment Reg by Bank and Check

MAY 2024 HAND PAYABLES, WIRES & PAYROLL LIABILITIES

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Pay/Void			Amount
									Print	Recon	Void Date	
001	P24111	49590		Wire	1	49200	RUSHFORD STATE BANK		No	No	No 05/02/2024	49.77
001	P24111	49593		Wire	1	2024	ARBITER SPORTS		No	No	No 05/13/2024	3,000.00
001	p2411p	49601		Wire	1	12990	COMMISSIONER OF REVENUE		No	No	No 05/15/2024	7,599.08
001	p2411p	49602		Wire	1	2289	AVIBEN		No	No	No 05/15/2024	8,089.16
001	p2411p	49603		Wire	1	46168	PUBLIC EMPLOYEES RETIREMENT		No	No	No 05/15/2024	6,942.49
001	p2411p	49604		Wire	1	49200	RUSHFORD STATE BANK		No	No	No 05/15/2024	47,998.86
001	p2411p	49605		Wire	1	56000	TEACHERS RETIREMENT ASSN		No	No	No 05/15/2024	29,807.05
001	P24111	49674		Check	1	15350	EASTWOOD GOLF COURSE		No	No	No 05/28/2024	100.00
001	P24111	49675		Wire	1	1903	KWIK TRIP		No	No	No 05/29/2024	10,239.00
001	p2411q	49676		Wire	1	12990	COMMISSIONER OF REVENUE		No	No	No 05/30/2024	7,813.64
001	p2411q	49677		Wire	1	2110	GUARDIAN		No	No	No 05/30/2024	8,724.22
001	p2411q	49678		Wire	1	2132	COLONIAL LIFE & ACCIDENT INSURAN		No	No	No 05/30/2024	1,348.26
001	p2411q	49679		Wire	1	2133	MN HEALTHCARE CONSORTIUM		No	No	No 05/30/2024	63,328.34
001	p2411q	49680		Wire	1	2289	AVIBEN		No	No	No 05/30/2024	7,989.16
001	p2411q	49681		Wire	1	46168	PUBLIC EMPLOYEES RETIREMENT		No	No	No 05/30/2024	7,156.04
001	p2411q	49682		Wire	1	49200	RUSHFORD STATE BANK		No	No	No 05/30/2024	49,248.87
001	p2411q	49683		Wire	1	56000	TEACHERS RETIREMENT ASSN		No	No	No 05/30/2024	30,802.99
001	P24111	49586	46085	Check	1	1015	CASH		Yes	No	No 05/02/2024	200.00
001	P24111	49587	46086	Check	1	2060	BREAKDOWN SPORTS USA		Yes	No	No 05/02/2024	520.00
001	P24111	49588	46087	Check	1	1279	REGENTS OF THE UNIVERSITY OF MIN		Yes	No	No 05/02/2024	85.00
001	P24111	49589	46088	Check	1	2059	STG INC.		Yes	No	No 05/02/2024	980.00
001	P24111	49591	46089	Check	1	2270	FIFTH AVENUE AWARDS		Yes	No	No 05/07/2024	39.95
001	P24111	49596	46091	Check	1	2226	CF-ADVERTISING		Yes	No	No 05/14/2024	1,628.00
001	P24111	49594	46092	Check	1	1264	NATIONAL EAGLE CENTER		Yes	No	No 05/14/2024	502.00
001	P24111	49595	46093	Check	1	2161	ROCHESTER AREA OFFICIALS ASSOCI		Yes	No	No 05/14/2024	125.00
001	P24111	49597	46094	Check	1	51116	SCHOLASTIC BOOK FAIRS - 15		Yes	No	No 05/14/2024	2,778.70
001	p2411p	49598	46095	Check	1	37815	MN SCHOOL EMPLOYEE ASSN		Yes	No	No 05/15/2024	80.13
001	p2411p	49600	46096	Check	1	48175	RP EDUCATIONAL SUPPORT PERSONN		Yes	No	No 05/15/2024	187.87
001	p2411p	49599	46097	Check	1	48100	RUSHFORD-PETERSON EDUCATION		Yes	No	No 05/15/2024	2,486.49
001	P24111	49606	46098	Check	1	2376	BUNKE, DAWSON		Yes	No	No 05/17/2024	250.00
001	P24111	49608	46099	Check	1	2389	HELGEMOE, TAYLER		Yes	No	No 05/17/2024	250.00
001	P24111	49607	46100	Check	1	2388	WILKEMEYER, SAMPSON		Yes	No	No 05/17/2024	500.00
001	P24111	49609	46101	Check	1	63062	WINONA HEALTH SERVICE	AT	Yes	No	No 05/17/2024	4,837.50
001	P24111	49666	46158	Check	1	15350	EASTWOOD GOLF COURSE		Yes	No	No 05/21/2024	225.00
001	P24111	49668	46159	Check	1	22370	HARMONY GOLF CLUB		Yes	No	No 05/21/2024	20.00
001	P24111	49667	46160	Check	1	1873	PRESTON GOLF COURSE		Yes	No	No 05/21/2024	20.00
001	P24111	49669	46161	Check	1	1015	CASH		Yes	No	No 05/22/2024	1,600.00
001	P24111	49670	46162	Check	1	11108	CHILDREN'S MUSEUM OF LA CROSSE		Yes	No	No 05/23/2024	228.00
001	P24111	49671	46163	Check	1	1658	INTERNATIONAL OWL CENTER		Yes	No	No 05/23/2024	275.00

Rushford-Peterson Public School

Payment Reg by Bank and Check

MAY 2024 HAND PAYABLES, WIRES & PAYROLL LIABILITIES

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
											Void	Date	
001	P24111	49673	46164	Check	1	15350	EASTWOOD GOLF COURSE		Yes	No	No	05/24/2024	200.00
001	P24111	49672	46165	Check	1	46888	REGION ONE A		Yes	No	No	05/24/2024	5,237.00
001	p2411q	49684	46166	Check	1	02370	AFLAC		Yes	No	No	05/30/2024	217.68
001	p2411q	49685	46167	Check	1	1274	MERCHANTS BANK		Yes	No	No	05/30/2024	12,395.42
001	p2411q	49686	46168	Check	1	37815	MN SCHOOL EMPLOYEE ASSN		Yes	No	No	05/30/2024	81.73
001	p2411q	49687	46169	Check	1	40998	NCPERS GROUP LIFE INS		Yes	No	No	05/30/2024	16.00
001	p2411q	49689	46170	Check	1	48175	RP EDUCATIONAL SUPPORT PERSONN		Yes	No	No	05/30/2024	187.85
001	p2411q	49688	46171	Check	1	48100	RUSHFORD-PETERSON EDUCATION		Yes	No	No	05/30/2024	2,441.20
001	p2411q	49690	46172	Check	1	48210	RUSHFORD-PETERSON ESCROW ACC		Yes	No	No	05/30/2024	2,524.13
001	P24111	49691	46173	Check	1	16945	CARDMEMBER SERVICE		Yes	No	No	05/30/2024	9,246.29
001	P24111	49692	46174	Check	1	11372	COFFEE MILL GOLF COURSE		Yes	No	No	05/31/2024	250.00
001	P24111	49693	46175	Check	1	13266	COTTER SCHOOLS		Yes	No	No	05/31/2024	100.00
001	P24111	49696	46176	Check	1	15233	DOVER-EYOTA PUBLIC SCHOOLS		Yes	No	No	05/31/2024	150.00
001	P24111	49698	46177	Check	1	2306	FEINE, MELISSA		Yes	No	No	05/31/2024	25.00
001	P24111	49699	46178	Check	1	31674	LEWISTON-ALTURA HIGH SCHOOL		Yes	No	No	05/31/2024	125.00
001	P24111	49697	46179	Check	1	2290	NARDINI FIRE EQUIPMENT		Yes	No	No	05/31/2024	575.00
001	P24111	49700	46180	Check	1	44162	PEM SCHOOLS		Yes	No	No	05/31/2024	450.00
001	P24111	49695	46181	Check	1	1513	RPM ATHLETICS		Yes	No	No	05/31/2024	60.00
001	P24111	49694	46182	Check	1	1381	ST. CHARLES HIGH SCHOOL		Yes	No	No	05/31/2024	150.00
001	P24111	49702	46184	Check	1	2167	GAMBLERS SOFTBALL		Yes	No	No	05/31/2024	400.00

Bank Total: \$342,887.87Report Total: \$342,887.87

Rushford-Peterson Public School

Payment Reg by Bank and Check

JUNE 2024 BOARD BILLS

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Pay/Void			Date	Amount
									Print	Recon	Void		
001	P24123	49715		Check	1	03188	CARD MEMBER SERVICES		No	No	No	06/17/2024	3,774.15
001	P24123	49716		Check	1	04615	BERNARD BUS SERVICE		No	No	No	06/17/2024	41,489.71
001	P24123	49717		Check	1	04698	QUALI-TEE SCREEN PRINTING		No	No	No	06/17/2024	5,564.00
001	P24123	49718		Check	1	07018	B & S RENTALS		No	No	No	06/17/2024	1,110.00
001	P24123	49719		Check	1	1144	LIND AWARDS & ENGRAVING		No	No	No	06/17/2024	282.00
001	P24123	49720		Check	1	1165	ROOT RIVER FLORAL		No	No	No	06/17/2024	175.00
001	P24123	49721		Check	1	1291	EDUCATOR BENEFIT CONSULTANTS, L		No	No	No	06/17/2024	65.81
001	P24123	49722		Check	1	1391	ACENTEK		No	No	No	06/17/2024	4,336.49
001	P24123	49723		Check	1	14282	DALCO		No	No	No	06/17/2024	1,863.46
001	P24123	49724		Check	1	1513	RPM ATHLETICS		No	No	No	06/17/2024	533.60
001	P24123	49725		Check	1	15366	DNR		No	No	No	06/17/2024	255.00
001	P24123	49726		Check	1	1586	PAN-O-GOLD BAKING CO.		No	No	No	06/17/2024	400.36
001	P24123	49727		Check	1	1654	ANDERSON AUTO, LLC		No	No	No	06/17/2024	2,445.57
001	P24123	49728		Check	1	1686	TURF MAINTENANCE		No	No	No	06/17/2024	5,791.18
001	P24123	49729		Check	1	16945	CARDMEMBER SERVICE		No	No	No	06/17/2024	9,497.36
001	P24123	49730		Check	1	1723	NORSLAND LEFSE		No	No	No	06/17/2024	139.50
001	P24123	49731		Check	1	18398	FILLMORE COUNTY JOURNAL		No	No	No	06/17/2024	338.91
001	P24123	49732		Check	1	1856	AMAZON CAPITAL SERVICES		No	No	No	06/17/2024	2,282.32
001	P24123	49733		Check	1	1860	COULEE CONNECTIONS		No	No	No	06/17/2024	5,250.00
001	P24123	49734		Check	1	2171	COLLEGE BOARD		No	No	No	06/17/2024	256.00
001	P24123	49735		Check	1	2176	SCHOOL NUTRITION ASSOCIATION		No	No	No	06/17/2024	197.50
001	P24123	49736		Check	1	2189	MRI SOFTWARE LLC		No	No	No	06/17/2024	227.00
001	P24123	49737		Check	1	2203	NAVIGATE360, LLC		No	No	No	06/17/2024	3,092.25
001	P24123	49738		Check	1	2211	LOFFLER		No	No	No	06/17/2024	1,800.07
001	P24123	49739		Check	1	2220	CANON FINANCIAL SERVICES, INC.		No	No	No	06/17/2024	1,221.73
001	P24123	49740		Check	1	2270	FIFTH AVENUE AWARDS		No	No	No	06/17/2024	615.00
001	P24123	49741		Check	1	2297	HEGGERTY		No	No	No	06/17/2024	1,112.94
001	P24123	49742		Check	1	23400	HIAWATHA VALLEY		No	No	No	06/17/2024	24,290.80
001	P24123	49743		Check	1	23401	HIAWATHA VALLEY MENTAL HEALTH		No	No	No	06/17/2024	1,052.70
001	P24123	49744		Check	1	23750	HILDI INC		No	No	No	06/17/2024	2,800.00
001	P24123	49745		Check	1	2378	EVERYDAY SPEECH LLC		No	No	No	06/17/2024	399.99
001	P24123	49746		Check	1	2385	MTI DISTRIBUTING, INC		No	No	No	06/17/2024	13,809.07
001	P24123	49747		Check	1	2387	CHESTER F. POZANC TRUCKING		No	No	No	06/17/2024	28,788.49
001	P24123	49748		Check	1	2394	FLYLEAF PUBLISHING		No	No	No	06/17/2024	3,804.02
001	P24123	49749		Check	1	2396	ESGI		No	No	No	06/17/2024	330.00
001	P24123	49750		Check	1	29744	KELLY PRINTING & SIGNS		No	No	No	06/17/2024	499.98
001	P24123	49751		Check	1	29759	KEMPS		No	No	No	06/17/2024	2,594.94
001	P24123	49752		Check	1	31200	LAKESHORE LEARNING MATERIALS, LI		No	No	No	06/17/2024	363.88
001	P24123	49753		Check	1	32000	M & M LAWN & LEISURE		No	No	No	06/17/2024	99.95

Rushford-Peterson Public School

Payment Reg by Bank and Check

JUNE 2024 BOARD BILLS

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Pay/Void				Amount
									Print	Recon	Void	Date	
001	P24123	49754		Check	1	32260	MASA/MASE		No	No	No	06/17/2024	1,345.00
001	P24123	49755		Check	1	36710	MASSP		No	No	No	06/17/2024	640.00
001	P24123	49756		Check	1	36723	MINNESOTA HISTORICAL SOCIETY		No	No	No	06/17/2024	720.00
001	P24123	49757		Check	1	39210	MOTOR PARTS & EQUIPMENT		No	No	No	06/17/2024	11.98
001	P24123	49758		Check	1	39800	NASCO		No	No	No	06/17/2024	252.61
001	P24123	49759		Check	1	46078	PLUNKETT'S PEST CONTROL		No	No	No	06/17/2024	194.60
001	P24123	49760		Check	1	46082	POSTMASTER		No	No	No	06/17/2024	266.00
001	P24123	49761		Check	1	46804	PERFORMANCE FOODSERVICE LA CR		No	No	No	06/17/2024	8,298.35
001	P24123	49762		Check	1	46954	RTS / ROCHESTER TELECOM SYSTEM		No	No	No	06/17/2024	71.86
001	P24123	49763		Check	1	48020	RUSHFORD, CITY OF		No	No	No	06/17/2024	18,369.87
001	P24123	49764		Check	1	48604	RUSHFORD HARDWARE		No	No	No	06/17/2024	1,066.73
001	P24123	49765		Check	1	52157	SELCO		No	No	No	06/17/2024	583.12
001	P24123	49766		Check	1	52179	SEMCAC TRANSPORTATION		No	No	No	06/17/2024	105.00
001	P24123	49767		Check	1	56040	PAM'S CORNER		No	No	No	06/17/2024	3,225.62
001	P24123	49768		Check	1	61278	VERIZON WIRELESS		No	No	No	06/17/2024	40.01
001	P24123	49769		Check	1	61614	WASTE MANAGEMENT		No	No	No	06/17/2024	1,176.91
001	P24123	49770		Check	1	63025	WHV INC		No	No	No	06/17/2024	1,344.15

Bank Total: \$210,662.54

Report Total: \$210,662.54

Summer 2024 Community Ed
Volunteer Coaches
Nick Agrimson
Ricky Anderson
Kelsey Anderson
John Boyum
Jason Colbenson
Keith Dencker
Brad Gorder
Emily Johnson
Sarah Lallaman
Jon Lesser
Mike Messenger
Brad Meyer
Dan Mlsna
Allen Parochka
Dustin Rislove
Tony Rislove
Carl Schollmeier

GENERAL FUND	ADOPTED BUDGET 2023-24	REVISED BUDGET 2023-24	ADOPTED BUDGET 2024-25
<u>Revenues</u>			
Local & Other	\$ 1,426,217	\$ 1,566,973	\$ 1,648,889
State	7,137,514	7,277,732	7,336,349
Federal	<u>431,000</u>	<u>412,100</u>	<u>231,000</u>
Total Revenues	8,994,731	9,256,805	9,216,238
<u>Expenditures</u>			
Administration	636,944	631,044	654,900
District Support Services	282,540	280,540	284,468
Regular Instruction	4,210,765	4,281,415	4,351,767
Vocational Ed Instruction	301,125	299,725	295,026
Special Education Instruction	1,360,072	1,371,672	1,344,298
Instruction Support Services	273,707	276,007	281,826
Pupil Support Services	938,233	815,833	905,593
Site and Buildings	881,957	976,757	898,648
Fiscal and Other Fixed Costs	<u>67,000</u>	<u>67,300</u>	<u>79,300</u>
Total Expenditures	8,952,343	9,000,293	9,095,826
Transfer to Comm Ed	-	69,000	79,000
Change in Fund Balance	42,388	187,512	41,412
Fund Balance - Beginning	<u>1,375,156</u>	<u>1,375,156</u>	<u>1,562,668</u>
Fund Balance - Ending	<u>\$ 1,417,544</u>	<u>\$ 1,562,668</u>	<u>\$ 1,604,080</u>

FOOD SERVICE	ADOPTED BUDGET	REVISED BUDGET	ADOPTED BUDGET
	2023-24	2023-24	2024-25
<u>Revenues</u>			
Local & Other	\$ 44,000	\$ 66,000	\$ 55,000
State	151,900	256,600	261,500
Federal	<u>228,000</u>	<u>256,000</u>	<u>226,000</u>
Total Revenues	423,900	578,600	542,500
<u>Expenditures</u>			
Payroll	157,522	157,522	167,627
Benefits	64,191	64,191	54,196
Maint, Utilities, etc.	8,900	12,100	10,300
Food/Milk	216,800	268,700	266,000
Supplies & Software	11,000	18,300	12,500
Equipment	<u>-</u>	<u>2,000</u>	<u>3,000</u>
Total Expenditures	458,413	522,813	513,623
Change in Fund Balance	(34,513)	55,787	28,877
Fund Balance - Beginning	<u>251,529</u>	<u>251,529</u>	<u>307,316</u>
Fund Balance - Ending	<u>\$ 217,016</u>	<u>\$ 307,316</u>	<u>\$ 336,193</u>

COMMUNITY ED	ADOPTED BUDGET 2023-2024	REVISED BUDGET 2023-2024	ADOPTED BUDGET 2024-2025
<u>Revenues</u>			
Fees and Other	\$ 268,300	\$ 226,000	\$ 229,200
Levy	68,602	66,157	62,960
State	40,448	45,982	43,837
Federal	10,000	10,000	-
Transfer from General Fund*	<u>-</u>	<u>69,000</u>	<u>79,000</u>
Total Revenues	387,350	417,139	414,997
<u>Expenditures</u>			
Payroll	323,358	323,358	346,825
Benefits	104,720	104,720	101,514
Services, Fees	12,900	14,800	14,900
Supplies & Misc	<u>17,750</u>	<u>24,900</u>	<u>14,100</u>
Total Expenditures	458,728	467,778	477,339
Change in Fund Balance	(71,378)	(50,639)	(62,342)
Fund Balance - Beginning	<u>(77,528)</u>	<u>(77,528)</u>	<u>(128,167)</u>
Fund Balance - Ending	<u>\$ (148,906)</u>	<u>\$ (128,167)</u>	<u>\$ (190,509)</u>

*needs to be formally approved

DEBT SERVICE	ADOPTED BUDGET 2023-24	REVISED BUDGET 2023-24	ADOPTED BUDGET 2024-25
<u>Revenues</u>			
Local & Other	\$ -	\$ -	\$ -
Levy	1,093,629	685,976	770,449
State	<u>1,529,272</u>	<u>1,928,578</u>	<u>1,929,976</u>
Total Revenues	2,622,901	2,614,554	2,700,425
<u>Expenditures</u>			
Principal	1,725,000	1,725,000	1,790,000
Interest	880,000	880,000	811,000
Other	<u>500</u>	<u>500</u>	<u>500</u>
Total Expenditures	2,605,500	2,605,500	2,601,500
Change in Fund Balance	17,401	9,054	98,925
Fund Balance - Beginning	<u>556,661</u>	<u>556,661</u>	<u>556,661</u>
Fund Balance - Ending	<u>\$ 574,062</u>	<u>\$ 565,715</u>	<u>\$ 655,586</u>



420 East Sarnia Street
Winona, MN 55987

info@hvmhc.org
www.hvmhc.org

HIAWATHA VALLEY MENTAL HEALTH CENTER

420 East Sarnia Street
Winona, MN 55987

And

RUSHFORD-PETERSON SCHOOL DISTRICT, #239

1000 PINE MEADOWS LANE
PO BOX 627
Rushford, MN 55971

Hiawatha Valley Mental Health Center, 420 East Sarnia, Winona, MN 55987, (507) 454-4341, hereafter referred to as the “Contractor”, and Rushford-Peterson School District, hereafter referred to as the “School District”, enter into this agreement for the period from July 1, 2024 until June 30, 2025.

WHEREAS, the School District wished to purchase services from the Contractor.

NOW, THEREFORE, in consideration of the mutual understandings and agreements set forth, the School District and Contractor agree as follows:

1. Cost and Delivery of Service:

- a. The amount to be paid to the Contractor by the School District under this agreement shall be \$12,632.40 for the academic school year.
- b. The funds will be used to provide School Linked Behavioral Health services and supports to school staff, students, and parents not billable and reimbursed by third party payers or other grants.
- c. Services shall be delivered on site at School District location as determined by district staff.

2. Payment for Purchased Services:

- a. Services will be billed after the last day of each month for the July 1, 2024 to June 30, 2025 school year.
- b. Payment: The School District agrees to make payment within 30 days of the date of the receipt of the claim from the Contractor.

3. Audit and Record Disclosure:

The Contractor shall:

- a. Allow personnel of the County, the Minnesota Department of Public Welfare, and the Department of Health and Human Services, access to the Contractor’s records at reasonable hours in order to exercise their responsibilities to monitor and evaluate compliance with standards, services, and fund disbursements under this agreement.

- b. Maintain records for seven years for audit purposes.
- c. Comply with any applicable statutes or regulations.

4. Safeguard of Client Information:

The use of disclosure by any party of information concerning an eligible client in violation of any rule of confidentiality provided for in Laws of Minnesota, Chapter 13, or for any purpose not directly connected with the Contractor's responsibility with respect to the purchased services hereunder is prohibited except on written consent of such eligible client, the client's attorney, or the client's responsible parent or guardian.

5. Background Checks:

Consistent with Minnesota Statutes section 123B.03, subdivision 1(c), Contractor must conduct a criminal background check on every individual who provides services pursuant to this Agreement. Contractor must provide a copy of the criminal background check to the School District and must specifically notify the School District if an employee has ever been convicted of a crime, the nature of the offense, and the year in which the offense occurred. The School District may reject any employee of the Contractor who has been convicted of committing a crime that may, in the District's judgment, impact the employee's suitability to provide services in a school setting.

6. Qualifications of Providers:

Contractor is responsible for properly training any providers that will provide services to the School District under this Agreement. Contractor will invite the School District to participate in the interview process with potential candidates for the position, and strongly consider the School District's input into hiring. If Contractor becomes aware of any reason why a provider may not be suitable for an assignment to the program, Contractor must promptly notify the School District of the same and work with the School District to attempt to replace the provider. The School District reserves the right to notify the Contractor of any concerns it has with the provider, and in such event, Contractor shall review the concerns articulated by the School District and take prompt action to address the School District's concerns in a manner that the parties deem appropriate. Such actions may include replacing the provider with another provider who is trained for and suited to the program, if possible.

7. Equal Employment Opportunity and Civil Rights and Nondiscrimination:

When applicable, the Contractor agrees to comply with the Civil Rights Act of 1964, Title VII (42 USC 2000e); including Executive Order No. 11246, and Title VI (42 USC 2000d); and the Rehabilitation Act of 1973, as amended by Section 504;

When applicable, the Contractor certifies that it has received a certificate of compliance from the Commissioner of Human Rights pursuant to Minnesota Statutes, section 363.073 (1982). This section shall not apply if the grant is for less than \$50,000, and the Contractor has employed twenty or less full-time employees during the previous 12 months.

8. Fair Hearing and Grievance Procedures:

- a. Bonding: The Contractor shall be insured at all times, during the term of this agreement, covering the activity of its personnel authorized to receive or distribute monies.

- b. Indemnify: The Contractor agrees that it will at all times indemnify and hold harmless the School District from any liability, loss, damage, cost or expenses which may be claimed against the School District or Contractor.
 - 1. By reason of any service client's suffering personal injury, death or property loss or damages either while participating in or receiving from the Contractor the care and services to be furnished by the Contractor under this agreement, or while on premises owned, leased, used as in-kind space or operated by the Contractor, or while being transported to or from said premises in any vehicle owned, operated, chartered, or otherwise contracted for by the Contractor or his assigns; or
 - 2. By reason of any service client's causing injury to, or damage to, the property of another person during any time when the Contractor or his assigns, or employee thereof has undertaken or is furnishing the care and service called for under this agreement.
- c. Insurance: The Contractor further agrees, in order to protect itself and the School District under the indemnify provisions set forth above, to at all times during the term of this contract, have and keep in force a liability insurance policy in the amount of \$1,000,000 for bodily injury and \$100,000 for property damage.

9. Conditions of the Parties' Obligations:

- a. It is understood and agreed that in the event the funding to the Contractor from County, State, Federal, Schools, and Private Payer sources is not obtained and continued at a level sufficient to allow for the provision of the purchased services, the obligations of each party hereunder shall thereupon be terminated.
- b. The agreement may be cancelled by either party at any time with or without cause, upon 60 days' notice, in writing, delivered by mail or in person.
- c. Any alterations, variations, modifications, or waivers not specifically provided in this agreement shall be valid only when they have been reduced to writing, duly signed, and attached to the original of this agreement.
- d. No claim for services furnished by the Contractor, not specifically provided in the agreement, will be allowed by the School District, nor shall the Contractor do any work or furnish any material not covered by the agreement unless this is approved in writing by the School District. Such approval shall be considered to be a modification of the agreement.
- e. In the event that there is a revision of Federal regulations which might make this agreement ineligible for Federal financial participation, all parties will review the agreement and renegotiate those items necessary to bring the agreement into compliance with the new federal regulations.
- f. The Contractor certifies current licensure/certification approval from the State of Minnesota or Political Subdivision and agrees to maintain licensure for the duration of the contract. The Contractor is responsible for complying with provision of service rules as outlined in Chapter 16 of the Health Care Providers Provider Manual Chapter 16 Rehabilitative Services for Children. In the event said license is removed and Contractor will be considered in default and the contract will be terminated immediately upon the effective date of non-licensed status.

10. Subcontracting:

The Contractor shall not enter into subcontracts for any of the goods and services contemplated under this agreement without written approval of the School District. All subcontracts shall be subject to the requirements of this contract. The Contractor shall be responsible for the performance of any subcontractor.

11. Miscellaneous:

- a. School District agrees to provide the following in order for Contractor to provide School Linked Behavioral Health Services:
 1. A dedicated, private space to conduct business in accordance with the HIPAA Security and Privacy Rule.
 2. The release of clients/students from classes as requested by the mental health provider. Mental health providers representing the Contractor will be allowed to request the release of students as the mental health provider's schedule allows; mental health providers will make every attempt to provide School District representative/s a schedule of client/student sessions and the School District will be accommodating and release clients/students from classes if mental health providers need to adjust said schedule.
- b. Entire Agreement: It is understood and agreed that the entire agreement of the parties is contained herein and that this agreement supersedes all oral agreements and negotiations between the parties relating to the subject matter hereof, as well as any previous agreements presently in effect between the Contractor and the School District relating to the subject matter hereof.



420 East Sarnia Street
Winona, MN 55987

info@hvmhc.org
www.hvmhc.org

IN WITNESS WHEREOF, The School District and the Contractor have executed this agreement as of the day and year first above written.

By
Superintendent, ISD #239

Ben Bernand

Dated: 6/5/24

By
School Board Chair, ISD #239

Dated: _____

By
Executive Director of Contracting Agency

Dated: _____



Rushford-Peterson Schools



"Always our Best"

I. General Information: <http://www.r-pschools.com>

DISTRICT/CHARTER and SCHOOL SITE IDENTIFICATION INFORMATION

District Name and Number: Rushford-Peterson Schools District 239

Phone: 507-864-7785

Fax: 507-864-2085

Superintendent: Dr. Ben Bernard

Phone: 507-864-7785 ext. 1001

Site Address: P.O. Box 627 1000 Pine Meadows Lane Rushford, MN 55971

Email: benbernard@r-pschools.com

School Name and Number: Rushford-Peterson School District 239

Phone: 507-864-7785

Principal: Mrs. Angela Shepard, EC-5 Elementary Principal

Phone: 507-864-7785 ext. 1005

Site Address: P.O. Box 627 1000 Pine Meadows Lane Rushford, MN 55971

Email: angelashepard@r-pschools.com

[illegible]

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of Rushford-Peterson Schools has authorized Ben Bernard, Superintendent, at a monthly meeting in June, 2024 to act as the Local Education Agency (LEA) representative in reviewing and billing the attached plan as provided under P.L. 107-110 for school years 2024-2025. The LEA Representative ensures the school district maintains compliance with the appropriate federal statutes, regulations, and procedures and acts as the responsible authority in all matters relating to the review and administration of this literacy plan.

(Signature of Superintendent/Director)

June 17, 2024

(Date)

Overview of the Rushford-Peterson Local Literacy Plan

The Rushford-Peterson School District Literacy Plan is comprehensive and addresses literacy from preschool through twelfth grade, while acknowledging the state's focus on reading proficiency for students in kindergarten through third grade. According to the Minnesota Department of Education, "To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high quality, increasingly challenging literary and informational texts." Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured through integrated experiences and activities to develop rich content knowledge within and across grades. Through motivation and engagement, students also acquire the habits of reading independently, which is essential to their future success.

(Goal: 120B.12 READING PROFICIENTLY NO LATER THAN THE END OF GRADE 3: Subdivision 1. Literacy goal. The legislature seeks to have every child reading at or above grade level no later than the end of grade 3 and that teachers provide comprehensive, scientifically based reading instruction consistent with section [122A.06, subdivision 4.](#))

The Rushford-Peterson Literacy Plan looks at literacy curriculum, instruction, and assessment – three areas that need to be aligned in order to foster literacy development for all students. This plan also addresses leadership, professional development and communication with families. An action plan to specifically address the state goal is offered as well as a list of professional development resources that might prove beneficial for educators in the Rushford-Peterson school district. In addition, the Rushford- Peterson District has developed a Strategic Plan that addresses many of these same areas:
<https://docs.google.com/document/d/1HddZDtuNv2T2wTJwarFUmv-TJpmEzpTcjnkNhlFGBG0/edit>

From the Rushford-Peterson Public Schools Strategic Plan, updated August 15, 2017: "The Rushford Peterson School system will create an educational community where lifelong learning is valued, excellence is expected, and all are prepared for the future."

PRIORITY 1: Personalize learning for all students in pursuit of their academic excellence.

VISION (Level 4): 85 -100% of all Kindergarten to Grade 3 students are proficient on the Spring Reading benchmark assessments. 75% or more of all Grade 3 to Grade 8 students meet or exceed grade level standards on the Reading MCA test. 80 - 100% of all students assessed, will score a 21 or above on the ACT test (composite score).

[RUSHFORD-PETERSON MCA / ACT TEST RESULTS](#)

Reference:

<http://education.state.mn.us/MDE/dse/prof/dev/>

This link provides access to the resources used by the Rushford-Peterson School District leadership team as they created the Rushford-Peterson School District Literacy Plan.

Section 1: Leadership and Staff Development

The Rushford-Peterson School District understands the importance of a strong, well-trained District Literacy Leadership team (DLLT) comprised of administrators and teachers who communicate effectively and continuously with our stakeholders: other teachers, support staff, parents and community, about literacy issues in order to ensure reading proficiency for all students.

The District also understands the need for on-going, quality professional development in literacy to extend understanding and support implementation of current district initiatives in literacy. Time for staff to meet in flexible professional learning communities to study, discuss, and plan is considered a priority. Input from the staff is sought through the use of professional development evaluation forms, implementation checks, and minutes from each professional learning team meeting.

From the Rushford-Peterson Public Schools Strategic Plan, updated August 15, 2017: “The Rushford Peterson School will create an educational community where lifelong learning is valued, excellence is expected, and all are prepared for the future.”

PRIORITY 3: Maximize the personal and professional potential of all staff.

VISION (Level 4): The district will integrate the continuous improvement philosophy and process throughout the system through evidence of increased reference to the contents of the Strategic Plan throughout the district, and emphasizing the following goals: Achieve an 85 - 100 % satisfaction rate for all staff surveyed regarding their staff development opportunities; 75-100% of all tenured staff have, or are enrolled in a master's degree program; have 95-100% of staff members take part in professional development opportunities or summer curriculum writing; 100% of staff members complete an Individual Growth and Development Plan. Note: Leaders will more regularly incorporate District Goals in communicating plans and activities and enhance the role of PLCs to improve instructional skills, communication, data management etc.

Rushford-Peterson Action Plan for Literacy: Leadership

Actions	How will the activity be accomplished?	Who will be responsible for the activity?	Describe the necessary resources (time & materials, i.e. substitutes)	What is the target date for completion?	What evidence will indicate completion?
Create a regular schedule of DLLT** meetings. Make this part of the District Advisory Committee schedule.	Identify the purpose of the team and need to meet. Check school calendar for meeting dates.	DLLT	Time to meet. Agenda for each meeting. Minutes kept and made available to stakeholders.	Schedule will be posted for monthly meetings, for the current school year, by August 31 of each year.	Agendas and minutes of DLLT meetings.
Identify what and how to communicate on literacy to all stakeholders.	Discussion at DLLT meetings. Data review. P-T Communications. Share at PLC meetings.	DLLT	Time. Access to data.	Plan to be posted by September 30, of each school year. On-going meetings for the current school year.	Agendas and minutes of DLLT and PLC meetings.

** District Literacy Leadership Team

Rushford-Peterson Action Plan for Literacy: Professional Development

Actions	How will the activity be accomplished?	Who will be responsible for the activity?	Describe the necessary resources (time & materials, i.e. substitutes)	What is the target date for completion?	What evidence will indicate completion?
Identify and plan Literacy PD: Topics could include: Types of assessment Analyzing Data Formative /Summative Assessments 2010 MN Academic Standards for ELA Gradual Release of Responsibility Differentiated Instruction Balanced Literacy Program Reading Strategies Book Leveling	Survey staff Look at data to determine student needs (For example, vocabulary)	DLLT Q COMP Site and Lead Teachers, Staff Development Committee, Classroom Teachers and Intervention teachers (includes SPED, ADSIS, & Title teachers)	Develop a survey Resources on the focus topic	Ongoing	Summary of completed surveys/evaluations. Staff Development (SD) evaluation forms as appropriate LC Calendar - Add a focus topic and meeting evaluation. Complete PLC rubric 1 time per year. Evaluations by Principal and Site/Lead Teachers
Actions	How will the activity be accomplished?	Who will be responsible for the activity?	Describe the necessary resources (time & materials, i.e. substitutes)	What is the target date for completion?	What evidence will indicate completion?
Develop a professional library accessible to staff. Attend training offered by SSC & HVED	Determine place and types of materials. Staff will choose from a variety of workshops.	DLLT Staff	Funding, Donation of books, etc. Staff Development Funds	Ongoing Ongoing	Professional Library in place Completed Staff Development Forms

Section 2: Assessment

The R-P School District supports a comprehensive assessment system that aligns with curriculum, including the 2010 Minnesota Academic Standards for English/Language Arts, and instruction. This system includes the use of screening, diagnostic, summative, and formative assessments.

“Screening assessments are often quick and efficient measures of overall ability and critical skills known to be strong indicators that predict student performance. Screening of all students at regular intervals, usually three times a year, helps to establish expected proficiency outcomes and informs program effectiveness.” The Rushford-Peterson District uses the MCA, FastBridge and TOPA (Test of Phonological Awareness) for screening assessment tools. MCAs are given yearly to all students in grades 3-11. FastBridge benchmark assessments are administered three times a year to all students in grades K-8. TOPA is administered to Kindergarten students twice a year in the Fall and Winter.

“The purpose of diagnostic assessments is to provide information for planning more effective instruction and intervention. The diagnostic assessment information should be used to strategically plan more targeted and intensive instruction that will accelerate reading proficiency toward grade level expectations.” The Rushford-Peterson School District uses FastBridge Benchmark scores as a formative assessment for grades K-8. These assessments are given three times a year. The data for students who are identified as high risk for reading deficiencies, would be further analyzed for indicators of being at risk for dyslexia according to the following procedure: look for patterns, profile reading/writing difficulties, summarize diagnostic impressions and develop interventions with continual evaluations and modifications as needed.

The Rushford-Peterson Intervention (K-8) and Title I (K-4) classrooms use FastBridge Progress Monitoring Assessments (Early reading assessments, CBMreading fluency and/or comprehension). Progress monitoring assessments are administered weekly to determine the rate of a student’s progress toward grade level outcomes, to provide information on the effectiveness of intervention and to modify the intervention tools, if necessary.

From the Rushford-Peterson Public Schools Strategic Plan, updated August 15, 2017: “The Rushford Peterson School system will create an educational community where lifelong learning is valued, excellence is expected, and all are prepared for the future.”

PRIORITY 1: Personalize learning for all students in pursuit of their academic excellence.

VISION (Level 4): 85 -100% of all Kindergarten to Grade 3 students are proficient on the Spring Reading benchmark assessments. 75% or more of all Grade 3 to Grade 8 students meet or exceed grade level standards on the Reading MCA test. 80 - 100% of all students assessed, will score a 21 or above on the ACT test (composite score).

By regularly assessing students' progress in reading, educators can identify which students need more help and which are likely to make good progress with quality core instruction alone.

For more information on the Minnesota Comprehensive Assessments (MCAs) used by all Minnesota school districts, go to the following link:

<http://education.state.mn.us/MDE/dse/test/>

Rushford-Peterson Action Plan for Literacy: Assessment

Actions	How will the activity be accomplished?	Who will be responsible for the activity?	Describe the necessary resources (time & materials, i.e. substitutes)	What is the target date for completion?	What evidence will indicate completion?
Understand the types of assessments used in the R-P district and their purpose.	Staff Development Inservices/ Professional Learning Community (PLC) time	District Literacy Leadership Team (DLLT)	Time designated for this purpose	Ongoing	Agenda & minutes District Assessment list (Read Well Report)
Understand, analyze, and use the data from assessments to inform instruction.	PLC time Data Review Days – scheduled 5x/year	DLLT Teachers PK-5	Time designated for data review Access to testing data	Ongoing	Educlimber Fastbridge MCA's Classroom Assessments
Understand formative and summative assessments and implement these assessments in the classroom.	PLC time	DLLT Teachers PK-5	Time designated for this discussion	Ongoing	Observations by administrators and PLC site leaders

Section 3: Parent and Community Involvement

The Rushford-Peterson School District values parent and community involvement and is committed to keeping those stakeholders informed about literacy achievement and the on-going work done at the school to increase literacy achievement for all students.

Community volunteers include Partners in Education (PIE), and business partnerships (The Creamery, Kwik Trip, Mystic Star Lodge No. 69). In addition, the public library supports literacy through the story hour for young children and a summer reading program.

[Click here for resources with information on ways families can support their children's education.](#)

From the Rushford-Peterson Public Schools Strategic Plan, updated August 15, 2017: “The Rushford Peterson School system will create an educational community where lifelong learning is valued, excellence is expected, and all are prepared for the future.”

PRIORITY 4: Promote and provide positive school and community culture that engages all stakeholders.

VISION (Level 4): The district will integrate the continuous improvement philosophy and process throughout the system through evidence of increased reference to the contents of the Strategic Plan throughout the district, and emphasizing the following goals: Create at least 2 new community-school partnerships, attain greater than 75% parent participation in Open House and Parent-Teacher Conferences/Parental Contact events, achieve greater than 70% positive response rate on parent satisfaction surveys, achieve greater than 70% positive response rate on staff satisfaction survey, 95-100% of the incoming Kindergarten students will have attended Lille By preschool. NOTE: Debine volunteer processes, utilize/explore service learning opportunities, explore communication tools, and promote and enhance partnership with P.I.E.

Rushford-Peterson Action Plan for Literacy: Parent and Community Involvement

Actions	How will the activity be accomplished?	Who will be responsible for the activity?	Describe the necessary resources (time & materials, i.e. substitutes)	What is the target date for completion?	What evidence will indicate completion?
Inform parents and community about the literacy plan.	Publish the plan.	District Literacy Leadership Team (DLLT)		Ongoing	Website, news articles, newsletter
Inform parents and community about the literacy achievement of its students.	Completion of the Annual Progress Report.	Administrators and staff		Annually	World's Best Work Force Report posted on RP Website
Inform parents of the literacy progress of their students.	Report cards FastBridge Benchmark scores Parent-teacher Conferences	Classroom Teachers, Intervention, Title & SPED Teachers		Trimester grades are sent home and available on-line. FastBridge benchmark results are sent home after Fall & Spring testing.	Written communication of individual student progress in literacy
Provide activities that promote parent / community involvement and PK-5 student involvement.	Reading month activities (PK-5) Reading goals/toe-tag awards	PK Teachers Title, I, Intervention, and Special Education teachers Library Assistants, DLLT	Time Funding for books Paper copies prizes/toe-tags	Annually	Flyers, attendance sheets
Provide activities and share ideas that promote pre-literacy skills in the daycare /home setting	Professional development for daycare providers	Title, I and Intervention teachers PK Teachers and Community Education	Time Paper copies Door prizes Food	Yearly in May	Flyers, attendance sheets

Section 4: Curriculum and Instruction, including Multi-Tiered Interventions

The Rushford-Peterson School District identifies the 2010 Minnesota Academic Standards as the intended literacy curriculum in the school district. The presence of a “guaranteed and viable curriculum” (**Marzano, 2003**) is a requisite to a complete literacy plan. Making sure that the intended curriculum is also the enacted curriculum is part of the action plan.

The Rushford-Peterson School District understands that the quality of instruction in the classroom is one of the most important determiners of successful student learning. The R-P School District in cooperation with the Minnesota Department of Education advocates a balanced literacy approach to instruction, assessment, and intervention. The Gradual Release of Responsibility is an instructional model that may help students become independent learners.

From the Rushford-Peterson Public Schools Strategic Plan, updated August 15, 2017: “The Rushford Peterson School system will create an educational community where lifelong learning is valued, excellence is expected, and all are prepared for the future.”

PRIORITY 1: Personalize learning for all students in pursuit of their academic excellence.

VISION (Level 4): 85 -100% of all Kindergarten to Grade 3 students are proficient on the Spring Reading benchmark assessments. 75% or more of all students meet or exceed grade level standards on the MCA tests. 80 - 100% of all students assessed, will score a 21 or above on the ACT test (composite score). There will be a less than 15% achievement gap in proficiency between all subgroups and all students. 98-100% of seniors will graduate with their four-year cohort. 75 - 100% of all students have access to a one to one device during the school day. 75 - 100% of all graduating seniors will have taken a post-secondary eligible course.

Reference

[2010 Minnesota Academic Standards - English Language Arts K-12](#)

Rushford-Peterson Action Plan for Literacy: Curriculum

Actions	How will the activity be accomplished?	Who will be responsible for the activity?	Describe the necessary resources (time & materials, i.e. substitutes)	What is the target date for completion?	What evidence will indicate completion?
Understand the organization and expectations for the MN Academic Standards for ELA.	In PLCs, review the MN ELA Standards. Develop a common language for discussing literacy across grade levels and content areas PK-5.	Administrators & teachers PK-5.	Copy of the MN ELA Standards and Appendices A-B-C. PD time designated for this discussion.	On-going	Agenda and minutes: - PLC meetings - Staff Development meetings World's Best Work Force Report
Align the MN ELA Standards (intended curriculum) and what is being taught (Enacted curriculum).	Review the MN ELA Standards and make connections to what is being taught.	Administrators and teachers PK-5.	Copy of the MN ELA Standards and Appendices A-B-C.	On-going	All teachers upon request will be able to provide MN ELA Standards alignment to lessons and/or assessments.

Rushford-Peterson Action Plan for Literacy: Instruction

Actions	How will the activity be accomplished?	Who will be responsible for the activity?	Describe the necessary resources (time & materials, i.e. substitutes)	What is the target date for completion?	What evidence will indicate completion?
Ensure a minimum of 90-120 minutes for core instruction in literacy.	Review schedules. Survey staff.	DLLT	Develop a survey.	June 1, of current school year	Master schedule for grades PK-5 with minimal interruptions during literacy.
Identify 30-60 minute blocks of time for supplemental and/or intensive interventions.	Review schedules. Teacher Survey Parent survey Student survey	Intervention & Title Staff	Develop the surveys.	June 1, of current school year	PK-5 schedule that includes intervention time in addition to core instruction.

Understand and implement the instructional model of Gradual Release of Responsibility (GRR) along with ideas for Differentiated Instruction (DI) strategies.	PD/PLC time to read and discuss. Identify the GRR components including grouping practices.	Administrators and teachers PK-5.	Articles/Journals, Books on GRR and DI PD time designated for this.	Ongoing	Agenda and minutes: - PLC meetings - Staff Development meetings Pre/Post Observation Forms
Actions	How will the activity be accomplished?	Who will be responsible for the activity?	Describe the necessary resources (time & materials, i.e. substitutes)	What is the target date for completion?	What evidence will indicate completion?
Understand and implement the components of a balanced literacy program.	PD /PLC time to read and discuss.	Administrators and teachers PK-5.	Articles/Journals, Books PD time designated for this.	Ongoing	Agenda and minutes: - PLC meetings - Staff Development meetings
Identify the teaching resources currently used for core literacy instruction and identify additional needed resources for Title and Intervention instruction.	Review resources used for core, Title, and Intervention instruction. Data Review Days Leveling PK-5 library resources	Administrators and teachers PK-5. Title and Intervention Teachers	Time	Annually	Grade level lists of resources used. Leveled resources available in library ADSIS Annual Report
Identify the interventions currently in place for literacy instruction and identify additional needs. (Extended Day, and Extended Year;)	Review interventions used for core, supplemental, and intensive instruction.	Administrators and teachers PK-5.	Time	Ongoing	Grade level lists of interventions used. Review entrance and exit criteria for intervention programs. CLP's

Identify and put in place interventions for students who are identified as at risk for dyslexia	Staff Development; Data Meetings, PLC time, PST Team, Grade level meetings	PK-5; Title and Intervention Teachers; Administrator	Time; Information/resources on research based strategies	Ongoing	Meeting agendas and minutes; Progress Monitoring and Benchmark Data Assessments
Identify activities / strategies that support reading development: Mindfulness Movement helps learning	Share activities / strategies for classroom use: S.M.A.R.T and Brain Gym, 3 rd Grade Balance Balls	Administrators and teachers PK-5. P.E. Teacher / classroom teachers	Time Time at staff meetings to share ideas	Annually Ongoing	Grade level lists of interventions used. Review entrance and exit criteria for intervention programs. Staff Meeting agenda / Staff self-report use of ideas.

BREAD BID RECEIVED FOR 2024-2025

Pan - O - Gold

		<u>2024-2025</u>	<u>2023-2024</u>	
		<u>Bid</u>	<u>Pricing</u>	<u>Increase / Decrease</u>
School White Whole Grain Bread 1.5 LB	0325	\$ 2.30	\$ 2.06	\$ 0.24
School 60ct. 4" White W Grain Bulk/DbI Bun 7.5 LB	0538	\$ 9.75	\$ 10.58	\$ (0.83)
School 60ct. 3.5" WG White Bulk/DBL Bun	0706	\$ 9.75	\$ 10.58	\$ (0.83)
School 12ct White W Grain Dinner Roll 1.11 LB	5152	\$ 2.45	\$ 2.10	\$ 0.35
School White WH Grn Hot Dog 16ct	5155	\$ 4.25	\$ 2.84	\$ 1.41
School 24ct White W Grain Steak Bulk Bun	5150	\$ 5.25	\$ 5.50	\$ (0.25)

MILK BIDS RECEIVED FOR 2024-2025

Kemps (current vendor)		
	2024-2025	2023-2024
	Bid	Bid
1%	0.341	0.333
Skim	0.326	0.322
Chocolate Skim	0.341	0.335
Avg. cartons per day		
1% - 250	\$85.25	\$83.25
Chocolate Skim - 450	\$153.45	\$150.75
Total Avg Milk Price Per Day	\$238.70	\$234.00

Ziebell's Hiawatha Foods (Prairie Farms)		
	2024-2025	2023-2024
	Bid	Bid
1%	0.319	0.2827
Skim	0.300	0.2671
*1% Chocolate	0.341	0.3148
* Ziebell's does not offer chocolate skim.		
Avg. cartons per day		
1% - 250	\$79.75	\$70.68
1% Chocolate - 450	\$153.45	\$141.66
Delivery charge - \$4.50 per delivery (1x week)	\$0.90	\$0.90
Total Avg Milk Price Per Day	\$234.10	\$213.24

	Est Annual Milk Cost 24-25		
Avg. cartons per day	Total cartons	Kemps	Ziebells
1% - 250	43,500	\$14,833.50	\$13,876.50
Chocolate Skim - 450	78,300	\$26,700.30	\$26,700.30
Delivery Charges		\$0.00	\$180.00
Total	121,800	\$41,533.80	\$40,756.80

GASOLINE BIDS RECEIVED FOR 2024-2025

<u>Pam's Corner Convenience</u>	
Current Pump Price	\$ 3.209
Pam's Discount (was \$0.15 in 23-24)	\$ (0.18)
Less Federal Tax reimbursed monthly - \$0.183 per gallon	\$ (0.183)
Net Price per Gallon	\$ 2.846

<u>Kwik Trip</u>	
Current Pump Price	\$ 3.209
Kwik Card Discount	\$ (0.15)
Less Federal Tax reimbursed monthly - \$0.184 per gallon	\$ (0.184)
Net Price per Gallon	\$ 2.875

Est. annual gallons	10,000
Pam's Est. annual cost	\$ 28,460.00
Kwik Trip Est. annual cost	\$ 28,750.00



**2024-2025 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE
Membership Renewal Form**

This form must be completed once for each school in the district.

Must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2024. Retain one copy for the school files.

RESOLVED, that the Governing Board or Entity of Rushford-Peterson High School (Name of School) located in the State of Minnesota delegates the control, supervision and regulation of interscholastic activities and athletics (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the school listed is authorized by this, the Governing Board of said school district or school to renew its membership in the Minnesota State High School League; and to participate in the approved interscholastic activities and athletics sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board or Entity hereby adopts the Constitution, Bylaws, Policies, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or school, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities and athletics. Further, the administration and responsibility for determining student eligibility and for the supervision of such activities and athletics are assigned to the official representatives identified by this Governing Board or Entity.

Signing this Resolution for Membership affirms that this Governing Board has reviewed all required membership materials provided by the League which defines the purpose and value of education-based activity and athletic and programs and defines each member school's responsibilities.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Student Code of Responsibilities (Bylaw 206.2) violations for students participating in activity and athletic programs by member schools.

The above Resolution was adopted by the Governing Board or Entity of this school or district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives

At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee

Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Rushford-Peterson High School

Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Matt Helgemoe

Joel Hinke

(Designated School Board Member – please print)

(Designated School Representative – please print)

matthelgemoe@r-pschools.com

joelhinke@r-pschools.com

Email Address

Email Address

208.02 ACTIVITY REPRESENTATIVES

Joel Hinke

Joel Hinke

(Boys Sports – please print)

(Girls Sports – please print)

Joel Hinke

Joel Hinke

(Speech – please print)

(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

Matt Helgeome

Isaac Oian

(Board Member—please print)

(Student—please print)

Toni Oian

Jake Timm

(Parent—please print)

(Faculty Member—please print)

Joel Hinke

(Mailing Representative—please print)

The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.

Matt Helgemoe

Ben Bernard

Print Name:

Print Name:

(Clerk/Secretary - Local Governing Board)

(Superintendent or Head of School)

DocuSigned by:

DocuSigned by:

Signed:

Signed:

B6BBE685EF54496...

5CEAF58FB8264B0...

(Clerk/Secretary - Local Governing Board)

(Superintendent or Head of School)

Date:

Date:

6/12/2024

6/12/2024

Q Comp Annual Report

This template, which may be changed as needed, is designed to help formulate the Quality Compensation (Q Comp) Annual Report. Per [Minnesota Statutes, section 122A.414, subdivision 3\(a\)](#) the report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program. We also recommend that the report include a summary of what was implemented for the year, to help provide context for the findings and recommendations.

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. **All information reported should be based on the current school year.** We recommend that each question be addressed with a brief summary of 3-7 sentences.

Core Component: Career Advancement Options

Implementation

Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)?

- *Yes - in addition to building level teams, we dig further with additional meetings broken down by departments at the different building levels.*
-

If no, please explain what changes have occurred and why?

Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?

- *Teacher feedback is key, and peer observations allows for open and honest conversations to help increase the effectiveness of our teaching staff.*

How did the work of teacher leaders impact student achievement?

- *Based on observations and feedback, teachers are able to identify their blind spots and help remediate those areas to increase student achievement.*

Review Findings

How did the training teacher leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

- *Our teacher leaders meet monthly and learn from each other. This conversation and discussion of what each individual is doing at their level helps our staff return to their specific buildings/levels and utilize new knowledge to help all staff members.*

What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?

- *Teacher leaders are continually working and listening to what teachers need help with or would like to focus on. As teacher leaders are evaluated, it is clear that they are having a positive effect on the learning community members. Our staff members have commented on the value of peer feedback and interaction in regards to classroom teaching, as compared to purely administrative feedback. Teachers feel very comfortable in asking peers for suggestions and even asking peers to come in and observe in non-evaluation times to help grow.*

Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership?

- *The district will use the same model as prior years, as it is effective. In addition, the district continues to encourage as many staff members as possible to take a turn as a teacher leader. The district feels the more teachers that take on this role over the years, the more we get different teachers in different classrooms and our teachers can see all the different teaching methods and they all can learn from each other.*

Core Component: Job-embedded Professional Development

Implementation

Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

- *Yes - in addition to building level teams, we dig further with additional meetings broken down by departments at the different levels to help align curriculum both vertically and horizontally and align to standards.*

If no, please explain the changes that have occurred and why?

Impact

How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?

- *Utilizing MCA tests, classroom assessments and aligning instruction to standards allows staff review student learning and then make adjustments to their teaching to help ensure learning.*

How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

- *Based on data review from previous years, staff changed instruction to fill in holes/gaps. Current year assessments helped to confirm these areas were transformed and student achievement improved.*

Review Findings

How did the sites or learning teams identify needs and instructional strategies to increase student achievement?

- *Through bi-monthly meetings at building levels, monthly meetings in departments across buildings and weekly department meetings, staff utilized data on both academic and social-emotional from*

assessments given to help identify needs based on subject area and individual students and worked to form connections and adjust instruction to meet needs.

How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?

- *Our district utilized teacher designed formative assessments, MCA assessments and FastBridge assessments during the year to identify if instructional strategies are working and then modifies if not.*

Recommendations

How will the district use the review findings to improve the effectiveness of job-embedded professional development?

- *Continue to have our site/lead teachers interact with each other and their LC's to check data (both academic and social-emotional) and work to ensure that we are meeting our students needs along with teaching the standards to our students.*

Core Component: Teacher Evaluation

Implementation

Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

- Yes

If no, please explain the changes that have occurred and why?

Impact

What impact did the observation/evaluation process, including coaching, have on classroom instruction?

- *Having peers observe peers and give feedback help our teachers continually improve their instruction. The observations also allows for our observers to share the best practices with all teachers.*

What impact did the observation/evaluation process, including coaching, have on student achievement?

- *With continual improvement of our staff as well as the intimate conversations of best practices in the classroom helps our staff weed through the ineffective items and focus their attention on the practices that improve academics.*

Review Findings

How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

- *Post observation conversations with teachers shows the reflection they have put into the feedback given by admin and peers. Our observers have noted that they have seen teachers put some of the feedback given into their teachings during subsequent observations.*

How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?

- *We have monthly meetings of our site/lead teachers. In the future, we have discussed having our observers meet and discuss more often what they see in the classroom. Currently, they have very minimal conversations with each other. The inter-rater reliability isn't high right now, and we will meet over the next year to plan for improvements.*

Recommendations

How will the district use the review findings to improve the effectiveness of teacher evaluation?

- *We will plan for more communication/training between our observers in the coming school year.*

Core Component: Performance Pay and Alternative Salary Schedule

Implementation

Are the performance pay amounts and standards the same as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

- *Yes*

If no, please explain the changes that have occurred and why?

Is salary schedule movement or base salary increase based on the same measure of performance as outlined in the approved plan (approval letter and subsequent plan change approval letters)?

- *Yes*

If no, please explain the changes that have occurred and why?

Impact

What percentage of all licensed staff met the standard to earn performance pay for the measures of student achievement? %

- *100%*

What percentage of all licensed staff met the standard to earn performance pay for observation/evaluation results? %

- *100%*

What percentage of tenured licensed staff met the standard to earn performance pay for observation/evaluation results? %

- *100%*

What percentage of probationary licensed staff met the standard to earn performance pay for observation/evaluation results? %

- 100%

Is performance pay awarded for another area (besides schoolwide goals, measures of student achievement and observation/evaluation results)?

- No

If yes, what percentage of all licensed staff members met the standard to earn performance pay for this other area? %

What percentage of all licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? %

- 100%

What percentage of tenured licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? %

- 100%

What percentage of probationary licensed staff met the standard to earn movement on the salary schedule or an increase in base salary? %

- 100%

Recommendations

How will the district use the data to improve the effectiveness of this core component?

- *Continue to work with staff during observations and on data goals they write to start the year. Meeting and discussing with staff through LC's and with site/lead teachers to help ensure staff are meeting goals.*

General Program Impact and Recommendations

What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?

- *Vertical and Horizontal alignment of curriculum and assessments has been a big push this past year and great conversations have been had by our staff. Staff has noted they enjoyed the consistency of knowing what was being taught by other teachers in their department/grade. They have seen that common language and assessments have helped prepare students for future classes and that students are more at the same point due to this alignment..*

What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?

- *Staff has noted that formative and summative assessments within the classroom have shown improvement and that they have seen common assessments from peers show similar improvement. As students progress from one grade or teacher to another during different grading periods, the alignment of curriculum and assessments has given teachers confidence in what to teach and what has been taught. We saw an increase in the number of students across the district meet and/or exceed standards on both the MCA and FastBridge assessments..*

How will the district use the review findings to improve the overall effectiveness of the program?

- *With the alignment of curriculum and standards both vertically and horizontally, the staff lead by our site/lead teachers is going to be focusing on Scope and Sequence for their classes. The goal is to create a roadmap for each subject/class taught at our school to allow us to compare instruction to assessment data after each unit..*



Rushford-Peterson Public Schools

Independent School District No.239

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Benjamin Bernard, Ph.D.

Superintendent
Ext. 1001

Jacob Timm

MS / HS Principal
Ext. 1006

Angela Shepard

EC-5 Principal
Ext. 1005

Joel Hinke

Activities Director
Community Ed Program Director
Ext. 1012

Education Identity & Access Management Board Resolution

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOWA) for each local education agency that uses the Education Identity Access Management (EDIAM) system. The IOWA is responsible for authorizing, reviewing, and recertifying user access for their local education agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOWA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOWA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to the Minnesota Department of Education annually, as well as any time there is a change in the assignment of the Identified Official with Authority.

It is strongly recommended that only one person at the local education agency or organization (the Superintendent or Director) is designated as the IOWA. The IOWA will grant the IOWA Proxy role(s).

Designation of the Identified Official with Authority for Education Identity Access Management

Organization Name: Rushford-Peterson Public Schools

6-Digit or 9-Digit Organization Number (e.g. 1234-01 or 1234-01-000): 0239-01

Superintendent Name: Benjamin Bernard, Ph.D.

Will act as the IOWA? ☒ Yes ☐ No

Board Member Signature:

Name: _____

Date: _____

Once the EDIAM Board Resolution is completed, scan and send it to: useraccess.mde@state.mn.us



Superintendent's Report 6/17/24

Enrollment Update

Day	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total	Change from 2022-23	Gold = Increase Red = Decrease
06/14/2024	53	38	39	38	47	40	46	45	57	64	62	54	44	627	4	Current 23-24 School Year
09/05/2023	53	39	40	40	47	39	48	44	58	64	61	55	46	634	11	Start of 23-24 School Year
09/06/2022	40	41	42	46	38	43	42	57	63	58	56	44	51	621		Start of 22-23 School Year
06/01/2023	40	42	42	46	38	44	43	58	63	58	56	45	48	623		End of 22-23 School Year
Change from last month										+1						

Facilities

- Front Stone
 - I have been meeting regularly with representatives from Wieser Brothers construction and ATS&R Architects to finalize plans to repair the front stone. We are pushing to make this happen this summer.
- Solar for Schools Grant
 - We have run into a roadblock on the project. The company that warranties the roofs has put stipulations on the project that would make it not financially viable. We are looking for other options to add solar to the school.
- City Ball Field
 - I want to thank the city for their willingness to help with the field renovation. They are doing a great job and we hope to have it up and running again soon.



Budget

I want to thank Toni, Laura, and Jodi for all of their work during the year and especially during budget season. There is a lot that goes into the budget process, but I couldn't hope for a better team to work with on this.

Best Buy Program For Student Devices

The District has utilized a program where the families would be able to buy a chromebook, through Best Buy, at a reduced cost that was subsidized by the district. Best Buy has ended this program. As we get closer to the 24-25 school year, families should look for communication of an alternative plan that contains a lease program, personal purchases, library checkout devices, and a way for students that cannot afford a device, to obtain one.

Please contact me with questions.

Ben Bernand

Elementary School Board Report 6-17-2024

Educate the *difference makers* of tomorrow.

Angela Shepard-

2024-2025 Class Numbers- 255

Kindergarten - 38

1st - 48

2nd - 41

3rd - 40

4th - 40

5th - 48

The Last Day of School -



Summer School - June 10 - July 18

Monday - Thursdays 8:30 - 11:30

30 Students

Margaret Marklowitz

Shelly Malone

Tracy Gile

Cheryl Harvey

Staff assignments.

Early Childhood- Emily Johnson

Early Childhood- Alison Kjos

Kindergarten- Carissa George, Kora Miller

1st- Becky Lind, Jessica Burt, Emily Walberg

2nd- Shannon Kopperud, Clay Olstad

3rd- Jade Olstad, Krissy Kelly

4th- Jon Theuer, David Jewison

5th- Chris Drinkall, Emily Charlebois

3-5 Intervention- Meredith Johnson

K-2 Intervention - Margaret Marklowitz

Reading/Math Title- Lacey Drinkall

PE- K,1,2,4- Teresa Brown

PE- 3,5- Nikki Schultz

Music K,1,2,4- Elizabeth Landherr

Music 3,5- Ben Mahlke

Special Education- Amber Meisch, Sophia Wescott, Aspen Blom/Jenny Thompson

ART CLASS- Samantha Cunningham

Social Worker- Kelly Smith

School Counselor - Lindsey Olson

Middle/High School Board Report

June 17, 2024

Mr. Timm

Educate the *difference makers* of tomorrow.

Student Achievement

Middle School Honor Roll Information:

3 rd Trimester	A Honor Roll	B Honor Roll	Total
6 th Grade	23	15	38/46 (82.6%)
7 th Grade	13	21	34/43 (79.1%)
8 th Grade	26	24	50/56 (89.3%)
Total	62	60	122/145 (84.1%)

Of the 62 students on the A Honor Roll, 20 earned a 4.0!

2023-2024 School Year	A Honor Roll	B Honor Roll	Total
6 th Grade	16	18	34/46 (73.9%)
7 th Grade	13	21	34/43 (79.1%)
8 th Grade	22	27	49/56 (87.5%)
Total	51	66	117/145 (80.7%)

Of the 51 students on the A Honor Roll, 6 earned a 4.0!

High School Honor Roll Information:

3 rd Trimester	A Honor Roll	B Honor Roll	Total
9 th Grade	19	22	41/63 (65.1%)
10 th Grade	31	14	45/62 (72.5%)
11 th Grade	12	14	26/53 (49.1%)
12 th Grade	11	23	34/41 (82.9%)
Total	73	73	146/219 (66.7%)

Of the 73 students on the A Honor Roll, 39 earned a 4.0!

2023-2024 School Year	A Honor Roll	B Honor Roll	Total
9 th Grade	18	17	35/63 (55.6%)
10 th Grade	25	17	42/62 (67.7%)
11 th Grade	13	20	33/53 (62.3%)
12 th Grade	10	21	31/41 (75.6%)
Total	66	75	141/219 (64.4%)

Of the 66 students on the A Honor Roll, 21 earned a 4.0!

Community Engagement

We had 1 seniors earn their silver cords for graduation. These students completed 160+ hours of community service during their high school career.

Over the last two years we have only had 3 students total complete. Increasing service opportunities for our students is a part of the strategic plan. I would like some board feedback on if 160 is too many?

School Culture

We had a group of Middle School Students meet weekly with some elementary students over the second half of the school year and serve as mentors. They did an outstanding job and were great leaders and role

models. Below are the students who were mentors:

- Ravyn Cords
- Amelia Oian
- Nora Rasmussen
- Charlee Peterson
- Izabella Westby
- Izayah Johnson
- Autumn Rasmussen
- Mackenzie Rasmussen
- Lucy Smith
- Emma Grindland
- Abigail Magin

All staff members completed the past school year's Individual Growth and Development plans. One of the requirements was to write a reflection based off the goal. I enjoyed reading the reflections as our staff looked back at the school year and reflected on their goals, what went well, and what they want to work on over the summer and next year to continue improving.

Graduation was a huge success! Thank you to Dr. Bernard, Mrs. Ekern, and Mr. George for helping make the day run smooth and give our seniors a great graduation and send off. Thank you to seniors; Ashlyn Miller, Ryan Prinsen, Ava Drazkowski and Josie Brown for delivering speeches and videos to help make the day memorable for their peers. Thank you to senior Caleb Bunke for an amazing guitar solo of the national anthem. Thank you to board members Helgemoe, Grindland and Swale for helping in handing out the diplomas to our seniors.

8th Grade Graduation was held on the last day of school. A big thank you to Mrs. Bergan for organizing and giving our 8th graders a proper send-off to high school.

Senior Awards night was a huge success, thank you to Mrs. Ekern and Mrs. Helgemoe for all their hard work. Through the generous support of local businesses and individuals, we were able to give away \$70,970 in scholarships that evening.

The recipients of scholarships and all other awards is in your board packet to review.



Class of 2024 Scholarship and Award Winners



Rushford-Peterson Citizenship Awards

Tayler Helgemoe, Camdyn Anderson-Ingram

Rushford American Legion/Legion Auxiliary Awards

Jordan Zibrowski, Beau Grindland, Rebecca Magin, Ashlyn Miller

Rushford American Legion Sportsmanship Awards

Evan Kammerer, Rylan Schneider, Beau Grindland, Evan Skalet

Veterans of Foreign Wars Awards

Rebecca Magin, Tyler Betthauser

Peterson American Legion

Ryan Prinsen, Rylan Schneider, Camdyn Anderson-Ingram, Tayler Helgemoe, Evan Skalet, Kaelyn Holubar, Madison Rhodes, Josie Brown, Ashlyn Miller, Sampson Wilkemeyer, Beau Grindland, Cassandra Boyum, Payton Smith

MiEnergy Cooperative Scholarships

Ava Drazkowski, Tayler Helgemoe

Rushford-Peterson Retired Teachers Scholarship

Rebecca Magin

Rushford-Peterson Booster Club Scholarship

Ryan Prinsen, Kallie Eide, Tayler Helgemoe, Sampson Wilkemeyer

Mystic Star Masonic Lodge Scholarship

Ashlyn Miller, Alyssa Berg

Warren Miller Service Award

Ryan Prinsen

Academics, Arts, and Athletics Awards (AAA)

Rebecca Magin, Ryan Prinsen

Dr. John Peterson Outstanding Athlete Award

Lauren Honken, Ryan Prinsen

Sons of the American Legion Scholarship

Ashlyn Miller, Tayler Helgemoe

AcenTek Scholarship

Ashlyn Miller, Ryan Prinsen

Mitch Thompson "Be a Good Human Being" Scholarship

Ashlyn Miller, Ryan Prinsen

Arlin Falck Foundation Scholarships

Rylan Schneider

Rushford Area Society of the Arts Scholarship

Lauren Honken

Merlin and Lila Jameson Memorial Scholarship

Ryan Prinsen

Rushford State Bank Scholarship

Ashlyn Miller

Michael Reinhardt Memorial Scholarship

Lauren Honken, Camdyn Anderson-Ingram

Hanson State Farm Scholarship

Rebecca Magin

Ronald Kjos Scholarship

Ryan Prinsen, Ashlyn Miller

Foundation for R-P Schools Scholarship

Ashlyn Miller, Ryan Prinsen, Rylan Schneider, Tayler Helgemoe

Foundation for R-P School - Trade Focus Scholarship

Sampson Wilkemeyer, Evan Skalet, Camdyn Anderson-Ingram

Foundation for R-P Schools Service Award

Ryan Prinsen

Rushford Lions Club Scholarship

Ashlyn Miller

Arthur Miller Community Service Scholarship

Ashlyn Miller

Caleb Wilkemeyer Memorial Scholarship

Sampson Wilkemeyer, Dawson Bunke, Tayler Helgemoe

Bruce Blixt Memorial Scholarship

Ashlyn Miller

Bruce Victor Memorial Scholarship

Lauren Honken

Carolyn Johnson Memorial Scholarship

Tayler Helgemoe, Ashlyn Miller

Spencer Yohe TriState Substitute Teacher Award

Lauren Honken

Dick Loerch/Ron Haugen Memorial Scholarship

Caleb Bunke

G.S. Woxland Scholarship

Sampson Wilkemeyer

Merle and Bette Evenson Memorial Scholarship

Tayler Helgemoe, Ryan Prinsen

Mr. Ehler Scholarship

Ashlyn Miller

Lifelong Learner

Titan Tekautz

Honor Graduates

Josie Brown, Elizabeth Ekern, Tel Fahrendholz, Tayler Helgemoe, Kaelyn Holubar, Rebecca Magin, Ashlyn Miller, Ryan Prinsen, Sadie Rasmussen, Kristina Stensgard, Sampson Wilkemeyer

Silver Cord Award

Ashlyn Miller

School Board Meeting - June 17th, 2024

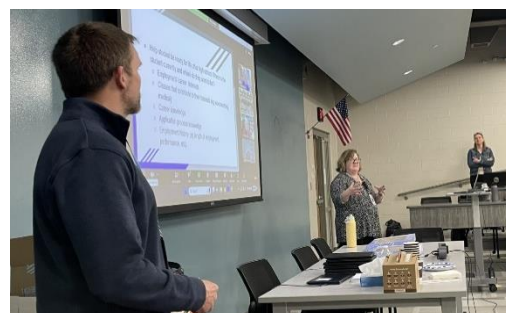
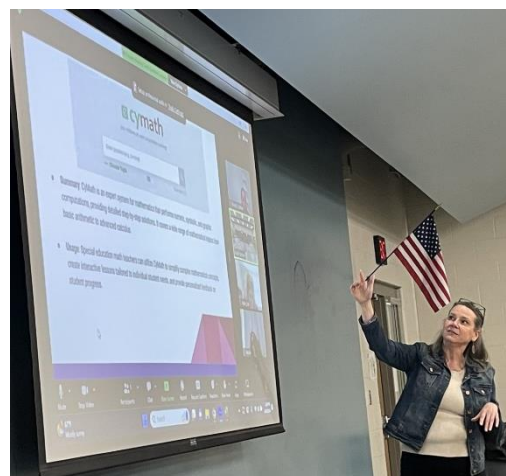
Activities Report: Joel Hinke

<u>Meetings</u>	- I was able to meet 1 on 1 with a majority of the coaches and leaders of all activities towards the end of the school year. These meetings were to get a general idea of where programs were currently standing, and how I can assist them to continuously improve. Any coaches that I have not met with yet, I will be meeting with over the summer. - Dr. Bernard and I have been meeting once weekly, for about the last month or so. I have slowly been introduced to different policies, and have had great conversation about the future of RP Activities
<u>Mentorship, Trainings, Masters</u>	- I will be meeting with Scott McCreedy, of St. Charles, and he will be mentoring me in my first year as RP's Activities Director. - There are a number of Professional Development trainings that I will be doing this summer (MNIAAA New AD workshop, MSHSL LEAD) - I am currently looking into programs for my masters degree. I have been looking into: Sport Business, Athletic Administration & Coaching, or Ed. Leadership
<u>Trojan Strength & Conditioning</u>	- Joe Hatch and myself have been running the Trojan Strength & Conditioning class. Attendance, participation, and hard work has been very evident! We have had 80+ kids every morning. - We have also established a Weight Room/Speed Record Board on a google slideshow. This will be shown in the hallway over the Trojan Armory, as well as in the weight room.

<u>Other</u>	- RP has secured Section True Team for Track & Field next year, which we are very excited about! This will bring 1000 athletes and their families into our community!
---------------------	---

**Principals' Advisory Council (PAC)**

was held on April 30 at the Rushford-Peterson School's Forum. This meeting was the last for the 2023-2024 school year. The agenda included presentations about SpEd Education Evaluations by Eden Leshner, School Psychologist at PEM and W-K and SAIL (pictured at left); Artificial Intelligence by Angela Korson, SpEd Coordinator (pictured at right); Children's Therapeutic Services and Supports by Mental Health Professionals, Megan Laskaskie and Kris Lynch (pictured below left); Work-based Learning Options by Shay Mahoney and Crystal Schroeder, Work-based Learning Coordinators (pictured below right); and Multi-Tiered Systems of Support (MTSS) by Sarah Payne, School Psychologist at La Crescent-Hokah (pictured below left) together with Brandi Codman and Mariah Wall virtual MTSS School Psychologists.

**Doctoral Degrees Awarded**

Dr. Alex Kasper (pictured at left) graduated from Loyola University Chicago with his Doctorate in Education - School Psychology. He took the "advanced practitioner clinic track."

Dr. Zack Selnes with his family (pictured below) received a Doctor of Education in Educational Leadership from Minnesota State University Moorhead. Zach defended in August, graduated in December, and walked in May.

**HVED's Strategic Plan 2024-2027**

Available at: https://rst6-livesite.rschooldtoday.com/sites/hved6013.org/files/files/Private_User/cmaschka/HVED_Strategic%20Plan_Final_FullDocument_12-20-23.pdf

Vision: Embracing Partnerships and Possibilities to Improve Lives

Mission: Fostering Student Growth Through Collaborative Education

Core Values: Collaboration • Service • Healthy Dialogue • Support • Growth

- We embrace collaboration as the path to fostering student growth.
- We provide meaningful value through service to others.
- We believe healthy dialogue builds trusting relationships.
- We believe students succeed through personalized support and individual growth





Special Education Advisory Council (SEAC)



Save the dates for the HVED SEAC meetings held via zoom. Zoom links are available on the HVED website www.hved6013.org under Upcoming Events/News.

Our goal is to have parents of special education students from every member district and a representative from the charter schools who is willing to commit to this important parent connection and communication tool for special education programming and support. Learn more at <https://www.hved6013.org/page/2574>



Next meeting for Summer 2024: Monday, July 29, 2024, 6:30 PM Meeting topic: Tips for a great school year!

ATTENTION: all parents of special education students throughout HVED!

You are invited to join HVED's Special Education Advisory Council.

Quarterly virtual meetings by zoom from 6:30 – 7:30 PM on the following dates:

Monday, July 29, 2024

Meeting Topics:

Tips for a great school year!

Visit our SEAC section on the HVED website at www.hved6013.org under the "Parents" tab.

Our goal is to have at least one parent representative from every school!

Let it be YOU!

PARENTS with CHILDREN in SPECIAL EDUCATION

Are you interested in being involved?

The Special Education Advisory Council (SEAC) acts as a liaison between Hiawatha Valley Education District (HVED) and its member school districts and charter schools it serves.

SEAC's purpose is to:

- Build collaborative relationships
- Identify needed resources
- Encourage parental engagement
- Recommend priorities for services



If interested, please email SEAC@hved.org

Visit the PARENT tab on the HVED website for meeting information www.hved6013.org



*Exceptional
Teams
Empowering
Exceptional
Students*

SEAC

partners with
Hiawatha Valley
Education District
(HVED)

District Office
1410 Bundy Blvd
Winona, MN 55987
(507) 452-1200



Hiawatha Valley Education District

HVED District Office, 1410 Bundy Blvd, Winona, MN 55987

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May 22, 2024

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HVED on ONE CENTRAL SITE **FACTS and FIGURES**

WHY is it important for HVED to secure a central site?

- HVED has been searching for appropriate facilities throughout its 30+ year existence; and especially in the last ten years. HVED initiated a facilities study with Kraus-Anderson in 2018 which resulted in three options: 1. Build/Renovate one central site 2. Build/renovate two separate sites 3. Do nothing.

HVED SITES currently:

- HVED owns two (2) sites:
 1. District Office, 1410 Bundy Blvd., Winona, MN
 2. SAIL Behavior Program Site and PAES Lab-Kellogg, 51 Red School Lane, Kellogg, MN (built 1962)
- HVED leases three (3) sites: at a lease cost of \$57,441.09 per year (2022-2023).
 1. River Valley Academy ALC Program Site, within Minnesota State College SE, 1250 Homer Road, Winona, MN. **Total of \$361,647.12 estimated costs for the space over 15 years.**
 2. SPECTRUM Autism Program Site, Hokah City Center, 200 Main Street, Hokah, MN (built 1958) **Total of \$544,246.41 estimated costs for the space over 15 years.**
 3. PAES Lab, within Caledonia Area MS/HS, 825 North Warrior Lane, Caledonia, MN

Operational Costs?

Operational costs are multiplied by the various sites for various costs: garbage, cleaning, etc.

HVED is a PEOPLE BUSINESS resulting in current STAFFING realities:

- 75.8% of our FY23 adopted budget is dedicated to employee wages and benefits
- Because of the separate sites, the struggles in educational staffing are compounded within HVED:
 - staff isolation, disconnectedness, communications
 - double staffing, short staffing, emergency or crisis staffing

HVED Is Moving Forward to a Brighter Future!

- Meet the challenges through HVED's vision of *Exceptional Teams Empowering Exceptional Students*
- Unify our membership
- Solidify our collaborative efforts
- Capitalize on our collective membership
- Provide the necessary and productive programming for our highest needs and most at-risk students

HOW does HVED secure one central site?

- Complete a new Joint Powers Agreement (JPA)
- Secure member district funding of a new central site
- Make project plans and complete construction of a new central site
- HVED's collective capacity is sufficient to accomplish this task!
- HVED's exceptional ability to create and sustain excellent programming for all students is reinforced!
- HVED's staff and students depend on us to move forward now!

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May 22, 2024

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LOCATION: Whole of Winona Mall, 1213 Gilmore, Ave., Winona, MN 55987

PURCHASE COST: \$4.2M **TENTATIVE CONSTRUCTION COST:** ~\$9M **TOTAL COST:** \$15M

Note: The decision was made on August 15 by Superintendents present to cap spending at \$15M.

ACTION TIMELINE:

May	Gathering information from the HVED design team and invited all to share ideas
May	Working with lease holders regarding their various leases and options
5.1.2024	Receiving lease payments for the month of May
5.14.2024	SUPPZ provided notice that they would likely be moving out by the end of May
5.29.2024	Scheduled meeting with ISG (architects) and Kraus-Anderson (project manager)
5.30.2024	Scheduled meeting with HVED design team and ISG and K-A

PROJECT TIMELINE:

Initiated	TASK	Completed
2.23.2023	1. Survey Property to establish the legal description (field work only)	3.21.2023
10.12.2023	2. Purchase Agreement (PA) Revised Final presented to owner on 10.12.2023. Signed by owner on 10.23.2023 and approved by HVED on 10.25.2023.	10.23.2023 10.25.2023
2.28.2023	3. Joint Powers Agreement (JPA) for Purchase of Property process presented to HVED as a DRAFT on 5.24.2023. Expected by July 10.	8.17.2023
ASAP –	4. All Member District School Boards will be requested to adopt an additional JPA for the Winona Mall. Approved by all 12 member districts!	9.25.2023
2.23.2023	5. Securing Zoning Authority, City of Winona, minus parcel sold in July 2023 (confirmed in writing)	8.8.2023
2.28.2023	6. Request HVED Board of Directors hire an architect for concept drawings	3.22.2023
	7. HVED Board of Directors approved the Purchase Agreement of the Winona Mall.	10.25.2023
11.2.2023	8. Project Oversight Committee (POC) organized and initial meeting held	11.2.2023
11.2.2023	9. Project Oversight Committee meeting with real estate attorney in preparation to meet December 31, 2023 governmental approval deadline within the Purchase Agreement. The PA due diligence period ends on January 31, 2024.	11.10.2023
11.6.2023	10. Submitted Minnesota Department of Education (MDE) Review & Comment (K-A) allow 60 days for response	11.13.2023
11.14.2023	11. Submitted Site Plan Application to the City of Winona – Planning Commission to meet their agenda deadline for review on December 11, 2023.	11.20.2023
12.19.2023 1.16.2024	12. Received letter from City of Winona with Approval of Site Plan with contingencies to be completed prior to occupancy. Confirmation on January 16.	3.26.2024
11.27.2023 1.11.2024	13. IEA initiated site testing for asbestos and lead paint. Follow-up initiated on January 11 and samples taken January 15. Report/estimate provided 1.24.2024	
4.10.2024	14. Issuance of Certificates of Participation (CoP) to Finance Project	4.12.2024

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May 22, 2024

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TBD	15. Construction begins	
2024-2025	16. Moving into new facility moved back to a tentative date of July 1, 2025.	

TAX IMPACT Important factors for taxpayers:

- Estimated tax impact calculations have been provided for a 15-year \$15M. These calculations can be found on HVED's website under About Us > Board of Directors > Board Minutes, Policies & Supporting Documents > Board Documents > Supporting Documents > 2023 > June or directly at:
<https://www.hved6013.org/page/2687/categories/22181>
- HVED will own this building at the conclusion of the process.

If you have any questions or comments about this project, you are welcome to contact:

Debbra C. Marcotte, Ed. D., HVED Executive Director, 1410 Bundy Blvd, Winona, MN 55987

Cell: 507-429-1721 Email: dmarcotte@hved.org HVED website: www.hved6013.org

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May 22, 2024

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COMMUNITY DEVELOPMENT

207 Lafayette Street
P.O. Box 378
Winona, MN 55987-0378
FAX 507-457-8212

March 26, 2024

Deb Marcotte
Hiawatha Valley Education District
1410 Bundy Blvd.
Winona, MN 55987

Dear Ms. Marcotte:

This letter serves as final site plan approval for conversion of a retail/restaurant space to a school site at 1213 Gilmore Avenue. All of the contingencies listed on the previous letter dated December 29, 2023 (attached) have been satisfied.

Sincerely,

Carlos Espinosa
Senior Planner

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May 22, 2024

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COMMUNITY DEVELOPMENT

207 Lafayette Street
P.O. Box 378
Winona, MN 55987-0378
FAX 507-457-8212

December 29, 2023

Deb Marcotte
Hiawatha Valley Education District
1410 Bundy Blvd.
Winona, MN 55987

Dear Ms. Marcotte:

The purpose of this letter is to acknowledge that city staff has received and reviewed the site plan submittal for conversion of a retail/restaurant space to a school site at 1213 Gilmore Avenue. The site plan is approved, contingent on the following to be completed prior to building occupancy:

1. Provide an easement or agreement allowing delivery truck access from 561 Vila through your property. The property owner at 561 Vila must be a party to the agreement or easement and the agreement or easement must run with the land.
2. Provide an easement or agreement that allows access through your property to parking spaces shown on Attachment A. The property owner at 561 Vila must be a party to the agreement or easement and the agreement or easement must run with the land.
3. Confirm easement 375428 provides access to the properties at 1215 Gilmore and 1217 Gilmore. If it does not, access must be provided via easement or agreement. The property owners at 1215 Gilmore and 1217 Gilmore must be a party to the agreement or easement and the agreement or easement must run with the land.
4. Confirm easement 375428 provides access to the property at 1201 Gilmore. If it does not, access must be provided via easement or agreement. The property owner at 1201 Gilmore must be a party to the agreement or easement and the agreement or easement must run with the land.
5. Provide an easement or agreement allowing access to 1201 Gilmore and 561 Vila via the triangular piece of property shown on attachment A. The property owners at 1201 Gilmore and 561 Vila must be party to the agreement or easement and the agreement or easement must run with the land.
6. Provide final plumbing plans to the City of Winona Community Development Department once they are complete. Please note that the water meters for Quality Vac and Sew & Spectrum retail spaces (located at 561 Vila) are located on the 1213 Gilmore property (see attached). The plumbing plans need to address this. Please contact Aaron Hauser in the Water Department with questions (507-457-8270).
7. Confirmation of updated sprinkler system improvements and fire alarm coverage.

Community Development — 507/457-8250

Inspection Division — 507/457-8231

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Also, please note the shared access routes shown on Attachment A. Establishment of these access routes is not required for building occupancy, but is recommended to avoid future issues with traffic circulation.

Additionally, please note the Winona Fire Department requires a 20' wide emergency fire truck access at the southwest corner of the site. Improvements are not required at this time provided the access remains open with development of the site.

Sincerely,

Carlos Espinosa
Senior Planner

CC: Chad Sommer, Building Official
Kyle Fisel, ISG

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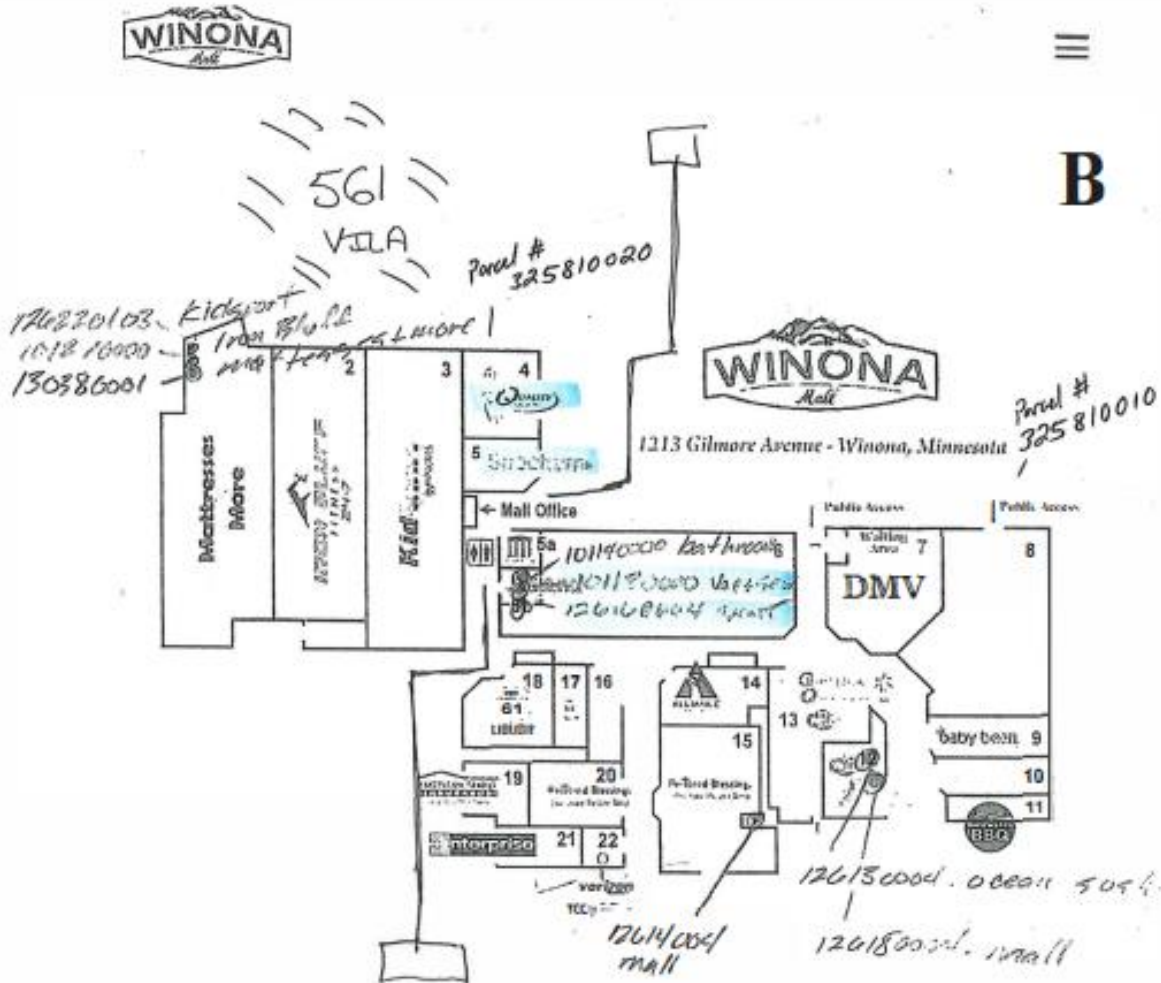
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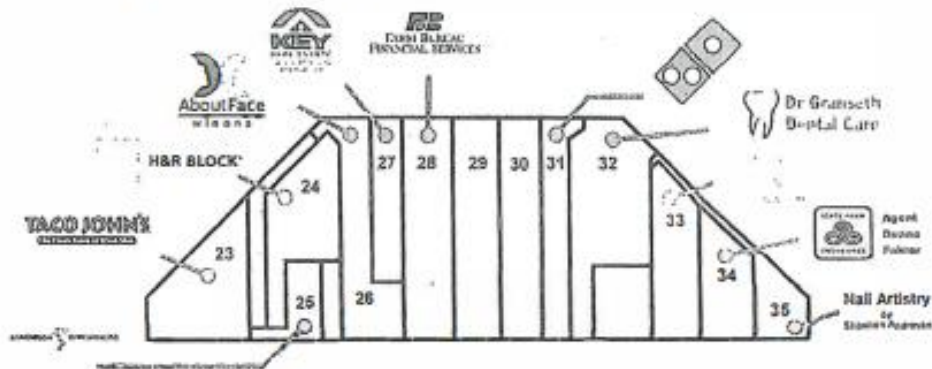
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Winona Mall Annex Building



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May 22, 2024

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Joseph J. Langel
Direct Phone: (612) 225-6837
jjl@ratwiklaw.com



February 8, 2024

Debbra C. Marcotte
Executive Director
Hiawatha Valley Education District
1410 Bundy Blvd.
Winona, MN 55987

RE: Acquisition of Winona Mall Property
Our File No. 1100-0033

Dear Dr. Marcotte:

As part of the bond financing for the Winona Mall purchase, a question was raised as to whether buying a commercial property that has existing retail tenants is within HVED's authority and whether it constitutes a valid public purpose. We requested an opinion from the Attorney General based on the information available to us at that time: 90% of the building to be used by HVED while 10% would remain subject to commercial leases. The Attorney General opined that HVED can purchase property that is subject to existing leases as long as those leases do not conflict with HVED's educational uses and the terms are reasonable. *Op. Atty. Gen. 622a6; cr 161b-11 (Oct. 25, 2023)*. The Attorney General further opined that there is a legitimate public purpose to the acquisition as long as the leases are in the District's best interests. *Id.*

Since the opinion was requested, the District's intended initial use of the property was further refined in light of the District's needs, available funds, and the terms of the existing leases. Pursuant to the site plan submitted to and approved by the City, the District initially intends to utilize 70% of the internal building space. An additional 7% or so of the retail space is vacant and will remain so. The District's use will require some existing leases to be terminated. As we understand from the site plan, of the 82,600 square feet in the building, 33,000 will be renovated and used for the District's SPECTRUM Program and SAIL Program, while 26,600 square feet will be utilized for the ALC and staff offices as well as hallways. There will be HVAC and electrical improvements as well as asbestos remediation in the renovated spaces.

At least in the short term, approximately 17,000 square feet (or approximately 21% of the available square footage) will continue to be leased to the existing retail tenants and about

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Hiawatha Valley Education District

HVED District Office, 1410 Bundy Blvd, Winona, MN 55987

May 22, 2024

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6,000 square feet will remain vacant. The tenants include two restaurants, a sports nutrition store, a portion of a thrift store, and a jiu jitsu training business. We understand that none of these existing retail uses conflict with the District's intended use of the abutting space. In fact, they may provide employment training opportunities to District students. In addition, it is in the District's best interest to have this retail space provide revenue until such time that HVED has funding to expand their programs. Eventually, the retail space may be converted into a transition program for age 18 and over students and a badly needed childcare center.

The issue is whether this change in the initial intended use impacts the Attorney General's opinions on HVED's authority and the public purpose doctrine. It does not.

The implied statutory authority to purchase real estate that is subject to existing leases still exists. With respect to this property, those existing leases that will remain after the renovation work is completed do not conflict with HVED's educational uses in the adjacent spaces. Moreover, the terms are reasonable and, for the time being, it is clearly in HVED's best interests to assume the leases. The cost in administrative time to undertake landlord responsibilities is minimal compared to the benefits derived from the revenue and potential partnership opportunities generated by these established businesses.

As for public purpose, acquisition of the mall property continues to serve as a benefit to the community and is directly related to the functions of government. As noted in the Attorney General opinion, incidental private benefit does not disqualify a transaction as being fundamentally for a valid public purpose. The Attorney General further stated that "the benefit accruing to private commercial lessees who occupy approximately ten percent of school property that is not necessary to the district does not necessarily negate the public purpose." That conclusion is supported by the statutory authority of school districts to lease out their property when not needed for educational purposes. *Minn. Stat. § 123A.51, subd. 4*. The same analysis applies given the slightly revised figures now included in the site plan.

The commercial leases now expected to remain constitute up to 21 percent of the property, at least for the time being. The percentage may decrease as HVED expands its programs. Regardless, the primary purpose of the acquisition remains public in nature – to educate children. Just because several existing businesses will remain in place and occupy less than a quarter of the available space for some period does not negate the fact that the majority of this mall property is being converted to school purposes. Significant investments will be made, both inside and outside the building, in support of that mission. The private commercial spaces are confined to the northwest corner of the building, separate from the renovated school space. The continuation of these commercial uses does not negate the overall public purpose of this acquisition.

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HVED's intended use of the Winona Mall evolved since the Attorney General issued his opinion three months ago, but the conclusions remain the same. HVED is authorized to acquire property subject to existing commercial leases where those leases do not conflict with HVED's educational needs, the lease terms are reasonable and assuming the leases are in HVED's best interests. Further, there is clearly a public purpose in acquiring the property and converting the majority of it to educational space while a small portion of the building continues to be leased to existing tenants.

Sincerely,

/s/ Joseph J. Langel

Joseph J. Langel

c: Peter Martin, Bond Counsel

RRM: 531036

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02/16/2024

Hiawatha Valley Education District 6013
HVED District Office
1410 Bundy Blvd.
Winona, MN 55987

Dear Ms. Marcotte,

The Minnesota Department of Education has received your request for the Payable 2025 capital lease levy authority pursuant to Minnesota Statutes, section 126C.40. Based on the criteria in the statute and our review of the project, your request has been approved.

The project is for Hiawatha Valley Ed District's centralized campus. We understand this project is anticipated to cost \$15,000,000.00 with funds provided by the issuance of Certificates of Participation.

When available, please add the approved capital lease information as a new lease in the Building/Land Lease Payable 2025 section in the Levy Information System (<https://education.mn.gov/MDE/dse/datasub/LevyInfo/>). The lease amount will be included on your district's Payable 2025 Levy Limitation and Certification report by September 30, 2024.

If your district generates revenue from a sublease associated with this project during any portion of the lease term, that revenue should be applied to the actual annual gross cost of the levy to offset the taxpayer burden.

Please forward the final, signed lease agreement to Kateri Little at Kateri.Little@state.mn.us.

For questions regarding the application process and approval, please contact Kateri Little at (651) 582-8857. If you have questions regarding the levy process, please contact Jason Reil at (651) 582-8866.

Sincerely;

Daley Lehmann

Daley Lehmann
Assistant Director, School Finance
Minnesota Department of Education

CC. Cathy Erickson, Director, School Finance
Jason Reil, Levy Coordinator
Kateri Little, Education Specialist 2

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Scott J. Bechel
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2024 Hourly Rates

RATES NOT VALID FOR PREVAILING WAGE PROJECTS.

Survey Field Crew - \$175/hour

Survey Office Technician - \$155/hr

Licensed Land Surveyor- \$200/hour

Licensed Civil Engineer - \$200/hour

Engineering Technician - \$155/hr

Administrative- \$85/hour

Expert Witness Testimony: Prep/Review & Court Appearance- \$258.00/hour

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Hiawatha Valley Education District Timeline for Financing Winona Mall Purchase & Renovation



	Complete by	Event or Action
X	September 2023	Ehlers sends General Certificate to District to obtain information needed for the Preliminary Official Statement (POS), e.g. enrollment and budget information
X	November 13, 2023	Submission of Review and Comment
X	Special December Board Meeting	School Board School Board authorizes issuance of Request for Proposal (RFP) for Underwriter
X	December 18, 2023	MDE Sends Positive Review and Comment
X	December 31, 2023	Due Diligence phase of the Purchase Agreement
☐	January 31, 2024	Finalizing contingencies to the Purchase Agreement
☐	January 31, 2024	Determination on surplus property
☐	February 1, 2024	Distribute RFP
☐	February 8, 2024	Ehlers Finalizes Preliminary Official Statement (POS)
☐	February 2024	Certificate rating conference call with rating agency, District, and Ehlers (if needed)
☐	February 2024	Rating agency to issue rating (if needed); upon review of draft by Ehlers & District, agency to publish rating report
☐	February 21, 2024	School Board Ehlers Presents Presale Report to HVED Board
☐	Week of March 4th	Proposals from RFP due
☐	March 20, 2024	SPECIAL MEETING: Certificate Sale / School Board Meeting Ehlers presents Sale Day Report summarizing Sale of Certificates Approve Resolution Ratifying Award of Sale of the Certificates
☐	Week of March 25th	Kennedy & Graven completes closing documents and lease agreement
☐	Week of March 25th	Ehlers sends closing memo to District (includes sources and uses of funds, principal & interest payment schedule, and debt levies schedule)
☐	April 1, 2024	Certificate Closing Date and Real Estate Closing Dates: Ehlers facilitates Certificate closing, underwriter provides Certificate proceeds to Trustee, Trustee delivers real estate acquisition funds to title, and remaining proceeds are invested Close real estate acquisition
☐	Spring 2024	Preplanning
☐	Summer/Fall 2024	Design Completion Bidding in coordination with Publication Requirement (Publish at least 48 days but no more than 60 days prior to solicitation of bids) Public meeting to discuss Review & Comment
☐	December 2024	Permit Process
☐	January 2025 - July 2025	Construction
☐	July 2025	Occupancy



HVED Financing Timeline3

Received 1.24.2024

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