Regular Monthly Meeting

Wednesday, February 26, 2025 5:30 PM
Rushford-Peterson 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. January 2025 Regular Monthly Meeting Minutes

6.B. Donations in the amount of $35,664

6.C. Hand payables, wires & payroll liabilities in the amount of $ 399,544.75

6.D. Payroll in the amount of $297,108.48

6.E. Board bills in the amount of $88,426.36

6.F. FUND SUMMARY REPORTS

6.G. PERSONNEL:

6.G.1. Resignations:

- Hannah Pape- Elementary Teacher
- Joel Hinke - Athletic Director, Community Ed Director, and Head Football Coach
- Chris Drinkall - 7/8 baseball
- Lacey Drinkall - MS Volleyball
- Kendra Vix - MS Volleyball

6.G.2. Hires:

- Jeremy Tesch- Assistant Softball Coach
- Xander Auman-Assistant Speech Coach
- Ethan Giewitz- Substitute Custodian

6.G.3. Volunteer Coaches:

- Hale Stensgard - Baseball
- Malachi Bunke - Baseball
- Evan Kammerer - Baseball
- Riley Tesch - Baseball
- Todd Schneider - Baseball
- Andrew Hillery - Baseball

7. **OLD BUSINESS**

7.A. Second Reading and Approval of the following Policies:

- 608 - INSTRUCTIONAL SERVICES – SPECIAL

EDUCATION

- 613 - GRADUATION REQUIREMENT
- 619 - STAFF DEVELOPMENT FOR STANDARDS
- 624 - ONLINE INSTRUCTION

8. **NEW BUSINESS**

8.A. Resolution for Reduction FY25 (roll call vote)

8.B. Approve the 2024-25 Food Service Handbook

8.C. Contract Renewal

- Kari Blum-Food Service Director

8.D. Authorize Superintendent Bernard to advertise for bids for milk, bread and gasoline for the 2025-2026 school year.

8.E. First Reading of the following Policies:

- 304 - Superintendent Contract, Duties, and Evaluation
- 305 - Policy Implementation
- 306 - Administrator Code of Ethics
- 522 - Title IX Sex Nondiscrimination Policy, Grievance procedure and Process
  - Rescind 2024 version
  - Reapply 2020 version

8.F. ATSR Proposal

9. **ADMIN REPORTS**

9.A. Superintendent Report

9.B. Elementary Report

9.C. Middle School / High School Report

9.D. Activities & Community Education Report

10. **BOARD COMMUNICATIONS**

10.A. Hiawatha Valley Education District Report

11. **INFORMATION: The following meetings will be held in the Forum Room.**

- **Mar 17, 2025 5:30 PM**
- **Apr 28, 2025 5:30 PM (Due to the Easter Holiday)**

12. **ADJOURNMENT**

Regular Monthly Meeting
Monday, January 13, 2025 6:00 PM Central

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

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

Present: 5, Absent: 2.

1. Call to Order

2. Pledge of Allegiance

3. Roll Call

4. Adoption of Agenda
Move to adopt agenda as presented. This motion, made by Ken Sawle and seconded by Amy Woxland, Passed.

5. 2025 ORGANIZATIONAL MEETING BUSINESS

5.A. Chairperson Nominations and Election
Nominate Amy Woxland for chairperson. This motion, made by Chris Grindland and seconded by Ken Sawle, Passed.

5.B. Election of Officers

1. Nominations for Vice Chairperson
2. Nominations for Treasurer
3. Nominations for Clerk

Nominate Chris Grindland as Vice Chairperson. This motion, made by Amy Woxland and seconded by Nancy Snyder, Passed.
Nominate Ken Sawle as Treasurer. This motion, made by Chris Grindland and seconded by Nancy Snyder, Passed.
Nominate Matt Helgemoe as Clerk. This motion, made by Carl Schollmeier and seconded by Nancy Snyder, Passed.

5.C. Set Meeting dates and times for 2025
Move to set regular monthly meetings for the Third Monday of every month at 5:30PM in the forum room. February's meeting will be moved to February 24, 2025 due to President's Day. Move the April meeting to April 28, 2025 due to the Easter Holiday. This motion, made by Ken Sawle and seconded by Nancy Snyder, Passed.

5.D. Set Salaries for Board Members for 2025.
The 2025 Board Member Salaries will be $1,500 per year for Chairperson, $1,250 per year for Vice Chairperson, Clerk, and Treasurer. $1,200 per year for Directors. Out-of-District meeting pay will be $35 for a half-day and $75 for a full-day. This motion, made by Ken Sawle and seconded by Nancy Snyder, Passed.

5.E. Move to make Fillmore County Journal the official newspaper. This motion, made by Nancy Snyder and seconded by Chris Grindland, Passed.
5.F. Name Rushford State Bank as the Official Depository of the General Fund. Name Merchants Bank, Minnesota School District Liquid Asset Fund Plus and Robert W. Baird & Co., Inc. as Deposit and Investment Accounts. This motion, made by Chris Grindland and seconded by Ken Sawle, Passed.
5.G. Designate Ratwik, Roszak and Maloney as Legal Counsel. This motion, made by Ken Sawle and seconded by Carl Schollmeier, Passed.
5.H. Move to authorize Business Manager Toni Oian, HR & Payroll Manager Megan Boyum and Superintendent Ben Bernard to invest cash reserves and make electronic transfers. This motion, made by Nancy Snyder and seconded by Carl Schollmeier, Passed.
5.I. Move to designate the accounting and clerical duties of Board Clerk and Board Treasurer to District Office Staff (Toni Oian, Business Manager, Megan Boyum, HR & Payroll Manger, and Jodi Peters, Administrative Assistant). This motion, made by Chris Grindland and seconded by Ken Sawle, Passed.
5.J. Discuss and approve Committee Assignments and Designated Representatives
Budget & Finance-Grindland, Sawle, Oian. Community Education Advisory - Helgemoe and Snyder. Facilities - Michel, Sawle, Schollmeier. Hiawatha Valley Ed District Representative - Snyder. Insurance - Grindland and Michel. Legislative - Schollmeier, Snyder, Woxland. Meet & Confer - Woxland and Sawle. MSHSL Representative - Helgemoe. Negotiations - Sawle, Schollmeier, Woxland. Policies - Helgemoe, Snyder. Q Comp - Grindland. R-P Foundation - Woxland. Safety - Helgemoe and Michel. Staff Development - Woxland. Technology - Grindland. Transportation - Grindland, Sawle, and Schollmeier. Wellness - Snyder. World's Best Workforce - Schollmeier. This motion, made by Chris Grindland and seconded by Ken Sawle, Passed.

6. Public Comments - Limited to 5 minutes per person

7. **CONSENT AGENDA** *(roll call vote)*
Approve the consent agenda items as presented. This motion, made by Nancy Snyder and seconded by Chris Grindland, Passed.
Matt Helgemoe: Absent, Jeff Michel: Absent, Chris Grindland: Yea, Ken Sawle: Yea, Carl Schollmeier: Yea, Nancy Snyder: Yea, Amy Woxland: Yea
Yea: 5, Nay: 0, Absent: 2

7.A. 2024 Regular Monthly Meeting Minutes

7.B. Donations in the amount of $4,838.00

7.C. hand payables, wires & payroll liabilities in the amount of $358,170.10

7.D. payroll in the amount of $315,243.93

7.E. board bills in the amount of $2,287,479.67

7.F. FUND SUMMARY REPORTS

7.G. PERSONNEL:

7.G.1. Resignations:

7.G.2. Hires:

- Mitchell Buerkle-MS/HS Business Teacher

8. OLD BUSINESS

8.A. Second Reading and Approval of Following Policies

- 416 - DRUG, ALCOHOL, AND CANNABIS TESTING
- 503 - STUDENT ATTENDANCE
- 507 - CORPORAL PUNISHMENT AND PRONE RESTRAINT
- 509 - ENROLLMENT OF NONRESIDENT STUDENTS

Approve the policies as presented. This motion, made by Ken Sawle and seconded by Nancy Snyder, Passed.

9. NEW BUSINESS

9.A. MS/HS Updated Daily Schedule
Approve the changes to the 2025-26 HS/ MS Schedules as presented. This motion, made by Nancy Snyder and seconded by Chris Grindland, Passed.

9.B. Approve the 2024-2026 ESP (Educational Support Personnel) contract as presented. This motion, made by Carl Schollmeier and seconded by Ken Sawle, Passed.
9.C. Approve the READ Act MOU with RPEA.
Approve the Read Act MOU with RPEA as presented. This motion, made by Nancy Snyder and seconded by Chris Grindland, Passed.

9.D. First Reading of Policies:
608 - INSTRUCTIONAL SERVICES – SPECIAL EDUCATION
613 - GRADUATION REQUIREMENT
619 - STAFF DEVELOPMENT FOR STANDARDS
624 - ONLINE INSTRUCTION

Approve the first readings of these policies. This motion, made by Chris Grindland and seconded by Ken Sawle, Passed.

10. ADMIN REPORTS

10.A. Superintendent Report

10.B. Elementary Report

10.C. Middle School / High School Report

10.D. Activities & Community Education Report

11. **BOARD COMMUNICATIONS**

11.A. Hiawatha Valley Education District Report

12. **INFORMATION**: The next school board meeting will be Monday, February 24, 2025 at 5:30pm in the Forum Room.

13. **ADJOURNMENT**

Move to adjourn. This motion, made by Carl Schollmeier and seconded by Nancy Snyder, Passed.

Amy Woxland, Chairperson

Matt Helgemoe, Clerk

	Donations				
1/24/2025	Rushford-Peterson Booster Club	$30,000.00	Track & Field Improvements	2/26/2025	
1/24/2025	Rushford-Peterson Booster Club	$2,600.00	Senior Class Trip	2/26/2025	
2/7/2025	MIscellaneous / Anonomyous donation	$25.00	MIsc	2/26/2025	
2/14/2025	Rushford American Legion - Fish Fry/Sr Class	$1,039.00	Senior Class Trip	2/26/2025	
2/14/2025	Peterson American Legion	$2,000.00	Senior Class Trip	2/26/2025	
	Total	**$35,664.00**			

Rushford-Peterson Public School

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
001	p2507p	50593		Wire	1	12990		COMMISSIONER OF REVENUE		No	Yes	No	01/08/2025	6,712.79
001	p2507p	50594		Wire	1	2289		AVIBEN		No	Yes	No	01/08/2025	8,519.16
001	p2507p	50595		Wire	1	46168		PUBLIC EMPLOYEES RETIREMENT		No	Yes	No	01/08/2025	7,112.47
001	p2507p	50596		Wire	1	49200		RUSHFORD STATE BANK		No	Yes	No	01/08/2025	43,508.06
001	p2507p	50597		Wire	1	56000		TEACHERS RETIREMENT ASSN		No	Yes	No	01/08/2025	27,114.55
001	P25071	50598		Wire	1	2024		ARBITER SPORTS		No	Yes	No	01/09/2025	15,000.00
001	P25071	50675		Wire	1	1903		KWIK TRIP		No	Yes	No	01/24/2025	2,775.00
001	p2507q	50682		Wire	1	12990		COMMISSIONER OF REVENUE		No	Yes	No	01/29/2025	7,016.90
001	p2507q	50683		Wire	1	2110		GUARDIAN		No	Yes	No	01/29/2025	8,644.62
001	p2507q	50684		Wire	1	2132		COLONIAL LIFE & ACCIDENT INSURAN(		No	Yes	No	01/29/2025	1,223.18
001	p2507q	50685		Wire	1	2133		MN HEALTHCARE CONSORTIUM		No	No	No	01/29/2025	62,417.24
001	p2507q	50686		Wire	1	2289		AVIBEN		No	Yes	No	01/29/2025	8,719.16
001	p2507q	50687		Wire	1	46168		PUBLIC EMPLOYEES RETIREMENT		No	Yes	No	01/29/2025	7,868.45
001	p2507q	50688		Wire	1	49200		RUSHFORD STATE BANK		No	Yes	No	01/29/2025	45,563.20
001	p2507q	50689		Wire	1	56000		TEACHERS RETIREMENT ASSN		No	Yes	No	01/29/2025	26,709.48
001	p25071	50691		Wire	1	2046		TRANSAX		No	Yes	No	01/31/2025	10.00
001	p25071	50692		Wire	1	2151		TUITION EXPRESS		No	Yes	No	01/31/2025	361.50
001	p25071	50693		Wire	1	2249		NELNET PAYMENT SERVICES		No	Yes	No	01/31/2025	3.58
001	p25071	50694		Wire	1	2249		NELNET PAYMENT SERVICES		No	Yes	No	01/31/2025	62.06
001	p25071	50695		Wire	1	2262		WEX HEALTH, INC.		No	Yes	No	01/31/2025	22.00
001	p25071	50696		Wire	1	2267		CARDCONNECT		No	Yes	No	01/31/2025	34.95
001	P25071	50722		Wire	1	1903		KWIK TRIP		No	Yes	No	01/31/2025	3,200.00
001	P2507q	50724		Wire	1	12990		COMMISSIONER OF REVENUE		No	Yes	No	01/31/2025	68.19
001	P2507q	50725		Wire	1	49200		RUSHFORD STATE BANK		No	Yes	No	01/31/2025	502.13
001	P25071	50726		Wire	1	2453		MN DEPARTMENT OF HEALTH AND HUI		No	Yes	No	01/31/2025	730.00
001	P25071	50727		Wire	1	49200		RUSHFORD STATE BANK		No	Yes	No	01/31/2025	109.00
001	P25071	50588	46862	Check	1	46082		POSTMASTER		Yes	Yes	No	01/07/2025	41.60
001	p2507p	50590	46863	Check	1	37815		MN SCHOOL EMPLOYEE ASSN		Yes	Yes	No	01/08/2025	61.92
001	p2507p	50592	46864	Check	1	48175		RP EDUCATIONAL SUPPORT PERSONN		Yes	Yes	No	01/08/2025	158.82
001	p2507p	50591	46865	Check	1	48100		RUSHFORD-PETERSON EDUCATION		Yes	Yes	No	01/08/2025	2,431.66
001	P25071	50605	46866	Check	1	2430		BEACON ATHLETICS		Yes	Yes	No	01/09/2025	1,555.00
001	P25071	50606	46867	Check	1	2440		BURDT, STEPHANIE		Yes	Yes	No	01/09/2025	200.00
001	P25071	50600	46868	Check	1	1839		DECKER, ERIC		Yes	No	No	01/09/2025	200.00
001	P25071	50603	46869	Check	1	2252		DERBY, TODD		Yes	Yes	No	01/09/2025	200.00
001	P25071	50607	46870	Check	1	2445		GIRTON, JEROME		Yes	Yes	No	01/09/2025	200.00
001	P25071	50599	46871	Check	1	1607		HOGUE, BLAKE		Yes	Yes	No	01/09/2025	200.00
001	P25071	50608	46872	Check	1	2447		ILLINOIS TOLLWAY		Yes	Yes	No	01/09/2025	65.90
001	P25071	50610	46873	Check	1	31771		LUTHER COLLEGE		Yes	Yes	No	01/09/2025	274.00

Rushford-Peterson Public School

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
001	P25071	50601	46874	Check	1	1947		MYERS, JUDY		Yes	Yes	No	01/09/2025	200.00
001	P25071	50602	46875	Check	1	1948		RYAN, SAMANTHA		Yes	Yes	No	01/09/2025	200.00
001	P25071	50609	46876	Check	1	2448		STIEVER, SADIE		Yes	Yes	No	01/09/2025	200.00
001	P25071	50604	46877	Check	1	2322		TRISTATE TOURNAMENTS		Yes	No	No	01/09/2025	2,430.00
001	P25071	50652	46918	Check	1	04615		BERNARD BUS SERVICE		Yes	Yes	No	01/14/2025	45,011.94
001	P25071	50658	46919	Check	1	1856		AMAZON CAPITAL SERVICES		Yes	No	No	01/24/2025	3,343.64
001	P25071	50655	46920	Check	1	16945		CARDMEMBER SERVICE		Yes	No	No	01/24/2025	1,355.62
001	P25071	50653	46921	Check	1	13100		CONNAUGHTY SALES INC		Yes	No	No	01/24/2025	15.95
001	P25071	50654	46922	Check	1	14282		DALCO		Yes	Yes	No	01/24/2025	10,318.08
001	P25071	50667	46923	Check	1	39210		FACTORY MOTOR PARTS		Yes	Yes	No	01/24/2025	71.89
001	P25071	50657	46924	Check	1	18035		FASTENAL COMPANY		Yes	No	No	01/24/2025	1,453.15
001	P25071	50659	46925	Check	1	18696		FOLLETT SCHOOL SOLUTIONS, INC.		Yes	No	No	01/24/2025	360.23
001	P25071	50661	46926	Check	1	22437		HARTER'S QUICK CLEAN UP		Yes	No	No	01/24/2025	715.39
001	P25071	50664	46927	Check	1	23401		HIAWATHA VALLEY MENTAL HEALTH		Yes	Yes	No	01/24/2025	2,105.40
001	P25071	50665	46928	Check	1	25138		IEA INC		Yes	Yes	No	01/24/2025	1,298.95
001	P25071	50666	46929	Check	1	28050		J W PEPPER AND SON INC		Yes	No	No	01/24/2025	60.00
001	P25071	50656	46930	Check	1	1714		MINNESOTA ENERGY RESOURCES		Yes	No	No	01/24/2025	7,989.02
001	P25071	50662	46931	Check	1	2257		OUTBACK RANCH		Yes	Yes	No	01/24/2025	500.00
001	P25071	50663	46932	Check	1	2257		OUTBACK RANCH		Yes	No	No	01/24/2025	750.00
001	P25071	50668	46933	Check	1	46078		PLUNKETT'S PEST CONTROL		Yes	Yes	No	01/24/2025	130.40
001	P25071	50669	46934	Check	1	46888		REGION ONE A		Yes	No	No	01/24/2025	250.00
001	P25071	50670	46935	Check	1	46966		ROOT RIVER HARDWOODS		Yes	No	No	01/24/2025	1,358.68
001	P25071	50671	46936	Check	1	48604		RUSHFORD HARDWARE		Yes	No	No	01/24/2025	999.41
001	P25071	50672	46937	Check	1	51067		SCHUMACHER ELEVATOR COMPANY		Yes	Yes	No	01/24/2025	466.95
001	P25071	50673	46938	Check	1	52179		SEMCAC TRANSPORTATION		Yes	Yes	No	01/24/2025	68.00
001	P25071	50660	46939	Check	1	2221		TRIO SUPPLY COMPANY		Yes	Yes	No	01/24/2025	904.80
001	P25071	50674	46940	Check	1	63025		WHV INC		Yes	Yes	No	01/24/2025	11,867.52
001	p2507q	50676	46941	Check	1	1274		MERCHANTS BANK		Yes	Yes	No	01/29/2025	10,135.12
001	p2507q	50677	46942	Check	1	37815		MN SCHOOL EMPLOYEE ASSN		Yes	No	No	01/29/2025	64.38
001	p2507q	50678	46943	Check	1	40998		NCPERS GROUP LIFE INS		Yes	No	No	01/29/2025	16.00
001	p2507q	50680	46944	Check	1	48175		RP EDUCATIONAL SUPPORT PERSONN		Yes	No	No	01/29/2025	176.86
001	p2507q	50679	46945	Check	1	48100		RUSHFORD-PETERSON EDUCATION		Yes	No	No	01/29/2025	2,431.66
001	p2507q	50681	46946	Check	1	48210		RUSHFORD-PETERSON ESCROW ACC		Yes	Yes	No	01/29/2025	2,299.14
001	P25071	50690	46947	Check	1	1015		RUSHFORD STATE BANK		Yes	Yes	No	01/31/2025	400.00

Bank Total: $399,544.75

Report Total: $399,544.75

Rushford-Peterson Public School

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
001	P25083	50766		Check	1	06559		BLICK ART MATERIALS		No	No	No	02/25/2025	42.59
001	P25083	50767		Check	1	1165		ROOT RIVER FLORAL		No	No	No	02/25/2025	1,216.00
001	P25083	50768		Check	1	1302		MINNESOTA TRUE TEAM TRACK		No	No	No	02/25/2025	140.00
001	P25083	50769		Check	1	13268		CURRICULUM ASSOCIATES		No	No	No	02/25/2025	100.80
001	P25083	50770		Check	1	13281		CUSTOM COMMUNICATIONS INC		No	No	No	02/25/2025	114.66
001	P25083	50771		Check	1	1391		ACENTEK		No	No	No	02/25/2025	4,369.41
001	P25083	50772		Check	1	14282		DALCO		No	No	No	02/25/2025	1,521.76
001	P25083	50773		Check	1	1450		BSN SPORTS, LLC		No	No	No	02/25/2025	438.00
001	P25083	50774		Check	1	1488		RUSHFORD-PETERSON VALLEY		No	No	No	02/25/2025	260.00
001	P25083	50775		Check	1	1581		QUADIENT		No	No	No	02/25/2025	259.51
001	P25083	50776		Check	1	1586		PAN-O-GOLD BAKING CO.		No	No	No	02/25/2025	537.55
001	P25083	50777		Check	1	1654		ANDERSON AUTO, LLC		No	No	No	02/25/2025	648.84
001	P25083	50778		Check	1	1660		INNOVATIVE OFFICE SOLUTIONS		No	No	No	02/25/2025	14.85
001	P25083	50779		Check	1	1714		MINNESOTA ENERGY RESOURCES		No	No	No	02/25/2025	8,221.73
001	P25083	50780		Check	1	1796		FARMERS WIN COOP		No	No	No	02/25/2025	5.00
001	P25083	50781		Check	1	18398		FILLMORE COUNTY JOURNAL		No	No	No	02/25/2025	299.93
001	P25083	50782		Check	1	1856		AMAZON CAPITAL SERVICES		No	No	No	02/25/2025	1,921.24
001	P25083	50783		Check	1	18696		FOLLETT SCHOOL SOLUTIONS, INC.		No	No	No	02/25/2025	486.35
001	P25083	50784		Check	1	1954		MINNESOTA FFA ASSOCIATION		No	No	No	02/25/2025	240.00
001	P25083	50785		Check	1	1960		CLUB'S CHOICE FUNDRAISING		No	No	No	02/25/2025	1,435.40
001	P25083	50786		Check	1	2033		MUSIC MART		No	No	No	02/25/2025	1,619.06
001	P25083	50787		Check	1	2136		HART COUNTRY MEATS		No	No	No	02/25/2025	1,163.50
001	P25083	50788		Check	1	2189		MRI SOFTWARE LLC		No	No	No	02/25/2025	138.00
001	P25083	50789		Check	1	2220		CANON FINANCIAL SERVICES, INC.		No	No	No	02/25/2025	49.44
001	P25083	50790		Check	1	2220		CANON FINANCIAL SERVICES, INC.		No	No	No	02/25/2025	1,172.29
001	P25083	50791		Check	1	22380		HARRIS REFRIGERATION		No	No	No	02/25/2025	2,208.85
001	P25083	50792		Check	1	2283		WINONA FFA		No	No	No	02/25/2025	200.00
001	P25083	50793		Check	1	2324		TOM'S LOCK SERVICE, INC		No	No	No	02/25/2025	215.00
001	P25083	50794		Check	1	2325		HIDDEN STREAM FARM LLC		No	No	No	02/25/2025	509.09
001	P25083	50795		Check	1	23400		HIAWATHA VALLEY		No	No	No	02/25/2025	31,037.09
001	P25083	50796		Check	1	2347		WL HALL CO INTERIOR SERVICE		No	No	No	02/25/2025	1,940.00
001	P25083	50797		Check	1	2433		HARBOR FREIGHT COMMERCIAL ACC(		No	No	No	02/25/2025	746.70
001	P25083	50798		Check	1	2456		THOMPSON, KAYLA		No	No	No	02/25/2025	650.00
001	P25083	50799		Check	1	25138		IEA INC		No	No	No	02/25/2025	659.50
001	P25083	50800		Check	1	28050		J W PEPPER AND SON INC		No	No	No	02/25/2025	225.99
001	P25083	50801		Check	1	29759		KEMPS		No	No	No	02/25/2025	3,943.09
001	P25083	50802		Check	1	32000		M & M LAWN & LEISURE		No	No	No	02/25/2025	667.93
001	P25083	50803		Check	1	36740		MN IAAA		No	No	No	02/25/2025	170.00

Rushford-Peterson Public School

Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void Date	Amount
001	P25083	50804		Check	1	39210		FACTORY MOTOR PARTS		No	No	No	02/25/2025	28.79
001	P25083	50805		Check	1	46082		POSTMASTER		No	No	No	02/25/2025	350.00
001	P25083	50806		Check	1	46954		RTS / ROCHESTER TELECOM SYSTEM		No	No	No	02/25/2025	22.00
001	P25083	50807		Check	1	47295		ROSS HIMLIE PHOTOGRAPHY		No	No	No	02/25/2025	70.00
001	P25083	50808		Check	1	48020		RUSHFORD, CITY OF		No	No	No	02/25/2025	10,217.64
001	P25083	50809		Check	1	48604		RUSHFORD HARDWARE		No	No	No	02/25/2025	537.92
001	P25083	50810		Check	1	50978		SCHOOL SPECIALTY LLC.		No	No	No	02/25/2025	410.10
001	P25083	50811		Check	1	51115		SCHOLASTIC INC BOOK CLUB		No	No	No	02/25/2025	152.85
001	P25083	50812		Check	1	52157		SELCO		No	No	No	02/25/2025	496.46
001	P25083	50813		Check	1	52179		SEMCAC TRANSPORTATION		No	No	No	02/25/2025	116.00
001	P25083	50814		Check	1	53410		SOUTHEAST SERVICE COOPERATIVE		No	No	No	02/25/2025	1,700.00
001	P25083	50815		Check	1	56040		PAM'S CORNER		No	No	No	02/25/2025	2,237.54
001	P25083	50816		Check	1	63025		WHV INC		No	No	No	02/25/2025	2,497.91

Bank Total: $88,426.36

Report Total: $88,426.36

Rushford-Peterson Public School
Summary Report for Board
Period Ending January 31, 2025

Sequence: Fd, Pro

		Description	25ADP Annual Budget	Period 202507	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
01	General Fund								
	000		(8,748,190.00)	(808,724.38)	(4,005,597.28)	46%	0.00	46%	(4,742,592.72)
	203	Elementary Education	(15,000.00)	0.00	0.00	0%	0.00	0%	(15,000.00)
	204	Ttile II, Part A	(25,000.00)	0.00	0.00	0%	0.00	0%	(25,000.00)
	211	Secondary	(11,300.00)	(323.00)	(2,598.60)	23%	0.00	23%	(8,701.40)
	212	Art	(200.00)	0.00	(81.07)	41%	0.00	41%	(118.93)
	292	Boys/Girls Athletics	(8,700.00)	0.00	(6,600.00)	76%	0.00	76%	(2,100.00)
	294	Boys Athletics	(28,700.00)	(4,507.25)	(24,741.25)	86%	0.00	86%	(3,958.75)
	296	Girls Athletics	(23,700.00)	(1,199.00)	(13,314.00)	56%	0.00	56%	(10,386.00)
	298	Extra-Curricular Activities	(7,600.00)	(140.00)	(6,548.28)	86%	0.00	86%	(1,051.72)
	301	Agriculture	(1,200.00)	0.00	(515.00)	43%	0.00	43%	(685.00)
	331	Personal Family Life Science	(900.00)	0.00	(475.00)	53%	0.00	53%	(425.00)
	630	Instruction Related Technology	(3,000.00)	0.00	(4,315.00)	144%	0.00	144%	1,315.00
	720	Health Services	0.00	0.00	(4,229.72)	0%	0.00	0%	4,229.72
	850	Facilities	(65,512.00)	0.00	0.00	0%	0.00	0%	(65,512.00)
	865	LTFM Districtwide Revenue	(37,236.00)	0.00	0.00	0%	0.00	0%	(37,236.00)
01	**General Fund**		(8,976,238.00)	(814,893.63)	(4,069,015.20)	45%	0.00	45%	(4,907,222.80)
02	Food Service Fund								
	000		(542,500.00)	(46,849.86)	(286,030.05)	53%	(17,015.03)	56%	(239,454.92)
	770	Food Service	0.00	0.00	(1,888.24)	0%	0.00	0%	1,888.24
02	**Food Service Fund**		(542,500.00)	(46,849.86)	(287,918.29)	53%	(17,015.03)	56%	(237,566.68)
04	Community Service								
	000		0.00	0.00	(2,157.73)	0%	0.00	0%	2,157.73
	505	Community Education	(49,885.00)	(3,093.17)	(79,060.79)	158%	0.00	158%	29,175.79
	510	Adults With Disabili	0.00	0.00	300.00	0%	0.00	0%	(300.00)
	570	School Age Care	(112,375.00)	(3,934.75)	(71,306.50)	63%	0.00	63%	(41,068.50)
	580	ECFE	(36,239.00)	(613.02)	(13,796.30)	38%	0.00	38%	(22,442.70)
	582	School Readiness	(117,912.00)	(11,059.55)	(64,309.56)	55%	0.00	55%	(53,602.44)
	583	Preschool Screening	(1,500.00)	(1,838.95)	(2,622.40)	175%	0.00	175%	1,122.40
	585	Youth Development	(17,785.00)	0.00	0.00	0%	0.00	0%	(17,785.00)

Rushford-Peterson Public School
Summary Report for Board
Period Ending January 31, 2025

Sequence: Fd, Pro

	Description	25ADP Annual Budget	Period 202507	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
04	Community Service							
590	**Other Community Ed Programs**	(301.00)	0.00	9.04	(3%)	0.00	(3%)	(310.04)
04	**Community Service**	(335,997.00)	(20,539.44)	(232,944.24)	69%	0.00	69%	(103,052.76)
07	Debt Redemption							
000		(2,700,425.00)	(6,970.82)	(1,938,841.76)	72%	0.00	72%	(761,583.24)
07	**Debt Redemption**	(2,700,425.00)	(6,970.82)	(1,938,841.76)	72%	0.00	72%	(761,583.24)
18	Custodial							
298	**Extra-Curricular Activities**	0.00	(3,029.00)	(3,029.00)	0%	0.00	0%	3,029.00
18	**Custodial**	0.00	(3,029.00)	(3,029.00)	0%	0.00	0%	3,029.00
21	Activity Fund							
000		(140,000.00)	(1,188.00)	(19,532.56)	14%	0.00	14%	(120,467.44)
258	**Music**	0.00	0.00	(171.00)	0%	0.00	0%	171.00
291	**Extra Curricular**	0.00	(397.80)	(989.80)	0%	0.00	0%	989.80
292	**Boys/Girls Athletics**	0.00	(4,895.00)	(15,702.30)	0%	0.00	0%	15,702.30
294	**Boys Athletics**	0.00	(4,678.34)	(25,387.96)	0%	0.00	0%	25,387.96
296	**Girls Athletics**	0.00	(4,678.34)	(9,248.17)	0%	0.00	0%	9,248.17
298	**Extra-Curricular Activities**	0.00	(38,104.34)	(51,853.43)	0%	0.00	0%	51,853.43
21	**Activity Fund**	(140,000.00)	(53,941.82)	(122,885.22)	88%	0.00	88%	(17,114.78)
50	Fundraising							
298	**Extra-Curricular Activities**	(100,000.00)	(12,862.46)	(72,715.83)	73%	24,875.25	48%	(52,159.42)
50	**Fundraising**	(100,000.00)	(12,862.46)	(72,715.83)	73%	24,875.25	48%	(52,159.42)
	Report Totals:	(12,795,160.00)	(959,087.03)	(6,727,349.54)	53%	7,860.22	53%	(6,075,670.68)

Rushford-Peterson Public School
Summary Report for Board
Period Ending January 31, 2025

Sequence: Fd, Pro

		Description	25ADP Annual Budget	Period 202507	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
01		General Fund							
	010	Board of Education	28,086.00	104.32	24,045.34	86%	0.00	86%	4,040.66
	020	Office of Supt	189,452.00	15,423.11	108,589.43	57%	0.00	57%	80,862.57
	050	School Administration	437,362.00	36,506.22	246,192.45	56%	11,534.69	59%	179,634.86
	105	General Admin Support - elect.	1,000.00	0.00	0.00	0%	0.00	0%	1,000.00
	107	Other Administrative Support	15,720.00	1,164.12	11,286.98	72%	0.00	72%	4,433.02
	108	Administrative Technology Serv	14,710.00	1,581.31	10,013.90	68%	0.00	68%	4,696.10
	110	Business Services	253,038.00	21,990.33	171,120.20	68%	1,246.50	68%	80,671.30
	201	Kindergarten	140,319.00	8,858.74	43,176.26	31%	580.16	31%	96,562.58
	203	Elementary Education	1,232,548.00	85,877.50	471,384.70	38%	940.88	38%	760,222.42
	204	Title II, Part A	0.00	55.42	24,863.78	0%	0.00	0%	(24,863.78)
	206	Title II - Student Supp & Acad	657.00	0.00	0.00	0%	0.00	0%	657.00
	211	Secondary - General	493,423.00	28,514.44	193,095.87	39%	199.50	39%	300,127.63
	212	Art	119,068.00	8,010.45	47,987.56	40%	13,933.46	52%	57,146.98
	216	Title I	139,374.00	8,869.55	44,850.62	32%	2,376.00	34%	92,147.38
	218	Gifted & Talented	4,400.00	0.00	1,792.50	41%	0.00	41%	2,607.50
	220	English Language Art	261,347.00	21,113.68	98,989.11	38%	0.00	38%	162,357.89
	230	Foreign Language	99,315.00	8,142.61	40,422.11	41%	29.62	41%	58,863.27
	240	Physical Ed & Health	215,627.00	17,298.98	84,537.58	39%	1,538.96	40%	129,550.46
	256	Mathematics	317,274.00	23,390.19	109,407.72	34%	66.78	35%	207,799.50
	258	Music	197,328.00	14,675.78	71,920.19	36%	1,619.06	37%	123,788.75
	260	Science	232,265.00	19,301.39	96,934.28	42%	239.38	42%	135,091.34
	270	Social Studies	242,733.00	19,825.09	97,190.17	40%	0.00	40%	145,542.83
	272	Remedial Mathematics	22,993.00	2,003.60	10,045.02	44%	0.00	44%	12,947.98
	274	Study Skills Improvement	27,126.00	1,272.72	6,364.42	23%	0.00	23%	20,761.58
	276	Elementary Indiv Instruction	30,438.00	9,902.69	21,548.11	71%	0.00	71%	8,889.89
	291	Cocurricular Activity	13,007.00	0.00	1,426.43	11%	0.00	11%	11,580.57
	292	Boys/Girls Athletics	64,702.00	369.46	12,893.76	20%	157.49	20%	51,650.75
	294	Boys Athletics	111,398.00	1,834.00	41,808.42	38%	0.00	38%	69,589.58
	296	Girls Athletics	87,031.00	0.00	28,363.90	33%	849.49	34%	57,817.61

Rushford-Peterson Public School
Summary Report for Board
Period Ending January 31, 2025

Sequence: Fd, Pro

		Description	25ADP Annual Budget	Period 202507	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
01		General Fund							
	298	Extra-Curricular Activities	63,394.00	18,729.71	57,103.27	90%	1,448.96	92%	4,841.77
	301	Agriculture	164,041.00	13,366.81	67,305.07	41%	11,192.91	48%	85,543.02
	321	Health Science Technology Educ	7,500.00	682.61	3,413.30	46%	0.00	46%	4,086.70
	331	Personal Fam Liv Sci	57,155.00	5,269.25	28,656.79	50%	0.00	50%	28,498.21
	341	Business Education	51,597.00	2,079.16	22,748.15	44%	0.00	44%	28,848.85
	361	Trade & Industrial	0.00	0.00	1,129.46	0%	744.59	0%	(1,874.05)
	380	Vocational Transiton	14,733.00	0.00	1,920.00	13%	0.00	13%	12,813.00
	400	General Special Education	26,600.00	505.00	1,970.00	7%	0.00	7%	24,630.00
	401	Speech/Lang Impaired	34,692.00	5,073.84	25,996.54	75%	0.00	75%	8,695.46
	402	Mental Impair Mild	7,365.00	7,279.64	36,206.73	492%	0.00	492%	(28,841.73)
	404	Adapted Phy Ed	4,300.00	0.00	0.00	0%	0.00	0%	4,300.00
	405	Deaf-Hard of Hearing	5,300.00	0.00	0.00	0%	0.00	0%	5,300.00
	407	Specific Learn Disability	529,990.00	30,437.53	165,731.86	31%	300.00	31%	363,958.14
	408	Emotional/Behavioral Disorder	174,836.00	60.72	351.72	0%	0.00	0%	174,484.28
	410	Other Health Impaired	20,999.00	16,077.76	77,922.53	371%	0.00	371%	(56,923.53)
	411	Autism	14,424.00	1,583.82	5,955.07	41%	0.00	41%	8,468.93
	412	Early Child Sp Ed	55,964.00	5,635.36	25,773.23	46%	0.00	46%	30,190.77
	416	Severely Nultiply Impaired	31,490.00	5,716.72	25,015.82	79%	0.00	79%	6,474.18
	420	Special Education	203,997.00	7,517.67	44,438.74	22%	0.00	22%	159,558.26
	422	Students without disabilities	234,341.00	19,968.15	100,731.40	43%	88.45	43%	133,521.15
	505	Community Education	0.00	0.00	1,872.00	0%	0.00	0%	(1,872.00)
	620	Library Ed Media	61,609.00	5,311.35	22,248.14	36%	5,048.14	44%	34,312.72
	630	Instructional-Related Technolo	132,813.00	11,930.56	98,192.66	74%	2,000.00	75%	32,620.34
	640	Staff Development	87,404.00	139.41	141,423.03	162%	0.00	162%	(54,019.03)
	710	Secondary Counseling/Guidance	197,902.00	16,271.36	79,195.47	40%	0.00	40%	118,706.53
	715	School Security	7,456.00	0.00	3,695.00	50%	0.00	50%	3,761.00
	718	Other School Safety	0.00	0.00	500.00	0%	0.00	0%	(500.00)
	720	Health Services	8,345.00	1,133.75	5,718.84	69%	0.00	69%	2,626.16
	740	Social Worker Salary	38,682.00	1,650.99	10,741.26	28%	0.00	28%	27,940.74

Rushford-Peterson Public School
Summary Report for Board
Period Ending January 31, 2025

Sequence: Fd, Pro

		Description	25ADP Annual Budget	Period 202507	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
01		General Fund							
	760	Pupil Transportation	653,208.00	55,359.04	378,682.16	58%	0.00	58%	274,525.84
	770	Food Service	0.00	0.00	4,452.45	0%	0.00	0%	(4,452.45)
	810	Operation/Maintenance	783,303.00	72,176.73	430,876.29	55%	23,052.09	58%	329,374.62
	850	Facilities	0.00	0.00	45,518.00	0%	0.00	0%	(45,518.00)
	860	Health & Safety	0.00	1,861.42	2,148.80	0%	0.00	0%	(2,148.80)
	865	LTFM Excld Costs -Pro 866,867	115,345.00	1,915.90	35,629.55	31%	4,712.59	35%	75,002.86
	940	School Insurance	75,300.00	0.00	75,320.31	100%	0.00	100%	(20.31)
01		**General Fund**	8,855,826.00	663,819.96	4,148,834.45	47%	83,899.70	48%	4,623,091.85
02		Food Service Fund							
	770	Food Service	513,623.00	41,168.22	242,629.87	47%	1,991.42	48%	269,001.71
02		**Food Service Fund**	513,623.00	41,168.22	242,629.87	47%	1,991.42	48%	269,001.71
04		Community Service							
	505	Community Education	63,235.00	6,743.12	32,385.93	51%	0.00	51%	30,849.07
	570	School Age Care	159,097.00	8,094.12	71,116.30	45%	395.00	45%	87,585.70
	580	ECFE	48,424.00	2,971.47	18,933.57	39%	0.00	39%	29,490.43
	582	School Readiness	194,604.00	18,547.58	88,603.57	46%	801.28	46%	105,199.15
	583	Preschool Screening	4,869.00	0.00	560.85	12%	0.00	12%	4,308.15
	585	Youth Development	6,810.00	0.00	2,466.92	36%	0.00	36%	4,343.08
	590	Other Community Ed Programs	300.00	0.00	0.00	0%	0.00	0%	300.00
04		**Community Service**	477,339.00	36,356.29	214,067.14	45%	1,196.28	45%	262,075.58
07		Debt Redemption							
	910	Retire Long-Term Obl	2,601,500.00	2,195,500.00	2,601,475.00	100%	0.00	100%	25.00
07		**Debt Redemption**	2,601,500.00	2,195,500.00	2,601,475.00	100%	0.00	100%	25.00
18		Custodial							
	298	Extra-Curricular Activities	0.00	(150.00)	(250.00)	0%	0.00	0%	250.00
18		**Custodial**	0.00	(150.00)	(250.00)	0%	0.00	0%	250.00
21		Activity Fund							
	050	School Administration	0.00	1,370.76	1,703.86	0%	0.00	0%	(1,703.86)
	203	Elementary Education	0.00	176.92	1,279.91	0%	0.00	0%	(1,279.91)
	211	Secondary - General	0.00	5.00	1,249.31	0%	500.00	0%	(1,749.31)

Rushford-Peterson Public School
Summary Report for Board
Period Ending January 31, 2025

Sequence: Fd, Pro

		Description	25ADP Annual Budget	Period 202507	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
21		Activity Fund							
	258	Music	0.00	0.00	243.05	0%	274.00	0%	(517.05)
	291	Cocurricular Activity	132,574.00	0.00	2,006.90	2%	0.00	2%	130,567.10
	292	Boys/Girls Athletics	0.00	0.00	15,744.24	0%	0.00	0%	(15,744.24)
	294	Boys Athletics	0.00	82.94	12,204.33	0%	0.00	0%	(12,204.33)
	296	Girls Athletics	0.00	4.58	6,862.95	0%	405.00	0%	(7,267.95)
	298	Extra-Curricular Activities	7,426.00	2,630.36	42,279.04	569%	10,724.00	714%	(45,577.04)
	760	Pupil Transportation	0.00	0.00	1,071.48	0%	0.00	0%	(1,071.48)
	850	Facilities	0.00	0.00	21,000.00	0%	0.00	0%	(21,000.00)
	960	Other - Scholarships	0.00	4,035.00	4,035.00	0%	0.00	0%	(4,035.00)
21		**Activity Fund**	140,000.00	8,305.56	109,680.07	78%	11,903.00	87%	18,416.93
50		Fundraising							
	298	Extra-Curricular Activities	100,000.00	31,217.58	71,704.46	72%	25,226.00	97%	3,069.54
50		**Fundraising**	100,000.00	31,217.58	71,704.46	72%	25,226.00	97%	3,069.54
		Report Totals:	12,688,288.00	2,976,217.61	7,388,140.99	58%	124,216.40	59%	5,175,930.61

Rushford-Peterson Schools
School Nutrition Handbook
2024-25



Our Our School NUTRITION PROGRAM

National School Lunch Program

United States Department of Agriculture (USDA) Regulations

To receive federal assistance, schools participating in the National School Lunch Program and the School Breakfast Program must agree to:

a. Operate a non-profit food service program for all students.
b. Serve meals that meet the minimum meal requirements prescribed by the USDA.
c. Provide meals free for all students regardless of income.
d. Maintain full and accurate records of the food service operation.
e. Operate the food service for all students without regard to race, creed, color, or national origin.
f. Involve parents and students in school lunch activities.
g. Serve meals that meet the Dietary Guidelines for Americans.

Cash Assistance and Commodities

USDA provides cash reimbursement and commodity assistance for schools participating in the National School Lunch Program. Cash reimbursements are paid according to the number of student meals meeting specified meal requirements. The kind and amounts of USDA-donated commodities vary depending on fluctuations in agricultural production and marketing conditions. The allocation is also based on student lunch counts.

USDA, in administering the child nutrition programs at the federal level, provides technical assistance to FCS Regional Offices and State Agencies who, in turn, assist local school food authorities in the operation of lunch and breakfast programs.

Reimbursable Lunch

The nutritional goal of a school lunch is to furnish approximately one-third of the recommended Daily Dietary Allowances of the National Research Academy of Sciences for students of various age groups. USDA regulations require that our menus comply with the *Dietary Guidelines for Americans*:

- Eat a variety of foods
- Choose a diet low in fat, saturated fat, and cholesterol
- Select plenty of vegetables, fruits, and grain products
- Use sugar in moderation
- Use salt and sodium in moderation

School breakfast and lunch are free to all students.

Menus over a school week are to contain no more than 30 percent of calories from total fat It is important to serve only what is on the menu to comply with the Dietary Guidelines.

Offer Vs. Serve Regulation (Recognizing Reimbursable Meals)

Offer Vs. Serve allows students to decline either one or two food items they do not intend to eat. This concept is intended to reduce food waste in school nutrition programs. Schools are required to offer all students all required food items. The final rule of the Healthy Hunger-Free Kids Act requires that each student's lunch must include a **fruit or vegetable** starting in the 2012-2013 school year. **Students must take 3 items to be counted as a reimbursable meal.**

National School Breakfast Programs

Why Offer School Breakfast?

Research has documented a child's need for a nutritious breakfast, not just for growth and good health, but also for classroom performance. Children who have not eaten breakfast cannot learn. To fully support the efforts of the district's teachers, the School Nutrition Program provides the opportunity for children to eat breakfast every school day and is a free meal.

Breakfast is free for all students.

Type of Breakfast Offered for a Reimbursable Meal

The School Breakfast Program is also funded and regulated through the USDA. Regulations require each breakfast to contain the items listed below

1. MILK - 1/2 pint, as a beverage or on cereal. Milk must be offered daily.
2. FRUIT/VEGETABLE/JUICE - 1 cup of a combination of fruit or full-strength fruit or vegetable juice. (A fruit or vegetable that is a good source of Vitamin C is recommended.)
3. BREAD OR CEREAL - a serving of bread or 3/4 cup (or 1 ounce) of cereal or an equivalent combination

To help meet student's nutritional needs, breakfast should also contain as often as possible:

- Meat or Meat Alternate - a 1-ounce portion of meat, poultry, or fish OR
- Cheese - a 1-ounce portion of cheese OR
- Egg - 1 egg OR
- An equivalent amount of any combination of these foods.

Offer Vs. Serve in the Breakfast Program

The school breakfast meal requirements consist of three to four food items. All food items must be offered to all students. The serving size offered for those four food items must be consistent with the minimum quantities specified above. **The students must take three food components**

Meals For Out of Department Staff

The schools are pleased to provide meals for staff. After all, they are part of the nutrition team, as they can encourage the students to eat the nutritious meals provided by the School Nutrition Program rather than buying a meal elsewhere, bringing a lunch from home, or not eating at all. We look upon school staff members who eat as an endorsement of our program.

The federal and state governments do not provide any funds or commodities for the preparation and serving of adult meals. Furthermore, school nutrition program funds cannot be used to cover losses incurred by adults eating school lunch or breakfast. Therefore, adults must be charged the full cost of the meal including all direct and indirect charges. Because of this requirement, the charge for adult meals is higher than for students. The School District will not make a profit on adult meals but will charge for what the meal costs to prepare. Any adult having questions about this charge should call the School Nutrition Office.

***NOTE: Giving extra food to R/Pstaff is a federal violation.**

PROVISION OF MEALS TO NUTRITION EMPLOYEES

1. School Nutrition employees are given a meal as part of their compensation (this meal must be eaten on site, no meals are to leave the school). This can be done at break time.
2. No food is to be taken home.
3. Ala Carte food must be purchased by staff -this is not as a free item
4. Food is not to be given to ANY other staff member, free of charge, without first consulting the School Nutrition Director.

LEFTOVER FOOD

If the food is not consumed on the day of preparation, it should be properly stored and refrigerated or frozen for use at a future date, provided it is food that will be kept and stored well.

Absolutely **NO** food, that has **not** been purchased, is to be taken home by any school district employee, student teacher, or volunteer. Nor shall any person take home any USDA commodities. **This constitutes a federal offense.****

Section 104(b) of PL 105-336, the William F. Goodling Child Nutrition Reauthorization Act of 1998, enacted Oct. 31, 1998, amends Section 12(g) of the National School Lunch (NSL) Act, by changing the maximum penalty for misuse or illegal use of funds, assets or property of a grant or other assistance under the NSL Act from $10,000 to $25,000. As set forth in Section 12(g) of the NSL Act, the maximum penalty also applies to programs under the Child Nutrition Act.

CUSTOMER SERVICE

WHAT IS A CUSTOMER?

Our customers include parents, fellow employees, and visitors to our buildings.
But our main customers are our students.

- Be thankful for students, they are our most important assets

- Our students don't have to do business with us, they choose to
- Our students are the purpose of our work, not an interruption in our day
- Getting to know students by name and asking how they are with a smile could forever change a child.

WHAT IS OUR CUSTOMER SERVICE PLEDGE?

"We, the cooks, promise to always smile, to assist you in every way possible, to offer you new food items, to respect your comments, and to give you the best service in town."

The recollection of good service should come to mind every time a customer/student thinks of our organization.

WHAT ARE SOME BASIC CUSTOMER NEEDS?

Customer service means always projecting a positive image

POSITIVE	*NEGATIVE*
Has a solution	*Has an excuse*
"Let me do it for you"	"*That's not my job"*
Sees an answer for every problem	*Sees a problem for every answer*
It may be difficult, but it's possible"	*"It may be possible but it's difficult"*
Do not be part of the problem	*Is a part of the* problem

Seek ways to constantly improve your service

>Decorate your lunchroom for holidays and special occasions

>Quality products will be prepared using the District's standardized recipes

>If we have time to lean, we have time to clean. Yes, clean! You are paid to clean the kitchen!!

>Inspect your serving lines

>Have a warm, friendly environment for your students and coworkers

>Do students really know what's on the menu for today what's coming up tomorrow and the next day?

>Is there a better way to do what you're doing?

>**Never chew gum** while working in School Nutrition

Students don't expect you to be perfect. They do expect you to fix things when they go wrong.

.

We *do* judge a book by its cover

Checklist

Customer Service

Do you come to work and greet your co-workers? Starting your day off right really helps highlight the rest of the day and make it great!!

- Do servers greet students with eye contact, a smile, and a warm greeting?

Serving Area

- Does all of the food on the serving lines look attractive?
- From the customers/students' view, is the kitchen/serving area and surrounding area neat, clean, and uncluttered (no unnecessary bags, papers, pot holders, buckets of soap, etc.)?
- Is the serving area cleaned and sanitized between lines?
- Are appropriate serving utensils in each food item?
- Are self-serve utensils clean and switched out between lines?
- Is food placed on the line so that serving is both efficient and logical?
- Is the garbage area organized and free from debris?
- Are serving methods appropriate?
- Does the cook change their gloves regularly between tasks?

Food Quality

- Is the food at the proper temperature----->hot food is served no less than 135 degrees and cold food is served no more than 40 degrees
- Are appropriate condiments available and filled between lines? Food lines should be full for <u>each</u> wave!
- Is there a variety of food choices available?
- Does the food appear fresh and appealing?
- Are appropriate portions served?

Please note at the end of the day, laundry, garbage and taking out cardboard is EVERYONE's job! Please take a team approach and help out wherever you can! If you are walking past a can to be emptied, please empty it. If you see the recycling overflowing, please take it out. If you know there is laundry to be taken to the dryer, please do it.

<u>Standard Uniform Guidelines:</u>

- All Schools

- School-issued Logo Shirts (you will receive 3 free) or a plain black polo. Shirts must have short sleeves, no rips or cuts.
- Pants. must be plain with no writing on the legs or rips
- No Leggings, tights, sweatpants, or yoga pants
- No shorts or distressed pants
- Slip-resistant shoes
- Shoes must cover the entire foot.
- Socks must be worn at all times
- No sweatshirts zip-ups or hoodies when prepping food. If worn when not preparing food. Sleeve tight-fitted shirts are ok under your uniform polo.
- Fingernails must be kept short, unpolished, and free of dirt and foreign objects. No acrylic nails.
- Jewelry: Except for (1) one plain ring-wedding band, employees may not wear jewelry, including medical information jewelry on their arms, hands, ears, or nose. Hearing aids and Life Line neckwear are acceptable.
  -FDA FOOD CODE 2-303.11
- Hair restraint. Hair restraints must be designed and worn to effectively keep hair from contacting exposed food. Acceptable hair restraints include:
  Hair Nets

Provided:

- Aprons or Disposable aprons
- Hairnets
- Gloves

<u>Uniform Exceptions</u>

- School Events
  - School Spiritwear Days
  - Special event days (Homecoming, FFA Week, etc..)
- Casual Fridays
  - Jeans may be worn on Fridays. **No rips or tears in the jeans**.

- New staff will be required to purchase pants and shoes that meet the requirements of the above uniform guidelines.
- All staff will be responsible for purchasing replacement shirts, pants, and shoes as needed. All new items must meet the above Uniform Guidelines.
  Replace if:
  - Faded
  - Stained
  - Ripped
  - Dirty
  - **Our staff must always present a professional appearance.**

SANITATION KNOWLEDGE

School Nutrition employees are expected to be knowledgeable of sanitation requirements.

Each new employee must enroll in and complete the 8-hour Sanitation Class required for SNA certification within one year of the hire date. Please print the certificate and give it to the Manager.
****If you have not done this yet, please see your Director.**

REQUIRED ANNUAL SAFETY TRAINING

- Employee Right to Know/GHS/Safety Data Sheets
- Bloodborne Pathogens
- Personal Protective Equipment
- ALICE
- Back safety – recommended only

Some of these are covered in our mandatory in-service at the beginning of the year.

SAFETY PROCEDURES

School kitchens are busy, but they can still be safe work sites when cooks practice safe work habits. Employees must follow safety procedures to ensure their safety.
It's important to **ALWAYS**

- Put knives away immediately after washing them and not leave them in the drying rack
- Announce if a floor is wet on your way to getting a "cone" to place in the wet area
- Clean up after yourself if there are spills,
- etc.

HOW TO REPORT ACCIDENTS

All injuries, no matter how slight, shall be reported **immediately** to your Manager and if necessary, the school nurse. The school will arrange emergency transportation if required and report to the School Nutrition Office. **The injured employee must complete the accident report**

GENERAL REGULATIONS

ATTENDANCE

Every employee is an important member of the kitchen team and poor attendance harms team dynamics. Frequent absenteeism of a single employee can cause team problems as the members depend on one another. Healthy lifestyles are the #1 defense against illness. School Nutrition Employees should remain home if ill or contagious but are encouraged to practice good health to prevent illness. Employees must report absences to their Director and Manager. Report an illness or other cause of absenteeism to the manager as soon as possible before your start time.

Employees count on each other to be here, and we all know the frustration when an employee is repeatedly gone. Please be conscious of those around you and know that you are needed every day.

Kitchen Phones:
All absences shall be reported to **Kari Blum's cell phone 608-797-9381**
Overnight or early morning texting is OK
R/P Nutrition office phone number is 507-864-7785 X1015

CLOCKING IN ON TIME

All employees are expected to arrive at the work site early enough so that they are ready to work when their schedule begins. Please arrive a **minimum of 5 minutes early** to prepare yourself for your work day. You can punch in 5 minutes before/after your scheduled clock in/out time..

Do not punch in unless you are prepared to work. Once you are punched in you should be in work mode.

PROCEDURES FOR TAKING TIME OFF

If you take a leave from work for any reason, you must follow the appropriate absence reporting procedure. Please review how to use Smart Systems on the handout in your folder.
If you know you need time off, for example, in May, and it's right now September, please put that time in immediately.
Our department can only allow no more than 2 people maximum to be off on any given day, with no exceptions. Please plan accordingly.
Because most in-school nutrition staff work for 9 months, please try to plan doctor's appointments, family events, elective surgeries, garage sales, etc. during your summer months, as time off is not always possible.
Retirement announcements should follow the chain of command.
Other leave will be granted as provided by law. For more information call the Human Resources Department.

RETURN TO WORK

Employees who have been out may be required to have signed a doctor's statement authorizing a return to work. (The district,with any illness/anytime, can require a Dr. note.)

Any employee limitations or restrictions need to be outlined by the physician as well as the estimated ending date of restrictions. If there are limitations or restrictions, another doctor's statement will be required when the restrictions are removed.

BREAKS

Employees who work 7 or more hours per day are entitled to (2) paid 15-minute rest periods.
Employees who work at least 4 hours, but less than 7 hours per day are entitled to (1)- 15 minutes
break.
Breaks shall not exceed 15 minutes, including the time required to get to and from the rest period.
Please be aware of the time that you begin your break and the time you need to return.

LUNCH BREAKS are for those who work a minimum of 5 hours per day. These are 30 minutes and are unpaid.

CELL PHONE USAGE

Cell phones, headphones, or other such devices shall not be worn or used during work hours.

- Cell phones should remain in employees' lockers or break room during work hours
- Use of cell phones for personal business should be reserved for breaks and non-work hours (Remember to wash your hands before returning to work)
- Kitchen Managers can approve cell phone use for emergencies on a case-by-case basis

*Kitchen Managers may occasionally need to use a cell phone for communication with vendors other schools or point-of-sale technology equipment. Emergency calls for employees should be handled through the school's main office or Food Service direct phone line

507-864-7785

PROFESSIONAL DEVELOPMENT AND CERTIFICATION

Rushford/Peterson Public School has made a commitment to staff development for all their employees, including those in the school nutrition programs.

- School Nutrition Program employees will participate in one or more in-service training days offered during the year.

- The district also encourages staff members to participate in the School Nutrition Association's Certification Program. If you are interested in becoming certified, please see a Manager and we will help you with the process.

- In Minnesota, the state food service associations have local chapters. The local MSNA chapter in our area is called Chapter 11. This chapter meets 4 times a year at locations throughout the area. We encourage you to attend these meetings. They include all the area school district nutrition employees and are not only fun but also educational.

Please note: If you are struggling for any reason,R/P offers services for assistance.

Employee Assistance Program

1. The School District offers an Employee Assistance Program for all employees. This service is free of charge and is designed to provide information and support for employees who may be struggling with a personal problem. This benefit is completely confidential.

2. You are encouraged to call our EAP Coordinator whenever you are experiencing a personal problem that is affecting your health or your job.

3. For more information call: 800.386.7055
   • Visit worklife.uprisehealth.com

Policy Services
MINNESOTA SCHOOL BOARDS ASSOCIATION

Newsletter
January 2025

Model Policy 522: Title IX Sex Nondiscrimination Policy

On January 8, 2025, a federal court issued a decision vacating the federal 2024 Final Rule on Title IX. Consistent with the court's order, the 2024 Title IX regulations are not effective in any jurisdiction, including Minnesota. This court decision affects MSBA Model Policy 522 (*Title IX Sex Nondiscrimination Policy*).

In light of this court decision, MSBA has replaced the 2024 version of Model Policy 522 with the former version that was based upon the 2020 Final Rule on Title IX regulations. MSBA recommends that school boards rescind the 2024 version of Model Policy 522 (if they adopted the 2024 version, which MSBA issued in July 2024). School boards should then adopt the 2020 version, which MSBA issued in August 2020.

Model Policy 208 (*Development, Adoption, and Implementation of Policies*) states: "If a policy is modified with minor changes that do not affect the substance of the policy or because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board." This provision permits a school board to rescind the 2024 version of Policy 522 and adopt the 2020 version in a single meeting.

Schools should consult with their legal counsel if they have Title IX matters that have been initiated under the 2024 Final Rule.

MSBA will continue to monitor developments regarding Title IX and will share information as it becomes available.

The current and recent Policy Services Newsletters can be found on the MSBA website under Services/Policy Services.

If you have questions about Policy Services, how to navigate the online Policy Reference Manual, or the content of the model policies, please contact Terry Morrow at (507) 934-8126 or (800) 324-4459 or by email at tmorrow@mnmsba.org

Jaymyson Sillman (jsillman@mnmsba.org) can assist if technological issues arise related to accessing the model policies or the revisions.

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RUSHFORD-PETERSON PUBLIC SCHOOL DISTRICT

Facility Assessment Study, Pre-Referendum Planning, and Architectural / Engineering Services

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ATSR
PLANNERS + ARCHITECTS + ENGINEERS

A T S R

January 22, 2025

Dr. Ben Bernard, Superintendent of Schools
Rushford-Peterson Public School District
1000 Pine Meadows Lane, PO Box 627
Rushford, MN 55971

RE: RFP Architectural/Engineering Facilities Assessment / Pre-Referendum Services / Design Services

Dear Dr. Bernard and Selection Committee:

Thank you for the opportunity for ATSR Planners/Architects/Engineers to submit this proposal to Rushford-Peterson (R-P) Public Schools to provide a facility assessment, pre-referendum planning, and potential design services for your District. We have thoroughly enjoyed serving your District as your architect/engineer since 2011 for the existing facilities assessments, referendum services, and design of your new EC-12 school. We look forward to the opportunity to continue to serve you for this project.

ATSR is uniquely qualified as a multi-disciplinary planning, architecture, and engineering firm specializing in PreK-12 education. We bring extensive experience working with your District (since 2011) and other Minnesota school districts of all sizes including Austin, Kasson-Mantorville, Pine Island, Rochester, Tri-City, Burnsville, Minnetonka, and many more. We guide districts to meet their goals by planning and designing value-driven and sustainable facilities with future-ready learning environments where students, educators, and community members thrive.

We lead facilities assessments, master plans, pre-referendum services for success, and continue with full services to final project design and completion. We provide community engagement, communications, graphic support, and referendum marketing. Our team is an ideal collaborator to right-size and modernize your facilities to meet your needs now and for the future. The following ATSR highlighted strategic advantages directly benefit R-P Schools for this project:

- *Knowledge experts for Pre-K-12 education, with 98% of annual work in schools*
- *In-house services specializing in PreK-12 including assessments, communications, referendum planning, programming, architecture, food service design, mechanical/electrical engineering, technology, security design, site development, and interior design*
- *Specialists in creating energy-efficient and sustainable solutions that save money*

We are excited about this opportunity to serve you and welcome any questions you may have.

Sincerely,

Sarah J. Fox, AIA, NCARB, LEED Green Assoc.
ATSR Vice President, Architect
sfox@atsr.com | (612) 849-8482

AP Dean Beeninga, AIA, NCARB, LEED-AP
ATSR Partner, Architect
dbeeninga@atsr.com | (612) 670-2306

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ATSR
PLANNERS + ARCHITECTS + ENGINEERS

ATSR Planners | Architects | Engineers
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Our mission is to see communities thrive, shaping them through collaborative design and relentless client service.



Introduction

ATSR is a multi-disciplinary planning, architectural, and engineering firm specializing in educational facilities. Founded in 1944, ATSR is privately held by active partners in the firm. We're proud to provide long-term relationships with school clients, some for more than 73 years.

Experience

As PreK-12 education sector specialists, 98% of our annual work is planning, designing and engineering solutions for educational facilities. Comprehensive in-house disciplines and a single-source of responsibility means dedicated support throughout the life cycle of your project. Our 81 years of continuous operation is a testimony to our value of excellent client service.

Serving Rushford-Peterson Public School District

ATSR assessed all your facilities from 2011-2014, assisted your District in passing the most recent resulting bond referendum, and designed your $33.5 million new 175,000 square foot EC-12 school completed in 2017. At the beginning, ATSR engaged with your District and community to become a trusted partner in communicating the assessment of existing facilities and the need for a new facility for the referendum. We continue to serve your District and sincerely appreciate our long-term relationship.

Management and Key Personnel

Team Member	Role	Experience
David Maroney AIA | NCARB	President* | Executive Officer| Architecture	41
Sarah Fox AIA | NCARB | LEED™ Green Associate	Vice President* | Executive Officer | Architecture	26
Blayne Parkos PE | LEED™ AP BD+C	Partner* | Executive Officer | Mechanical	27
Peter Lacey AIA | NCARB | RIBA | LEED™ AP BD+C	Partner* | Architecture	26
Dean Beeninga AIA | NCARB | REFP | LEED™ AP BD+C	Partner | Past President | Architecture	39
Kara Rise IIDA | LEED™ AP ID+C	Partner | Interiors | Educational Facility Planning	19
Nicholas Achina PE	Partner | Electrical	34
Eric Anderson AIA | NCARB	Partner | Architecture	26
Nancy LaBissoniere AIA | NCARB	Partner | Architecture	36
Paul Erickson AIA | NCARB | REFP	Partner | Past President | Architecture	48
Patrick Collins PE	Associate Partner | Mechanical	11
Alex Wagner PE	Associate Partner | Mechanical	8
John Jurichko CDT	Associate Partner | Architecture	38
Lynne Dahl	Associate Partner | Construction Administration	35
Jeremy Scheller	Associate Partner | Marketing	22

**Board of Directors*

Staffing by Discipline

Architecture	Mechanical	Electrical / Technology
8 Architects (licensed)	3 Mechanical Engineers (licensed)	2 Electrical Engineer (licensed)
6 Architectural Designers / Technicians	5 Mechanical Designers / Technicians	2 Electrical Designers / Technicians
3 Interior Designers		2 Technology Designer / Specialists
1 Landscape Architect / Site Development		
4 Contract Administration	**Educational Planning**	**Support**
2 Specifications/ Quality Control	2 Educational Planners	6 Admin / Marketing / Support

With 98% of our annual work in PreK–12 schools, our entire design team is comprised of education facility specialists.

Commitment to Education

ATSR is corporately committed to the education community serving as a valued partner to our clients and through our support of educational foundations, advocacy groups, scholarship and internship opportunities. Our recent educational experience includes (partial listing):

- 150+ facility assessments and planning studies
- 39 new elementary schools
- (3) K-8 schools & (9) 1-10 schools
- 19 new middle/junior high schools
- 29 new high schools
- 12 PreK-12 schools
- 17 district service centers
- 1000+ long term facilities maintenance projects with HVAC retrofit
- 150+ ADA surveys
- 500+ major additions and alterations
- 500+ educational technology projects (voice, video, data, security)

Unique Qualifications - Benefit to Rushford-Peterson



ATSR is a Firm Built For the School Client

- 98% of our annual work is schools
- 81 years specializing in educational planning, architecture, and engineering
- Consensus-building specialists with user-groups

ATSR's in-house departments provide these comprehensive services to our clients:

- Facilities Assessments / Master Planning
- Pre-Referendum Services
- Architecture / Interior Design / Space Programming
- LEED Sustainable Design Strategies / Energy Rebates
- Mechanical/Electrical Engineering
- Site Development
- Technology Design
- Construction Administration
- Cost Estimating
- Fixtures/Furniture/Equipment
- Commissioning / Recommissioning

Forward-Thinking 'Future-Ready' Schools for Learning

- National leader in educational directions
- Proven record in sustainable design
- Schools that serve students, staff, and community



ATSR Designs Meet Your Educational Objectives

- All staff experienced in education projects
- Participatory planning & user-group involvement
- Recognized Educational Facility Planners (REFP)

National Experience / Involvement / Reputation

- (NSBA, AASA, EDSpaces, ASBO, A4LE, AS&U)
- Nationally-recognized presenters/authors
- National award-winning projects

Single-Source Responsibility

- Comprehensive in-house disciplines
- In-house technology (video/voice/data/security
- Energy-efficient award-winning solutions with results

ATSR Meets Your Schedules/Budgets

- ATSR projects are on time and on budget
- 'Redi-Check' for documents quality assurance
- Accurate documents = minimal change orders

Educational Design Philosophy: Every Student Matters

Core Belief

ATSR's core belief is that every student matters in each community. The premise on which our entire design process is based, is the understanding that school facilities are the physical expression and shape of a community's vision for educating all of its children.

Purpose

Our purpose is to discover each community's unique educational objectives and partner with stakeholders to design spaces that support learning that leads to the fulfillment of those objectives. ATSR will not impose a set of standard parameters upon a school community; we listen attentively and respectfully offer new ideas to enhance design solutions.

Design Leadership

A successful design begins with strong design leadership that will guide you through a process where educators have the opportunity to share and explore how teaching and learning can be enhanced by the facility and how the facility can serve the overall needs of the community. We will be good listeners and also intelligent questioners.

Collaboration and Communication

A successful project enhances our clients' program/aesthetic needs, while adhering to budget/ schedule requirements. Communication and user-group involvement are essential for a successful project. Design is a fluid process with close collaboration between the architect, building users, and owners.



RUSHFORD-PETERSON

ATSR Team



Sarah Fox
AIA / NCARB / LEED-Green Assoc.
Vice President, Project Lead



Dean Beeninga
AIA / NCARB / REFP / LEED™AP
Partner, Architecture, Planner, Cost Estimating



Blayne Parkos
PE / LEED™AP
Partner, Mechanical Engineering



Nick Achina
PE
Partner, Electrical Engineering



Kara Rise
IIDA
Partner, Future-ready Design, Interiors



Ron Spoden
RLA
ATSR Landscape Architecture



David Bridges
Technology Design



John Jurichko
Associate Partner
Food Service Design Specialist



Ted Cabak, CDT
Construction Document Tech.



Jeremy Scheller
Associate Partner
Pre-Ref Communications

Consultants



Tim LaBissoniere
PE / LEED™AP BD+C
Structural Engineering
IMEG Corporation



Andy LaPalme
PE
Civil Engineering
VAA, Inc.



Jake Sturgis
APR
Pre-referendum Marketing
Captivate Media + Consulting



Sarah Fox, AIA / NCARB / LEED Green Associate

Partner, Architecture; Project Lead

Sarah has extensive experience with facilities assessments for school districts. She excels in working with committees on planning and design of education projects. Her experience brings sensitivity in collaborating with various groups to understand/apply unique needs in a design. Her communication skills and creativity bring great value in the pre-referendum planning and design process. Sarah is the project lead for your project, bringing extensive experience in team leadership, facilities planning, pre-referendum planning, and designing school additions/alterations and new facilities.

Professional Affiliations:
American Institute of Architects (AIA)

National Council of Architectural Registration Boards (NCARB)

US Green Building Council (USGBC)

Association For Learning Environments (A4LE)

Education:
Master of Architecture, 2006, Syracuse University, NY

Bachelor of Arts in Architecture, 2000, University of Minnesota, Twin Cities

Recent Projects (Partial Listing)

Long-Range Master Plans / Facility Studies / Facilities Assessments

Hills-Beaver Creek School District, MN
Clearbrook-Gonvick School District, MN
Marshall Public Schools, MN
Kasson-Mantorville Public Schools, MN
Tri-City Public School District, MN
Chippewa Falls Area Unified School District, WI
Weyauwega-Fremont School District, WI
Eau Claire Area School District, WI
Green Bay Area Public School District, WI

Chippewa Falls Middle School, CFAUSD, WI
Alterations, additions and major mechanical upgrades included a reconfiguration of space to fit the curriculum for 'future-ready' learning.
(63,462 SF Alterations | 14,690 SF Addition | $23.6M)

Kasson-Mantorville High School, Kasson-Mantorville Public Schools, MN
New auditorium and ancillary space; new commons area with kitchen and support; large group learning areas; a media center addition; major alterations.
(66,000 SF two-story Addition | 58,000 SF Alterations | $26.5 Million)

Chippewa Falls High School, CFAUSD, WI
Project includes a CTE suite with STEM project-based learning pods and flexible areas. Major mechanical/electrical/technology work.
(17,340 SF Alterations | 9,530 SF Addition | $16M)

Southview Elementary School, Marshall Public Schools, MN
A new 600-student, two-story elementary school designed with 'future-ready' spaces for student-centered learning and sustainability at the core.
(85,100 SF New Construction | $19.7M)

Minnetonka Public Schools, MN
Multiple capital projects across the district at elementary, middle and high schools, which include additions, alterations, and LTFM projects.



Dean S. Beeninga, AIA / NCARB / LEED-AP / REFP

Partner, Past President, Architecture; Educational Facilities Planning

Dean has extensive experience in educational architecture, encompassing all aspects of educational planning and facility design, including facilities assessments and the new EC-12 School for Rushford-Peterson Public Schools, new schools, additions, alterations, long-range master plans, building evaluations, and cost analysis. His skills in project leadership and management provide for successful projects with accurate cost estimates.

Professional Affiliations:

American Institute of Architects (AIA)

US Green Building Council - LEED AP

National Council of Architectural Registration Boards (NCARB)

Association For Learning Environments (A4LE) - Recognized Educational Facility Planner (REFP)

Education:

Masters in Architecture, 1993 Emphasis on Community Design, University of Minnesota

Bachelor of Architecture, 1987, Iowa State University

Recent Representative Projects (Partial Listing)

Long-Range Master Plans / Facility Studies / Facilities Assessments

Hills-Beaver Creek School District, MN
Kasson-Mantorville Public Schools, MN
Tri-City Public School District, MN
Pequot Lakes School District, MN
Chippewa Falls Area Unified School District, WI
Weyauwega-Fremont School District, WI
Eau Claire Area School District, WI
Green Bay Area Public School District, WI

Kasson-Mantorville High School, Kasson-Mantorville Public Schools, MN
New auditorium and ancillary space; new commons area with kitchen and support; large group learning areas; a media center addition; major alterations. (66,000 SF two-story Addition | 58,000 SF Alterations | $26.5 Million)

Chippewa Falls Middle School, CFAUSD, WI
Alterations, additions and major mechanical upgrades included a reconfiguration of space to fit the curriculum for 'future-ready' learning. (63,462 SF Alterations | 14,690 SF Addition | $23.6M)

Rushford-Peterson EC-12 School, Rushford-Peterson Public Schools, MN
The new EC-12 school is designed for project-based learning with flexible team learning areas and classroom clusters. Makerspaces, small group learning areas, and staff planning areas support the learning pods. (175,000 SF New Construction | $33.5M)

Chippewa Falls High School, CFAUSD, WI
Project includes a CTE suite with STEM project-based learning pods and flexible areas. Major mechanical/electrical/technology work. (17,340 SF Alterations | 9,530 SF Addition | $16M)

Lourdes High School, Rochester Catholic Schools, MN
Project includes a CTE suite with STEM project-based learning pods and flexible areas. Major mechanical/electrical/technology work. (167,500 SF New Construction)



Professional Affiliations:
American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE)

American Society of Healthcare Engineers (ASHE)

American Council of Engineers Companies (ACEC)

Education:
Bachelor of Science, Mechanical Engineering, North Dakota State University

Blayne Parkos, PE / LEED AP BD + C

Partner, Director of Mechanical Engineering, WI #4418706

Blayne is a licensed Mechanical Engineer and has led ATSR's mechanical and plumbing engineering team since joining the firm. His experience encompasses complex renovations and upgrades as well as new designs of HVAC, energy management, temperature controls, energy audit programs, sustainable design, analysis of mechanical infrastructure, fire protection, plumbing, and project management for educational facilities.

Recent Representative Projects (Partial Listing)

Long-Range Master Plans / Facility Studies / Facilities Assessments

Clearbrook-Gonvick School District, MN
Kasson-Mantorville Public Schools, MN
Marshall Public Schools, MN
Hills-Beaver Creek School District, MN
Pequot Lakes School District, MN
Tri-City Public School District, MN
Anoka-Hennepin Public Schools, MN
North Branch Public School District, MN
Chippewa Falls Area Unified School District, WI
Weyauwega-Fremont School District, WI
Eau Claire Area School District, WI
Green Bay Area Public School District, WI

Highland Park Middle School, Mississippi Creative Arts School, Farnsworth Upper Aerospace School - St. Paul Public Schools
Major IAQ projects across 3 St. Paul Campuses.

Minnetonka Vantage, Minnetonka Public Schools, MN
A new facility for this experiential project-based learning program to house all aspects of the program. (33,000 SF New Construction | $17.1M)

Southwest High School - Minneapolis Public Schools, MN
The addition/renovation provided a new campus identity for students through a new commons, additional classrooms, learning labs and remodeled spaces. (77,260 SF Additions | 84,060 SF Alterations | $36.8M)

Kasson-Mantorville High School, Kasson-Mantorville Public Schools, MN
New auditorium and ancillary space; new commons area with kitchen and support; large group learning areas; a media center addition; major alterations. (66,000 SF two-story Addition | 58,000 SF Alterations | $26.5 Million)

Chippewa Falls Middle School, CFAUSD, WI
Alterations, additions and major mechanical upgrades included a reconfiguration of space to fit the curriculum for 'future-ready' learning. (63,462 SF Alterations | 14,690 SF Addition | $23.6M)



Professional Affiliations:
American Council of Engineering Companies (ACEC)

Education:
Bachelor of Electrical and Electronics Engineering, North Dakota State University

Nick Achina, PE

Partner, Director of Electrical Engineering

Nick is an electrical engineer with extensive experience in school facilities assessments, with specialty skills in lighting, power distribution, fire alarm, communications, and special systems for educational buildings. Nick excels at energy-efficient design, problem solving, cost estimating, design calculations, design schedules, equipment selection/layout, specifications, quality assurance, and construction coordination.

Recent Representative Projects (Partial Listing)

Long-Range Master Plans / Facility Studies / Facilities Assessments

Clearbrook-Gonvick School District, MN
Kasson-Mantorville Public Schools, MN
Marshall Public Schools, MN
Hills-Beaver Creek School District, MN
Tri-City Public School District, MN
Pequot Lakes School District, MN
Anoka-Hennepin Public Schools, MN
North Branch Public School District, MN
Chippewa Falls Area Unified School District, WI
Weyauwega-Fremont School District, WI
Eau Claire Area School District, WI
Green Bay Area Public School District, WI

Highland Park Middle School, Mississippi Creative Arts School, Farnsworth Upper Aerospace School - St. Paul Public Schools
Major IAQ projects across 3 St. Paul Campuses.

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New auditorium and ancillary space; new commons area with kitchen and support; large group learning areas; a media center addition; major alterations. (66,000 SF two-story Addition | 58,000 SF Alterations | $26.5 Million)

Chippewa Falls Middle School, CFAUSD, WI
Alterations, additions and major mechanical upgrades included a reconfiguration of space to fit the curriculum for 'future-ready' learning. (63,462 SF Alterations | 14,690 SF Addition | $23.6M)



Kara Rise, IIDA / LEED AP BD+C

Partner, Future-Ready Interiors and Educational Facilities Planning

Kara has extensive experience in educational future-ready learning directions, educational facilities planning, and interior design to the team. She provides research and programming, space planning and layout, cost estimating, preparing construction documents, selecting interior finishes and building materials for school construction projects. Her communication skills are of particular value for pre-referendum services and community engagement.

Professional Affiliations:

International Interior Design Association (IIDA)

National ED-Spaces Conference Speaker

US Green Building Council (USGBC)

Association For Learning Environments (A4LE)

Education:

BS, Interior Design and Business Administration 2007, North Dakota State University

Recent Representative Projects (Partial Listing)

Long-Range Master Plans / Facility Studies / Facilities Assessments

Austin Public Schools, MN
Kasson-Mantorville Public Schools, MN
Marshall Public Schools, MN
Hills-Beaver Creek School District, MN
Tri-City Public School District, MN
Pequot Lakes School District, MN
Minnetonka Public Schools, MN
Clearbrook-Gonvick School District, MN
Chippewa Falls Area Unified School District, WI

St. Louis Park Schools, MN

Project interior design renovations and new furniture/fixtures/equipment (FF&E) for Aquila and S. Lindgren Elementary Schools, the middle school and high school. (288,377 SF Renovations and FF&E | $4.7M)

Southview Elementary School, Marshall Public Schools, MN

A new 600-student, two-story elementary school designed with 'future-ready' spaces for student-centered learning and sustainability at the core. (85,100 SF New Construction | $19.7M)

Chippewa Falls Middle School, CFAUSD, WI

Alterations, additions and major mechanical upgrades included a reconfiguration of space to fit the curriculum for 'future-ready' learning. (63,462 SF Alterations | 14,690 SF Addition | $23.6M)

Kasson-Mantorville High School, Kasson-Mantorville Public Schools, MN

New auditorium and ancillary space; new commons area with kitchen and support; large group learning areas; a media center addition; major alterations. (66,000 SF two-story Addition | 58,000 SF Alterations | $26.5 Million)

Minnetonka Vantage, Minnetonka Public Schools, MN

A new facility for this experiential project-based learning programs

I.J. Holton Intermediate School, Austin Public Schools, MN

The STEAM theme harnessing curiosity for engineering/technology learning. (117,650 SF New Construction)



Ron Spoden, RLA

Project Landscape Architect

Ron has vast experience in landscape design for schools. He specializes in assessing existing school facilities and master planning. He is responsible for the development and coordination of construction documents and specifications. Ron uses regenerative design principles to design landscapes in balance with the local ecology.



John Jurichko, CDT

Associate Partner, Food Service Design Specialist

John is a Construction Document Technician (CDT) with 30+ years of food service design experience at ATSR. He specializes in food service facilities assessment and design for schools and designing comprehensive food service facilities, kitchens, concessions spaces, and culinary venues. John's reputation in the food service industry is highly regarded.



Dave Bridges

Technology Systems Design Specialist

Dave's experience includes voice/data/video/security/infrastructure systems for schools. He assesses and designs cabling, paging, AV systems, and classroom/auditorium/gymnasium sound enhancement for schools. He specializes in surveillance systems, electronic identification, video monitoring, and access systems.



Ted Cabak, CDT

Senior Construction Documents Lead

Ted has 35 years of experience with ATSR. Ted is a specialist in assessing architectural systems including the building envelope, finishes, and construction detail. He excels in REVIT and CADD technical construction documents. Ted has extensive involvement with additions/alterations and new educational facilities.



Jeremy Scheller

Associate Partner, Communications, Pre-Referendum Marketing

Jeremy has 20+ years of experience specializing in communications and media solutions for community-facing organizations and brands. He will assist the District with referendum communications strategy, graphics, website, and other media and marketing needs.



Timothy G. LaBissoniere, PE

IMEG Corporation, Principal, Structural Engineer

Timothy LaBissoniere is a Principal at IMEG (formerly Clark) Engineering Corporation and structural engineer with over 30 years of experience. Clark Engineering Corporation has been ATSR's proprietary structural engineer since 1952. Tim provides building structure conditions assessments and design of educational facilities.

IMEG Corp. (50+ Year Partnership with ATSR)
12755 Highway 55, Suite 100, Minneapolis, MN 55441
(763) 595-3114, timothy.g.labissoniere@imegcorp.com



Andy LaPalme, PE

VAA, Inc., Partner; Senior Civil Engineer

ATSR has utilized VAA on education projects for 20+ years. VAA is a multi-faceted civil engineering, facilities assessment firm specializing in PreK-12 education with experienced staff. Andy is a specialist in PreK-12 school design and assessments.

VAA, Inc. (20+ Year Partnership with ATSR)
2300 Berkshire Ln N Ste 200, Plymouth, MN 55441
(763) 587-7312, alapalme@vaaeng.com



Jake Sturgis, APR

Captivate Media + Consulting, Pre-Referendum Marketing

Captivate Media specializes in creating compelling communications, moving people to action regarding bond referenda. CEO Jake Sturgis worked in school communications before starting the business in 2014. He works with school districts nationwide to draw out authentic voices and build up communities through storytelling. Jake leads designers, cinematographers, and editors to engage communities. The firm combines the art/science of video, animation, and graphics to create effective content. Jake writes and produces videos, creating written/visual content for district websites and social media for bond referenda.

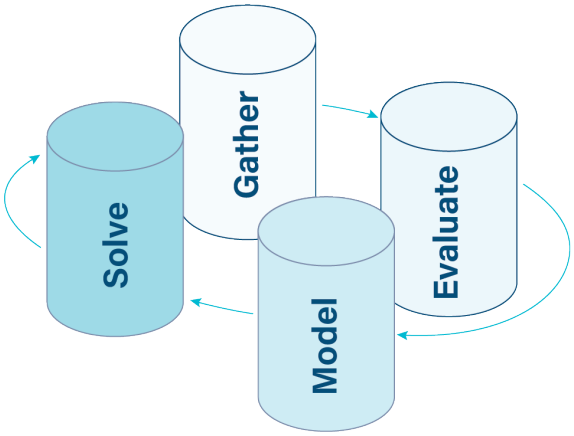
Captivate Media + Consulting (3 Year Partnership)
8969 Aztec Drive, Eden Prairie, MN 55347
(612) 314-3314, jake@captivatemedia.us

How we approach your project

Listen and Build Consensus

ATSR will incorporate assessments, demographics, facility usage projections, and capital projects into a long-term plan. Our process is built on 4 pillars: **Gather Information, Evaluate the Data, Model the Findings and Solve Creatively (G.E.M.S.)**.

This participatory process involves user groups and stakeholders of the District to explore and recommend a long-range facilities plan that addresses facilities of the District over the next 5-10-30 years to support and achieve strategic goals for future-ready learning.



Gather Information
Evaluate the Data
Model the Findings
Solve Creatively

Process repeats as consensus forms

ATSR's Four-Phased Approach to Facilities Assessment, Master Planning and Project Implementation

Phase I: **Facility Study, Assessment, and Educational Adequacy**

Phase II: **Facilities Master Plan**

Phase III: **Pre-Referendum**

Phase IV: **Design & Implementation**

An Overview of Phase I & Phase II

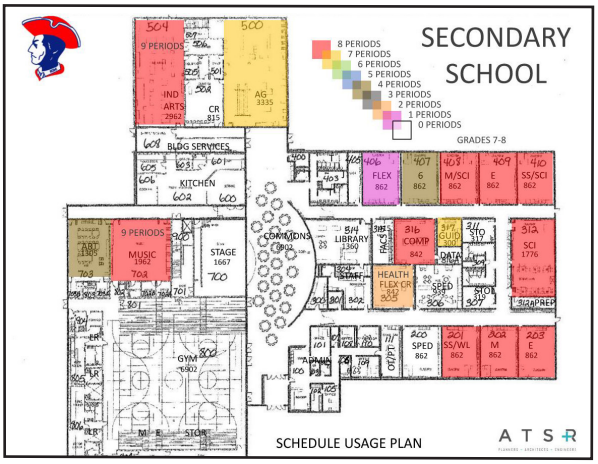
- Establish/Convene/Engage Executive Committee
- Establish/Convene /Engage Comprehensive Long-Range Facilities Plan (LRFP) Committee
- Conduct input/review sessions with stakeholders
- Establish/Confirm planning criteria
- Understand current usage of existing space and program capacity of buildings
- Perform/Review individual building analyses and facilities conditions assessment
- Educational Adequacy Assessment
- Gather information from user groups
- Develop options with LRFP and Executive Committee for the District's future
- Receive input/feedback through community engagement
- Refine options for recommendation
- Determine and prepare recommendation

Phase I: Facility Assessment Study and Educational Adequacy

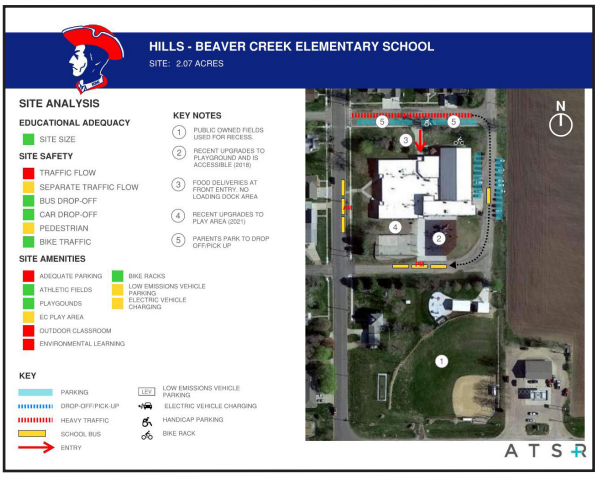
ATSR's facility condition report and needs assessment will be a guide as a we partner on your Long-Range Facilities Master Plan. Utilizing the facilities study document, ATSR's approach focuses on educational standards, district guidelines, and new directions in education. Administrators, teachers, and students need well-thought-out and operational environments for individual and group learning/teaching, with tools and systems for learning/teaching.

Approach

The assessment of your District's facilities involves understanding more than just their physical condition. The assessment component focuses on current educational standards, District guidelines, and upcoming new directions in education; all these parameters can be affected by the constraints of a site/building.



Building assessment considers physical conditions, educational adequacy of facilities and spaces with regard to square footage, furniture, equipment, and utilities, etc. and how the district is currently teaching versus new educational delivery approaches and educational programs. Site assessment considers site size, configuration, access for walkers/bicycles, parent drop-off/pick-up and busing of students, parking, etc.



Administrators, teachers, and students need to have well thought-out and operational environments to engage individual and collaborative learning with appropriate tools/systems at their disposal.

The Focus of Phase I:

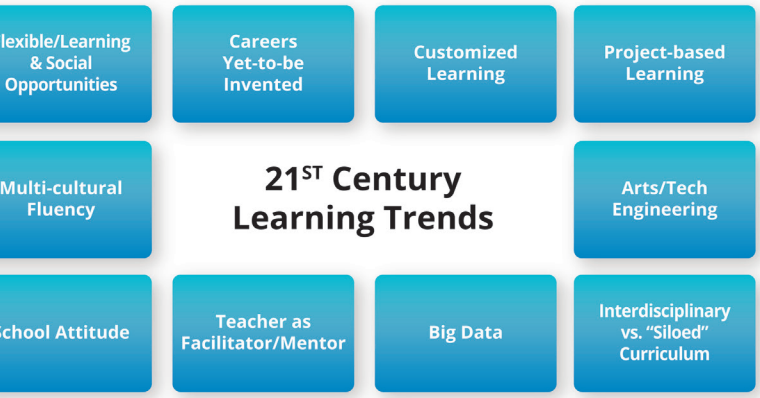
1. Space Utilization / Program Capacities of Buildings
2. Educational Adequacy Assessment
3. Physical Conditions
4. Presenting Data to the District

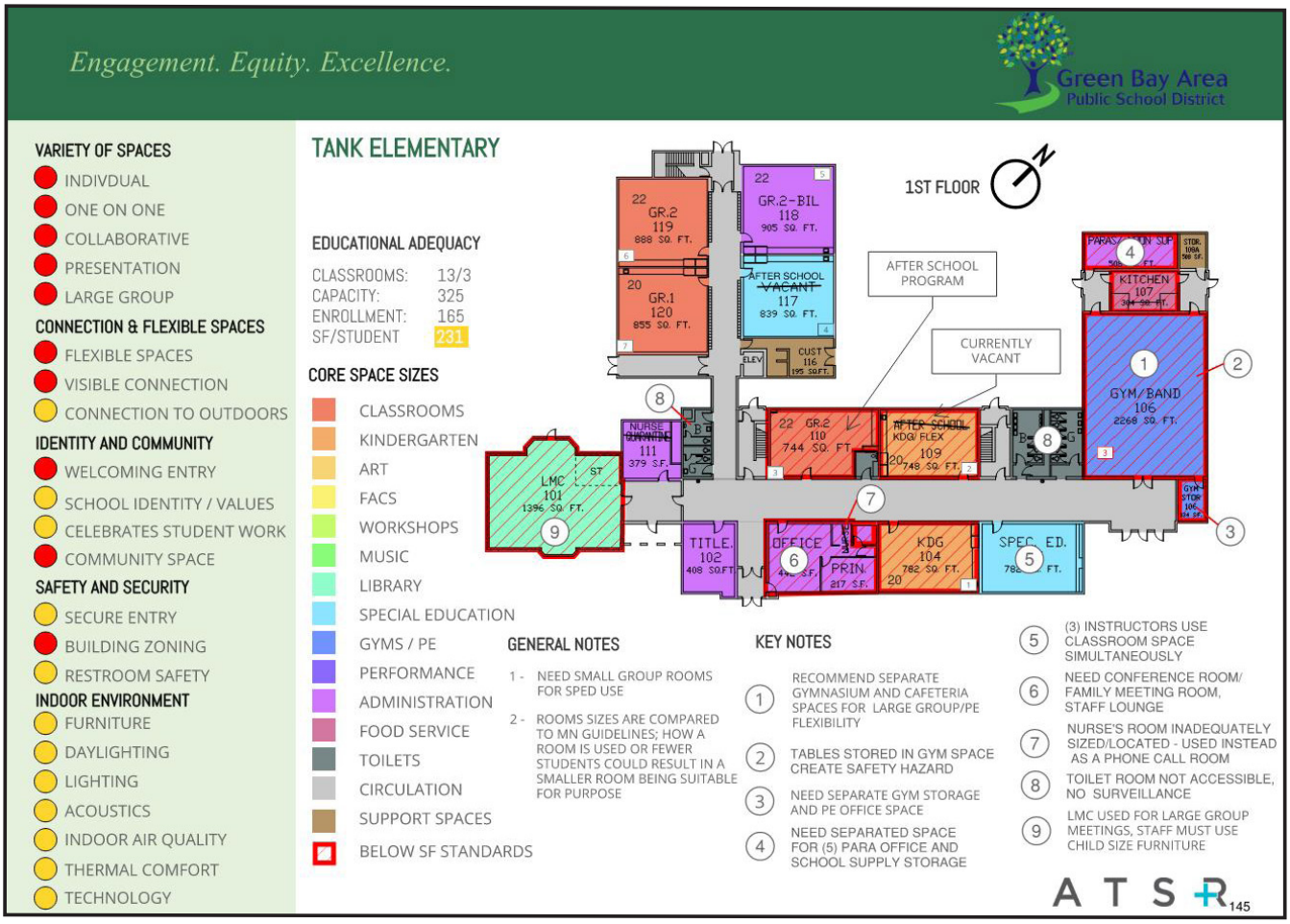
1. Space Utilization / Program Capacities Of Buildings

- Develop/confirm/refine District planning criteria for learning spaces, class size, and standards
- From master schedules, develop space utilization plans/charts to determine program capacity of each building and how the building is currently effectually utilized
- Evaluate building/site capacity of space for needed building physical improvements to achieve educationally equitable facilities that are 'Future-Ready'
- Provide recommendations/concepts of appropriately-sized learning spaces based on educational adequacy guidelines/standards and as tailored to your District's requirements
- Bring all information forward to the District's community task force for dialogue and decisions

2. Educational Adequacy of Spaces

- Analyze school master schedules, core areas, and extra-curricular activities impact on each building
- Tour each building and confirm existing educational spaces and adjacencies between learning spaces
- Obtain staff input regarding learning environments for individual, team, small groups, classrooms, and large group learning; discuss/ learn how these environments may be improved to enhance learning for all students for future-ready learning
- Determine existing educational space shortfalls and related educational opportunities to improve the pathways to excellence for all students at each building
- Determine options for needed physical improvements at each building
- Bring all information forward to the District's community task force for dialogue and decisions

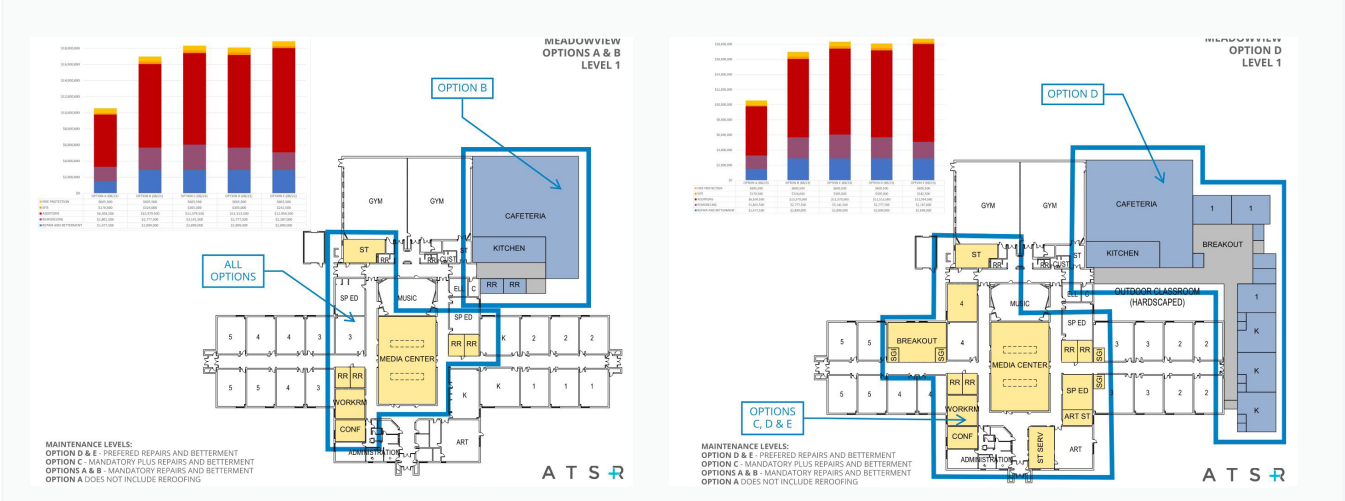




3. Physical Conditions

Building assessment considers physical conditions, educational adequacy of facilities and spaces with regard to square footage, furniture, equipment, and utilities, etc. and how the district is currently teaching versus new educational delivery approaches and educational programs. Site assessment considers site size, configuration, access for walkers/bicycles, parent drop-off/pick-up and busing of students, parking, etc. Administrators, teachers, and students need to have well thought-out and operational environments to engage individual and collaborative learning with appropriate tools/ systems at their disposal. ATSR will:

- Evaluate/utilize other information the District already holds
- Meet with District building staff to review their ideas of physical condition issues
- Review demographic data
- Tour each building to review physical condition and confirm building staff knowledge of existing conditions
- Prepare Facility Conditions Report including:
    - Grounds, sites, and surroundings
    - Building exterior (includes facade, windows, roof, parking lots, sidewalks)
    - Building exterior facilities (includes athletic fields, playgrounds, athletic storage buildings)
    - Building interior space and finishes (includes flooring and ceilings)
    - Electrical systems
    - Controls and energy management systems
    - Plumbing systems
    - Mechanical systems-to include HVAC Systems
    - Technical systems
    - Documentation of code violations or recommendations for improvement
    - ADA recommendations for improvement
    - Life safety systems (intrusion alarm system, fire system, PA system)
    - Educational adequacy enhancements (early learning, grade level configurations, etc.)
    - Building security (secure entrances)
    - Evaluate space programming capacities



Phase II: Facilities Master Planning

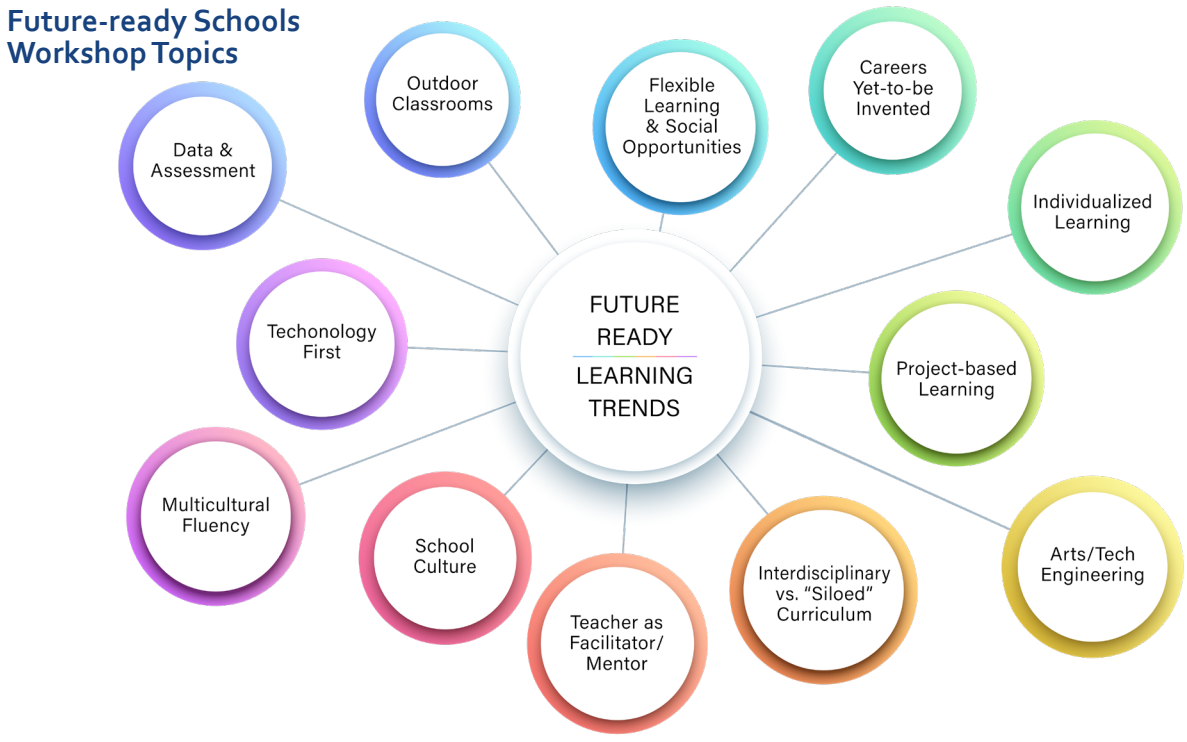
ATSR facilitates planning and designing of school facilities. We partner with school districts and take on a major role to lead, guide, and inspire your comprehensive facilities master plan.

Educational Program Capacities of Buildings

- Utilize the capacity information developed. Confirm findings with the District.
- Evaluate building/site capacities for building additions to achieve educationally equitable facilities.
- Provide recommendations/concepts for review with the District and school staff for adequately-sized learning spaces based on guidelines/standards and as tailored to your District's needs.

Model Options & Recommendations via Consensus

- Lead the task force in establishing objectives and modeling concept options for the District's future.
- Present **Future-ready Schools Workshop** to engage the task force into how learning changes over time and how to prepare facilities for the future.
- Present information gathered and prepared from the initial three steps (described earlier).
- Engage the task force into input/feedback on gathered information and long-range options to explore.
- Create/critique options; modify and/or add options for final recommendations - through consensus.



Revise/Review/Confirm/Present

- Evaluate and model updated options for consideration.
- Engage with your District stakeholders to review updated options.
- Present/Review/Update/Finalize report to the School Board with public comments.
- Review/Prepare/Engage next steps after approval of report.

Communication / Community Engagement



Community engagement, support, and advocacy is key for moving a facilities plan forward. A facilities plan reaches its objective to fulfill district and community needs based on the amount of community engagement. Understanding the dreams, hopes, challenges, and culture of a community leads to a successful promotional, planning, and design process for a facilities plan.

Partnering with you, we engage your District and community using multiple platforms: listening sessions; meetings; workshops; electronic/printed media. By providing information and getting input, true collaboration occurs for stakeholders. Digital and interactive media are used to reduce barriers to participate; many who would not attend public meetings may 'like' or 'share' a post, or respond to electronic surveys.

ATSR guides you in implementing traditional and digital strategies to keep the community engaged. Our process is based on forming an executive committee, a facilities task force, and leading effective community engagement where voices are heard and priorities take shape. This process is customized to your district's unique needs.

"We are grateful for all you do for Rushford-Peterson Schools...thank you for a great job and for your commitment and willingness to support our students, staff, school district, and communities. The Rushford-Peterson slogan is 'Always Our Best.' We have been fortunate to be the recipient of you giving us your best!"

Chuck Ehler, Superintendent of Schools (former)
Rushford-Peterson Schools



Facilities Task Force

The facilities task force provides leadership and direction to the District regarding facilities, addressing immediate needs, creating educational environments that support future-ready learning, and developing a facilities plan for a possible referendum. The goal during this process is to empower community representatives to engage in the facility plan and be advocates for successful adoption.

Role and Responsibilities

The task force's focus comes from the District's scope-of-work assignment. From ATSR's group-work, we find these duties, roles, and responsibilities as part of the task force's work:

- Evaluating and analyzing facilities data (e.g., utilization, equity, standards, capacities)
- Analyzing and prioritizing user-needs (i.e., students, staff, community, district)
- Understanding interrelationships of facilities, with curriculum/educational delivery
- Correlating enrollment projections with facilities needs for 'right-sizing'
- Seeking/analyzing community expectations
- Evaluating operations and maintenance data
- Exploring District long-range facilities options
- Handling other aspects unique to the study

Specific Charge

ATSR works with the facilities task force to:

- Provide facilities to enhance student learning
- Prepare facilities for future-ready learning
- Deliver facilities that meet community needs
- Address flexibility in facilities
- Understand the useful life of a facility
- Compare costs for facilities design options
- Determine short/long-term needs
- Evaluate various financial funding options
- Interact with the School Board to recommend a facilities plan for a referendum

Task Force Members

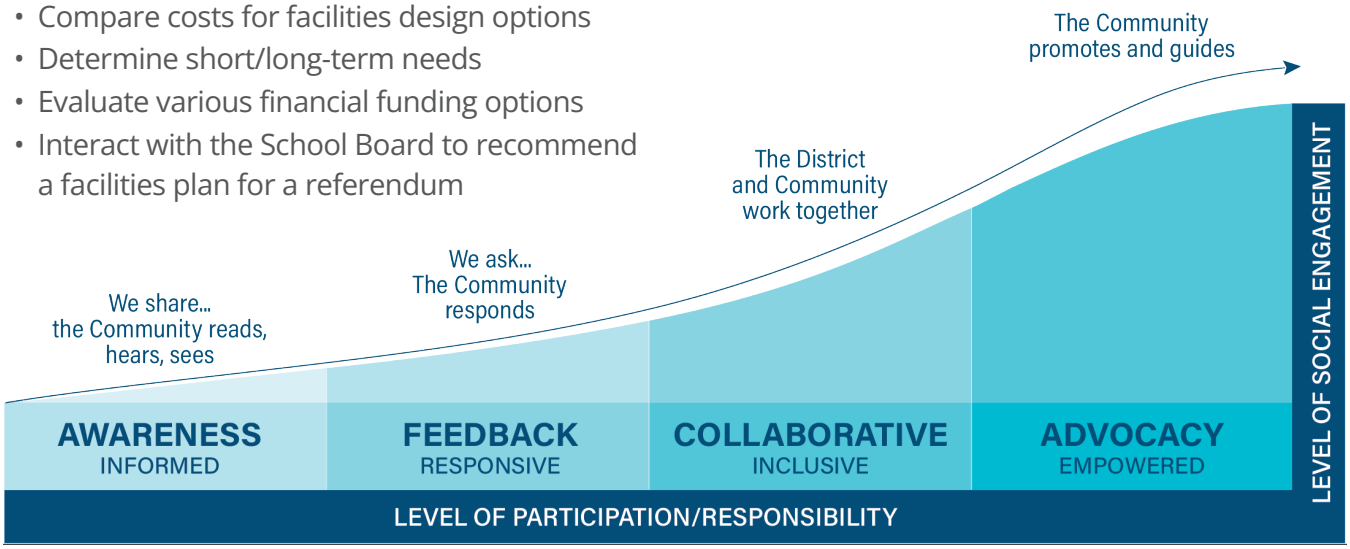
The facilities task force can include representatives from these areas:

- Building and grounds staff
- Technology / Information systems staff
- Superintendent / Administrative team
- Teaching staff
- School board
- Community, parents, and businesses
- Students
- Governing municipalities
- Other unique stakeholders

Essentials for Success

From our experience, the following are essential guides for the facilities task force:

- Select 'key communicators' in the community
- Commit to attend all meetings for continuity
- Keep process logistics/duration manageable
- Emphasize that members work together for common goals and mutual respect
- Choose members for a 'balance of expertise'
- Work within limits of authority for decisions
- Cooperate with 'consensus' in lieu 'voting'



Facilities Task Force

Task Force Committee Meetings (example)

Meeting #1

- Introductions / Project goal review
  - *Develop a facilities master plan to address present and future needs of the District*
  - *The plan must integrate educational programs & support, community use, and safety and comfort of students/staff*
- Meeting objective
  - *To set direction for the Task Force Committee and gather input from committee members*
- Introduce ATSR 'G.E.M.S.' planning process
- Committee responsibilities / consensus definition
- Input from committee members / Building tour(s) (actual/virtual)



Meetings #2 & #3

- Goal review / Community comments
- Future-ready learning and schools presentation
- Data presentation / Consensus decision-making
  - *Enrollment projections & demographics data*
  - *Room utilization analysis / Educational adequacy / Other...*
  - *Facility study data*
  - *Input from user groups*
- Consider educational components, with consensus
  - *Flexibility / Adaptability of spaces*
  - *Grade level configurations / Facilities designations / Other...*
  - *Learning theme options in-line with curriculum*
  - *Input from user groups*



Meetings #4 and #5

- Goal review / Community comments
- Introduce options generated from information gathered
- Examine, evaluate, and discuss options
- Add/modify/delete options - come to consensus
- Finalize option(s) for Executive Committee / School Board
- Outline final report/recommendations for Executive Committee / School Board



Meetings #6 (...perhaps #7)

- Goal review / Community comments
- Discuss advantages and shortcomings of viable options
- Discuss modifications to options for arrival of consensus
- Come to consensus for best option/s for the District
- Finalize option(s) for Executive Committee / School Board
- Outline final recommendations for Executive Committee

Future-ready Education Themes that Shape Design

Your educational priorities shape the design of your project. ATSR explores your priorities and needs with you, incorporating solutions in the facilities plan to support and enhance learning. From our experience, we see the following forward-thinking education themes that shape a future ready facilities plan:

Teaching and Learning

Accommodating individual needs drives teaching techniques toward adaptable and customized learning. Flexibility is key for teachers/students to 'travel-the-path' toward success. Future-ready schools support problem-solving, enabling opportunities for students to excel in environments to develop critical thinking and broad perspectives.

Student Accountability

Increased state/federal testing requires schools to monitor student proficiency and improvement. This requires teachers to individualize instruction more than ever before, leading to flexible and adaptable spaces of varying sizes.

Increased Use of Technology

Technology is ubiquitous; research and access to 'real-life' labs opens new avenues of learning:

- Teaching focuses on larger-than-life examples, seeking information via the web and engaging in interactive learning.
- Staff development, sharing information, mentoring, and teaming opportunities are essential in teaching.
- Parent communication with progress reporting, notes of praise/improvement, celebratory news of accomplishments are incentives for learning.

School District Accountability

Tax dollars support education for constructing and upgrading buildings. Communities expect tax dollars to be spent wisely through effective use of space, energy efficiency, long-term low-maintenance materials, and sustainable systems. Smart planning and design results in effectual operations.

Community-use of School Buildings

Increase in extra-curricular programs, adult education, and community-use provide opportunities for shared space. Building access and zoning, safety/security, flexibility, and ownership of space become major considerations in the design process.

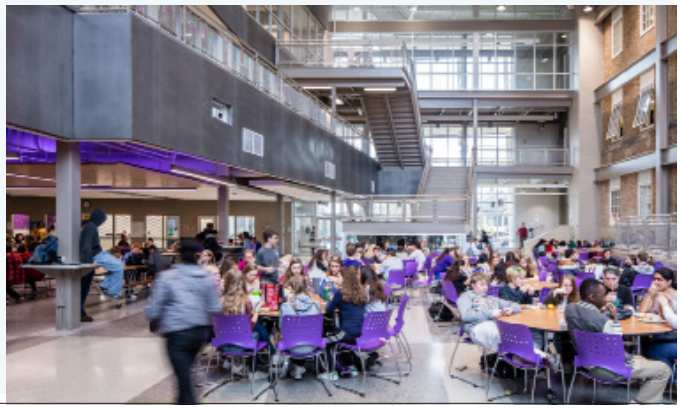
Competition from Neighboring Districts

Keeping your school at capacity is the most efficient way to operate. Losing students to other education systems and/or formats impacts operating budgets and programs. School districts must proactively address community demands in order to maintain enrollment.

Environment

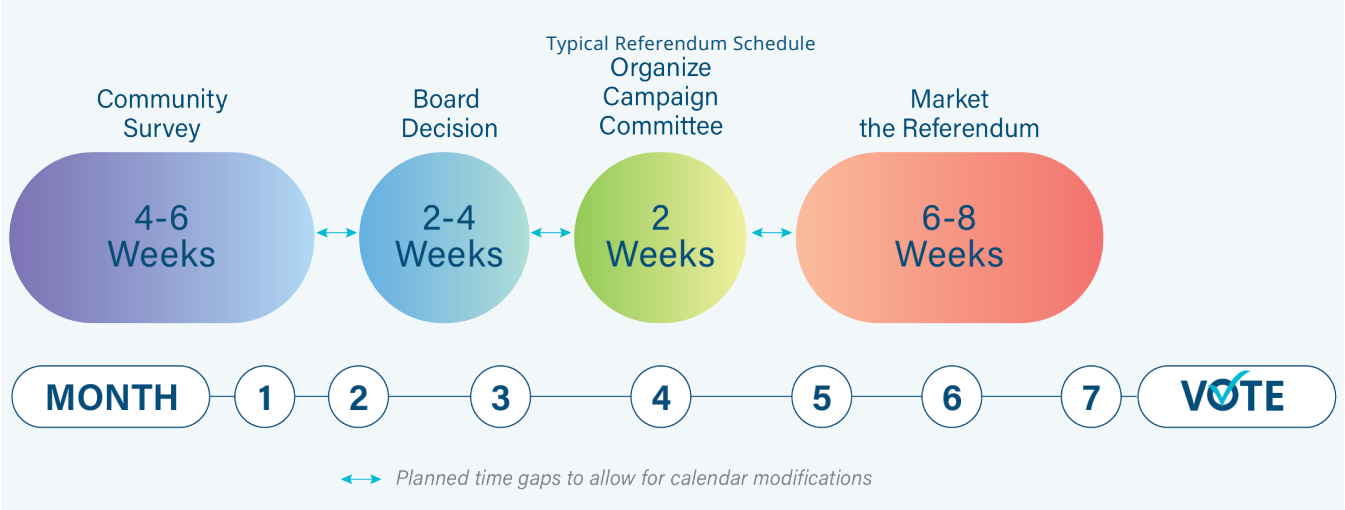
Reducing a district's carbon footprint involves thoughtfully selecting systems and materials. ATSR encourages owners through regenerative design principles, grants, guidelines, codes, and other incentives to design facilities that have minimal environmental impact.





Phase III: Pre-Referendum Planning

Bond Referendum Process



As the District plans to pursue a bond referendum after determining their future-ready facilities planning solution, ATSR is a specialist to guide you with our services. Recommended steps for success include:

Step One: Task Force / Community Survey

Following your facilities planning efforts, earlier surveys, and School Board review/discussion, it is important to further community to input on the final proposed solution. A community survey provides valuable information to the Board as a part of its decision-making and to a campaign committee responsible for marketing the 'plan' to the community. The community is polled for their views on the proposed bond levy. The following activities occur at this time:

- Conduct board workshop to define scope/plan/schedule
- Engage survey consultant / Engage financial advisor consultant
- Confirm survey questions/topics
- Review draft survey for community / Issue / Receive results
- Conduct board work session with consultants (architect / survey / finance)

Step Two: Board Decision

The School Board discusses final recommendations from the facilities planning process and the final survey results. Fine-tuning the final 'plan' occurs before passing a resolution calling for an election. While it is not necessary to have a unanimous vote at this point in the process, a less than unanimous vote reduces the chances for a successful referendum. The following activities occur at this time:

- Meet with District user-groups to refine scope and concept layouts
- Conduct board meeting to finalize concepts and scope
- Board determines referendum amount – single or multiple-question ballot
- The Board authorizes the District to proceed and approves the final Bond Petition

Pre-Referendum Planning (Continued)

Step Three: Organize Campaign Committee

A referendum initiative receives its energy from 'grass roots' supporters. Members of the community, including key stakeholders, are asked to serve on the campaign committee tasked with the responsibility of creating a positive outcome for the bond referendum. The following activities occur:

- Meet with the Superintendent of Schools, District consultants, and School Board to identify key members for the facilities planning effort
- Select and meet with campaign committee chairs
- Determine strategies for marketing the plan
  - Create a motto and tag line for branding
  - Generate an FAQ list for organized and consistent messaging to the public
  - Create key points or messages the community must know (e.g., Impact on children, use of investments, safety-programs-enrollment-maintenance, etc.)
- Determine community meetings and other venues for successful communications
- Determine media, flyers, social media, website/page, videos, and communications devices

Step Four: Market the Referendum

Successful campaign committees utilize messaging (i.e., brochures, social media, presentation boards, handouts) that cover topics such as 'cost to taxpayers' and 'impacts on programs' (if it passes or fails). Presenting at public meetings and service organizations, utilizing local publications, and communicating via a referendum special website are practices by the campaign committee and District leaders. 'Marketing' recognizes that voter decisions are based on different reasons. Target messages to different stakeholders based, in part, from survey results referenced in Step Two. Utilize communications channels including social media (e.g., websites, Facebook, instagram, twitter, etc.). Getting the word out through social media provides opportunities for the community to learn about the initiative and communicate it to others. Activities during this step include:

- Hold community meetings / focus group meetings / publish social media
- Organize events on early voting nights (e.g., ice-cream social, petting zoo, fair, etc.)
- Hold activities on election day to 'get out the vote' (e.g., open houses, track & field day event, etc.)
- Arrange phone banks from special groups, community members, and other organizations
- Publish videos, engage in social media, create email blasts, posters, mailers, brochures, etc.





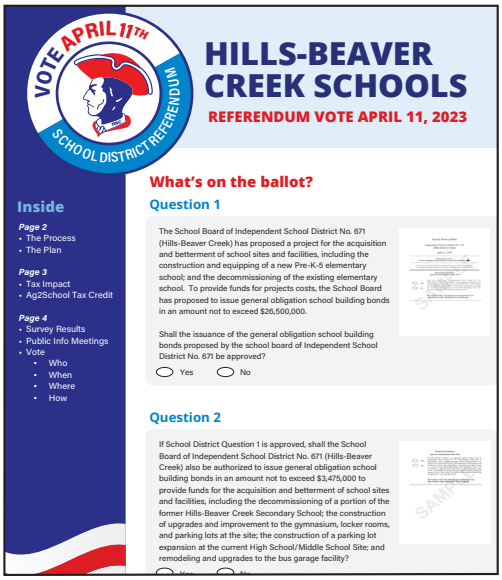
Pre-Referendum Planning (Continued)

Marketing the Referendum

Referendum Graphics and Media to 'Communicate The Need'

ATSR has in-house team communications leaders and trusted consultants that provide Fact Sheets, Videos, Social Media, Websites and Strategic Communication support for referenda.

Excerpts from referendum brochure provided for Hills-Beaver Creek Schools





Excerpts from referendum boards for Eau Claire Area School District





Pre-Referendum Planning (Continued)

Marketing the Referendum

Referendum Graphics and Media to 'Communicate The Need'

Videos created for Clearbrook-Gonvick School District with our partner Captivate Media. Captivate Media helps build a more secure future for students and staff, by educating and empowering voters to support their district.



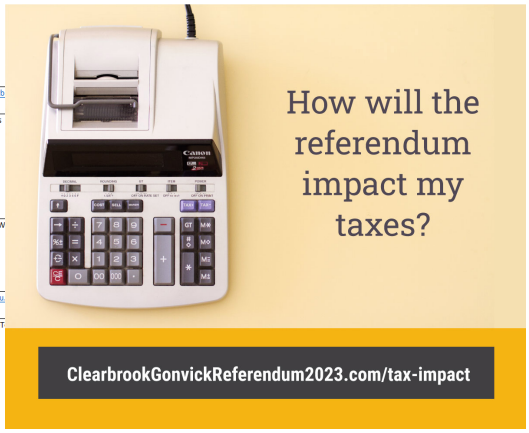


Social Media Schedule and Graphics Leading up to Election

Clearbrook Social Media Schedule

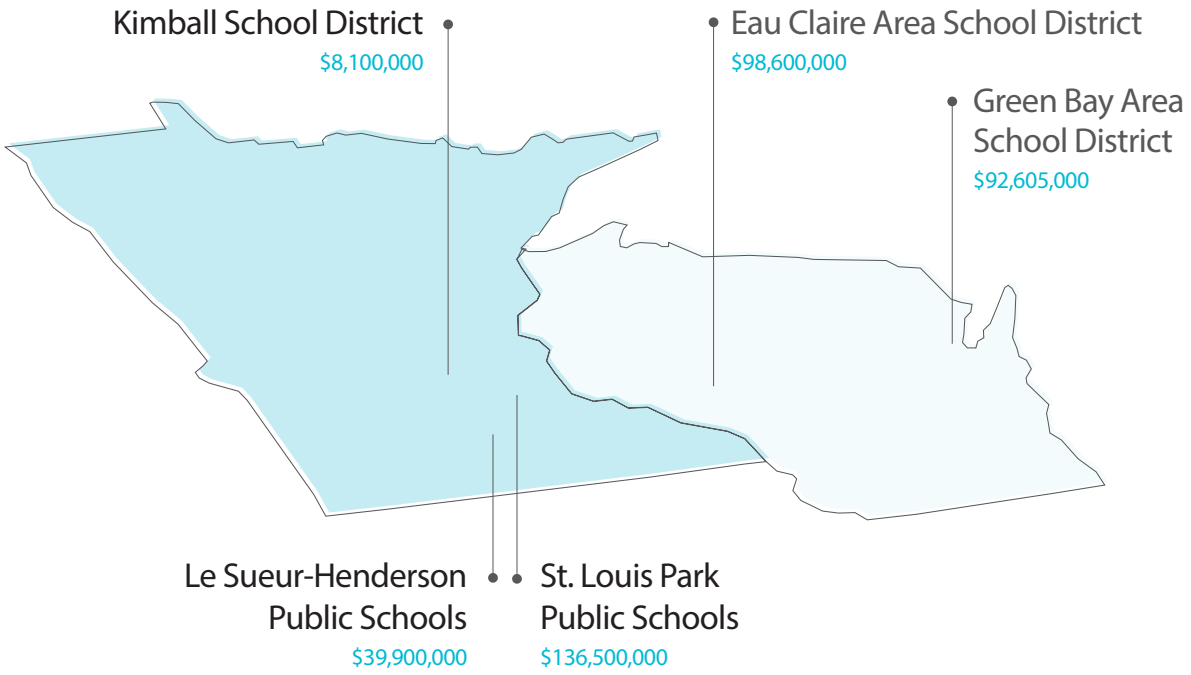
Day	Date	Post Content	Format	Text	Link
Tue	9/26	Video with interviews	Video		https://youtu
Thu	9/28	Early Voting now available.	Graphic	Last week kicked off early voting! Now through Election Day on November 7, residents can cast their vote on the district's plan to make much needed repairs and facility improvements that will create a better experience for students, staff and families. Visit http://ClearbrookGonvickReferendum2023/vote for more information on how to vote.	CGRef_EarlyV
Tue	10/3	Animated Video	Video		Vote – Clearb
Thu	10/5	Our building needs updates to meet today's educational standards	Graphic	Our school needs a new roof, repairs to buckled flooring, replacement of warped doors and hardware and more. The upcoming referendum would address these building systems as well as other needed improvements. Visit http://ClearbrookGonvickReferendum2023 to learn more.	CGRef_Updat
Tue	10/10	Enhancing Safety & Security	Graphic	At Clearbrook-Gonvick Schools, it's our priority to provide students with a healthy, safe and secure learning environment. If voters approve the referendum on Nov. 7, we would improve the health, safety and security of our school, among addressing other challenges. Visit ClearbrookGonvickReferendum2023.com to learn about the proposed investments for our learning community.	CGRef_secure
Thu	10/12	When and Where can I vote	Graphic	Curious about where and when to vote on the ballot question? Early voting is available to any registered voter by filling out an absentee ballot application at the district office. More details about voting at http://clearbrookgonvickreferendum2023.com	CGRef_when
Tue	10/17	Video with interviews	Video		https://youtu.be/O7cQ0xIBtg4
Thu	10/19	How will the referendum impact my taxes?	Graphic	Residents in the Clearbrook Gonvick School District are in a unique situation with the upcoming referendum. It is estimated that 82% of financing would come from State Aid, Commercial, Industrial and other Non-Residential sources. To learn more about your specific tax impact, use the tax calculator at the website http://clearbrookgonvickreferendum2023.com/tax-impact	CGRef_impact
Tue	10/24	Animated Video	Video		Vote – Clearb
Thu	10/26	Get the Facts on the Referendum	Graphic	Clearbrook Gonvick School District has a question on the ballot this November to make repairs and improvements to our school. Learn more about the facts of the referendum at http://clearbrookgonvickreferendum2023.com/resources	CGRef_Facts
Tue	10/31	One week until Election Day	Graphic	Curious about where and when to vote on the ballot question? Early voting is available to any registered voter by filling out an absentee ballot application at the district office. More details about voting at http://clearbrookgonvickreferendum2023.com	CGRef_OneW
Thu	11/2	Video with interviews	Video		https://youtu
Tue	11/7	Vote Today	Graphic	Today is the Day! Polls are open today from 10:00am to 8:00pm at Clearbrook City Hall. Cast your vote on the district's plan to improve our school.	CGRef_VoteT





ATSR Bond Referendum Passage Experience (Partial Listing)

In 2022, all 5 ATSR Client Districts with bond measures passed their referenda.



SCHOOL DISTRICT	DATE	AMOUNT ($)
Hills Beaver Creek (MN)	4/23	29,975,000
Green Bay Area (WI)	11/22	92,600,000
Eau Claire Area (WI)	11/22	98,600,000
Le Sueur-Henderson (MN)	8/22	39,900,000
Kimball (MN)	8/22	8,100,000
St. Louis Park (MN)	8/22	135,000,000
Chippewa Falls (WI)	4/18	65,000,000
River Falls (WI)	4/12	19,000,000
New Richmond (WI)	11/07	96,000,000
Howard-Suamico (WI)	11/06	20,000,000
Howard-Suamico (WI)	4/14	13,400,000
Arcadia (WI)	11/13	14,000,000
Marshall (MN)	5/19	29,800,000
Northfield (MN)	11/18	40,975,000
Tri-City United (MN)	2/18	22,100,000
Anoka-Hennepin (MN)	11/17	249,000,000
St. Louis Park (MN)	11/17	100,900,000
Hopkins (MN)	11/17	30,000,000
North Branch (MN)	5/17	70,200,000
Weyauwega-Fremont (WI)	11/16	21,000,000
North Kansas City (MO)	8/16	114,000,000
Fridley (MN)	11/15	27,500,000
Rushford-Peterson (MN)	11/14	38,165,000

Phase IV: Post-Referendum Design & Implementation Services



Your Project

Our team leads, guides, and inspires your District in working with your committee, stakeholders, and focus groups through the planning, programming, design, bidding, construction, and post-construction process. The process is based on excellent communications, consistency, and developing a long-term relationship.

It's About You

We sincerely and enthusiastically embrace excellence in quality and service to you. Our mission of developing a positive project experience for you in the following ways:

- Keep you informed with transparency
- Be proactive about everything
- Be truthful so you can make informed decisions
- Go the 'extra mile' to exceed expectations
- Be an advisor, resource, and friend
- Create designs through collaborative input

Planning/Design Process

We provide a participatory planning process for your project. We recommend you form an executive committee for high-level leadership direction, and a project steering committee for decision-making of project development. Throughout the process, we lead the meetings through transparent sharing of information, with continuous committee input and feedback, developing options that address your needs.

Programming

Space needs drive the design. Our team analyzes your educational curriculum to develop a starting point for outlining project space requirements. The space program is developed along-side any prescribed budget parameters. Program confirmation by the steering committee occurs during this phase. Focus groups (subject areas, special services, physical education, food services, etc.) provide input in determining space needs and decision-making.

Schematic Design

We share our expertise with you in future-ready school designs. Our team prepares design options reflecting your dreams and space needs. The concept is developed for the schematic design. Exterior images, preliminary code analyses, mechanical/electrical/technology systems, site concept, and concept of building materials is prepared. Cost budgets are confirmed with you prior to the next phase.

Design Development

Our team leads the steering committee and focus groups in developing plan layouts, systems, and space function/operation. With your team, decisions are made regarding materials selection, architectural systems, mechanical/electrical/technology systems, and cost estimates. All items are reviewed/approved prior to proceeding with the next phase.

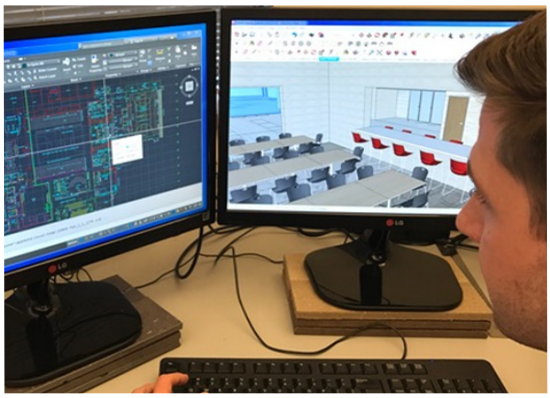
Construction Documents

Upon your approval, we proceed with preparing documents for bidding. We communicate with the steering committee to review details/systems that need additional discussion. Thorough details and specifications are developed for project construction. Budgets are confirmed, project alternates are created/ refined, and construction sequencing is confirmed.



Pre-Bid / Bid / Award

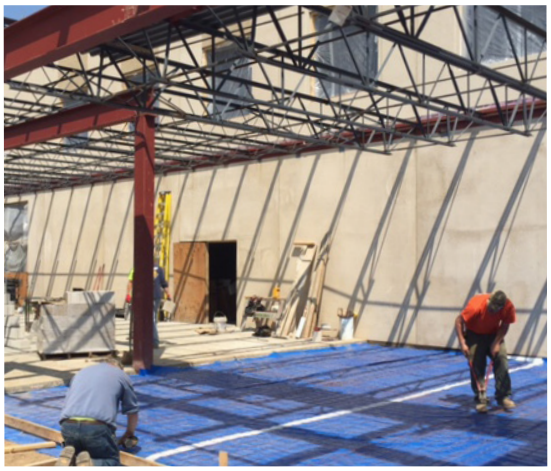
A bidder's experience, reputation, and integrity is essential for a successful project. We support the process to satisfy capabilities of bidders for a successful project. Also, during the bid phase, our team manages addenda, approved-equal submittals, and bid clarifications. During bid opening and award, we lead the process and prepare award recommendations and contracts.



Construction

Our team manages contractor contracts and submittals and leads pre-construction meeting(s) and weekly/bi-weekly progress meetings, with you involved. We hold meetings to review progress, scheduling, clarifications, and coordination of work. We evaluate monthly contractor payment applications. Everyone works as a team for success. Our field administrator provides on-site observation, serving as your representative, monitoring compliance of construction documents.

Contractors appreciate our team's in-house multi-disciplines in construction because our architects, engineers, and systems specialists serve as a valuable resource. At project substantial completion, our team prepares punchlists for any construction corrections. Final review is made for retainage reduction and final project closeout as agreed by all parties.



Post Construction

Our approach streamlines activities for efficient project close-out. We work with contractors for a timely finish with no 'loose-ends' unaddressed. We assist in on-site training of systems. We review operations/maintenance procedures with you, evaluating building performance prior to the 1-year warranty. We want to be the 'first call' from you, to serve as your resource after warranty.



Cost Estimating Accuracy

ATSR's focus is PreK-12 educational facilities. We have an excellent demonstrated record of establishing realistic project budgets, receiving bids within budget estimates, and completing projects with minimal change orders within the budget.

ATSR is committed to bring your bids within budget

Our cost estimating is based on 81 years of accuracy. With an extensive cost database, we dissect costs for new construction, additions, alterations/remodeling projects, architectural/mechanical/electrical systems, long-term facilities maintenance work, roofing/paving/window/door replacements, and other project types.

From our school project experience, we find that **six major factors influence construction costs:**

1. **Building area and volume**
2. **Design and detailing**
3. **Selection of materials and systems**
4. **Quality of construction documents**
5. **Bidding competitiveness**
6. **Construction economy at bid date**

The owner and architect control items 1-4. Bidding competitiveness (item 5) is dependent on contractor interest/timing and architect communications with potential bidders. Construction economy (item 6) is an unknown for a future bid date; ATSR excels in accurately forecasting costs (by as much as five years ahead of the bid date).

Controlling Costs

ATSR controls costs through building area/volume, design, systems/materials choices, and site development. Value-conscious architecture starts with design options/features and systems/materials selections. With $2+ billion of educational facilities recently designed, we accurately estimate and continually analyze designs, updating costs to monitor and control budgets. For your project, we implement these estimating methods:

- Cost per square foot analysis (for building overall and for types of spaces)
- Quantity take-off estimates for specific items
- Best-value engineering
- Life-cycle costing (initial vs. long-term costs
- Rebates for offsetting specific systems costs

During project refinement, project cost 'alternates' are discussed as a measure to control unforeseen bidding climate conditions that may affect budget and other cost factors. For estimating future construction inflation, we utilize the Engineering News Record (ENR) Historical Building Construction Cost Index and other construction indices.

Project Cost Inclusiveness

In addition to the construction cost, there are other components that make up the project cost. ATSR's reputation is that of thoroughness and accuracy in preparing total project budgets. We bring proven experience in preparing budgets for all areas including:

- Construction cost and construction inflation
- Professional services fees
- Furniture, fixtures, and equipment budgeting
- Technology (voice, data, video, security) costs
- Permits and municipal utilities charges
- Surveys, soil borings, environmental services
- Off-site development costs
- Project contingency
- Alternative funding sources

Rushford-Peterson EC-12 School & Facilities Assessment







Facility Study and Master Planning Leads to New EC-12 School to Serve the Needs of the Community

ATSR conducted a long-range facilities plan for the District. ATSR conducted a facilities conditions assessment, including physical conditions, educational adequacy, and master plan design options. ATSR led community groups for support of the successful bond referendum.

The new EC-12 school is designed for project-based learning with flexible team learning areas and classroom clusters. Makerspaces, small group learning areas, and staff planning areas support the learning pods. Core spaces include labs, student dining space, learning stairs, auditorium, gyms, fitness center, dance studio, and a media center.

ATSR and Rushford-Peterson Schools focused on incorporating LEED and sustainable design strategies for the early childhood - 12th grade new school.

Location: Rushford, MN

Owner:
Rushford-Peterson Schools

Project: New Construction

Project Size: 175,000 SF

Construction Cost:
$33,500,000

Reference:
Chuck Ehler
Superintendent of Schools (former), (507) 458-4724
csehler@acegroup.cc

Dr. Ben Bernard
Superintendent of Schools
benbernard@r-pschools.com

Hills-Beaver Creek Public School District





Facilities Assessment and Master Planning Leads to New Elementary School

ATSR began working with the District in 2021 to guide them with capital improvements for the district's aging infrastructure. A facilities study and master plan highlighted the need for a new facility to replace their elementary school which was out-dated and out of compliance with important ADA codes. Working with the District's facility task force ATSR created options to provide district-wide facilities solutions.

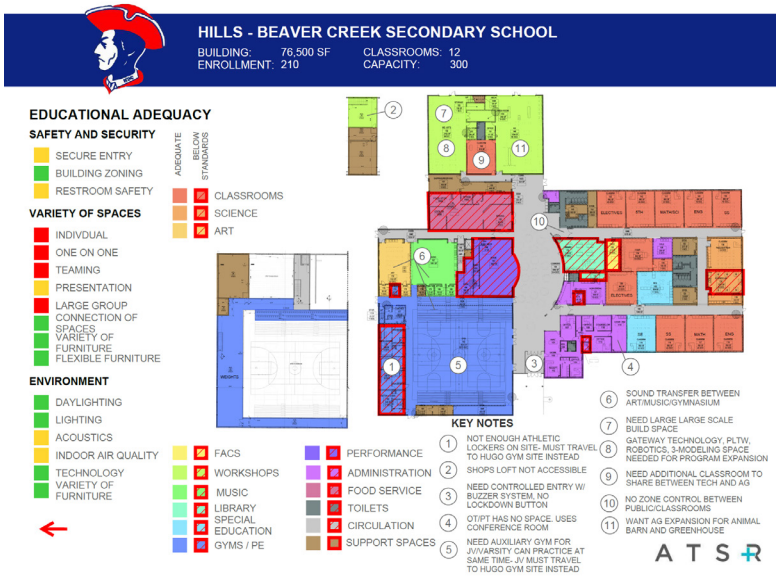
Voters approved a $29.98M bond referendum in 2023 and the District broke ground on the new elementary school in May 2024. ATSR supported the District with referendum marketing materials to help get out the vote.

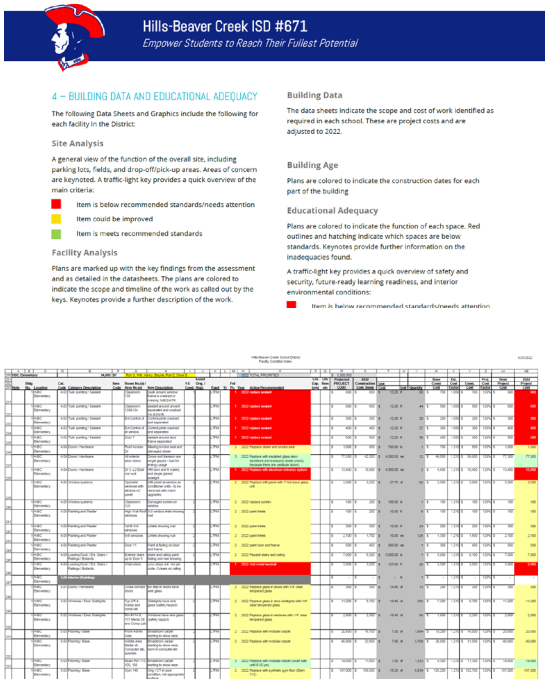
STUDENTS
340

SQUARE FEET
130,500

BUILDINGS
3

REFERENCE
Todd Holthaus
Superintendent/Elementary Principal





North Branch Area Schools, MN

3,900 Students / 6 Buildings

ATSR has conducted many district-wide facilities studies over our 46-year relationship with the District, assessing needs and conditions of buildings and sites. ATSR has gathered/analyzed data for the District's buildings, focusing on the following:

- Space Needs: Educational adequacy and operational needs, including safety/security (e.g., larger classrooms and reconfigured entrances to address security.
- Physical Conditions: Building enclosure/interiors (e.g., exterior doors/windows and interiors)
- Mechanical Systems: Heating, ventilation, and air conditioning, plumbing, energy management system controls, and fire protection systems.
- Electrical Systems: Power, lighting, security, and fire alarm systems.
- Food Service Equipment: Conditions/adequacy
- Site Adequacy: Layout evaluation and conditions

ATSR provided solutions for facilities upgrades by building and assessment category, with estimated costs. We completed master plans in 1995, 2002, 2014, and 2019 for enrollment, expanding/ upgrading for increased capacities, educational adequacy, technology, code improvements, and facility repairs/improvements. Recent construction projects include:

- High School expansion/remodeling increasing student capacity from 750 to 1,200
- Middle School expansions to increase capacity District-wide technology upgrades
- New elementary school for 1,100 capacity
- Additions and deferred maintenance projects

Contact:
Dr. Deb Henton, Superintendent of Schools (former), (Exec. Dir. Minnesota Association of School Admin. (MASA), deb.henton@mnasa.org, (651) 645-6869)

Todd Tetzlaff, Dir. of Finance and HR, (651) 674-1009 ttetzlaf@isd138.org



"Sunrise River School has been recognized for excellence in design for which we are very proud of in the District."

Dr. Debra Henton, Superintendent (former), North Branch Area Schools

Architectural								
Type	Year Built	Initial Priority	Fund Source	Spec Section	Item	Quantity	Unit	Project Cost
Remodeling	1990	1	C		Entry upgrade/ security improvements (minor with prefabricated vestibule) to more extensive renovation to create welcoming, attractive entrance. Vestibule complete 2013	1	Sq.Ft.	$240,000
Remodeling	1990	1	C		Modify drop-off area traffic circulation at front of school with additional outlet to road to south & cul-de-sac to bus transfer area. Refer to site costs listed separately	1	Ea	$108,000
Remodeling	1990	1	C		Renovate special education areas at intersection of main hallways, approx area 30' x 60' in 4-5 rooms.	1,800	Sq.Ft.	$112,500
Remodeling	1996	1	C		Add restrooms to northwest wing. Renovate existing space versus new addition, such as small area adjacent to science rooms for unisex or male/female restroom(s).	200	SF	$75,000
Remodeling	1990	1	C		Renovate re-purposed rooms, including (1)FACS & (4) original science rooms, no longer used for such. Remove specialty equipment & casework to provide multi-use space.	4,800	Sq.Ft.	$150,000
Remodeling	1990	1	C		Replace demountable walls with fixed, permanent, acoustically improved, highimpact, abuse resistant gypsum board partitions in offices & student spaces.	1,200	LF	$300,000
Remodeling	1990	1	C		Renovate instrument storage to upgrade cabinetry & improve student circulation flow. Current crowding creates bottleneck & wear/ tear on storage cabinetry.	800	Sq.Ft.	$25,000
Remodeling	1990	1	H		Food Service related items: South/ main kitchen- walls with raked joints versus concave at masonry to be filled or otherwise modified for smooth surface (tuck point)	1,000	Sq.Ft.	$5,000
Remodeling	1996	1	C		FS cont: East- Kitchen- CT missing grout at walls, replace rusted wall vents (2), replace cracked tiles at opening of dishroom, replace plam shelving 24' (retain stainless countertop)	1	Lump Sum	$12,500

North Branch Area Schools, MN (Continued)

North Branch High School Additions and Alterations

North Branch High School Additions and Alterations

Building: Grades 9-12; 1,100 students

Project Size: Addition: 29,000 square feet
Alterations: 235,400 square feet

Completion Date: August 2018/2019/2020

Construction Cost: $28,592,000



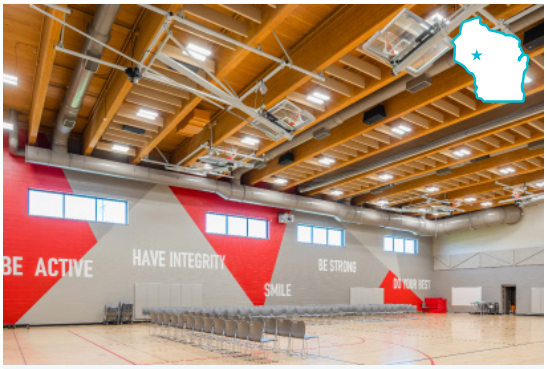






Chippewa Falls Area Unified School District (CFAUSD)





Facilities Assessments and Capital Improvement Projects Across the District

ATSR engaged with CFAUSD in 2014 on strategic long-term facilities planning to meet the District's future needs for students, parents, and taxpayers. ATSR worked with the District to pass the $65 million bond referendum. Projects include addition and major renovations to the middle school, a STEAM addition at the high school, major mechanical work, and a new elementary school.

In 2021, ATSR updated CFAUSD's master plan for future growth and upgrades. The master plan includes:

- Comprehensive 25-year facilities timelines
- Major capital improvements and timelines per building
- Facility age/useful life breakouts per building
- Annual & cumulative capital investment per building
- Enrollment capacity analysis/forecast (by others)

STUDENTS
5,000

SQUARE FEET
848,000

BUILDINGS
10

CONTACT

Chad Trowbridge
Ex. Director of Business Services
(715) 726-2417
trowbrcm@chipfalls.org

Jeff Holmes
Superintendent of Schools
(715) 726-2417 ext. 1803
holmesje@chipfalls.org

Elementary Schools Educational Standards = 170-200 sf per student basis

	Square Footage	Acres	Classrooms Current	School Name	* Current Enrollment	* Current SF / Student	* Current Capacity WITHOUT Future Ready Components
CURRENT							
Current	55,250	13.0	18	Halmstad	376	147	414
Suggested							
Current	54,340	3.0	18	Hillcrest	397	137	414
Suggested							
Current	22,800	5.5	6	Jim Falls	143	159	138
Suggested							
Current	80,556	13.0	24	Parkview	469	172	552
Suggested							
Current	71,833	10.0	18	Southview	336	214	414
Suggested							
Current	74,500	35.0	18	Stillson	362	206	414
Suggested							
	359,279	80	102	District Wide K-5	2,083		

Option Capacity	Square Footage Added based on 180 sf per student	Recommendation	1 section of students
RECOMMENDATION			
414			
	19,270	ADDITION	138
414			
	20,180	ADDITION	138
138			
	2,040	REMAIN	138
552			
	18,804	ADDITION	138
414			
	2,687	REMIAN	138
414			
	20	REMAIN	138
2,346	62,981		

School Name	Square Footage	Recommended Classrooms	* Recommended Capacity WITH Future Ready Components	SF / Student
OPTION 1				
Halmstad	74,520	18	414	180
Hillcrest	74,520	18	414	180
Jim Falls	24,840	6	138	180
Parkview	99,360	24	552	180
Southview	74,520	18	414	180
Stillson	74,520	18	414	180
	422,280	102	2,346	

Chippewa Falls Area Unified School District (Continued)

Chippewa Falls Middle School Addition and Alterations







Owner: CFAUSD

Project Type:
Addition & Alterations

Project Size: 14,690 SF Addition, 63,462 SF Alterations

Construction Cost: $19 Million

Completion Date: 2020/21

Nine 'Houses' are designed from former 'bells-cells' classrooms. Collaboration areas are configured from former classrooms/halls and designed as flexible learning spaces.

Clusters are organized with two 'houses' per 6-8 grades, with skylights introduced for abundant daylight in interior spaces. Other work included major mechanical upgrades and lighting work.

"Through our partnership, we have constructed buildings that are designed for learning. As a superintendent, that is exactly what I am looking for in a building process!"

Dr. Heidi Eliopoulos
Superintendent of Schools (former), Current Superintendent of Altoona School District
Chippewa Falls Area Unified School District

Chippewa Falls Area Unified School District (Continued)

Chippewa Falls High School



CTE and Learning Lab Addition / Mechanical Upgrades

ATSR designed an new CTE (Career and Technical Education) addition with major alterations throughout the high school for CFAUSD. The project includes a high-performance tech education suite with STEM learning spaces, lab areas, project-based learning pods, and flexible student learning areas. Major mechanical, electrical, and technology work occurred throughout the facility. The upgrades greatly improved the building's efficiency and reduced energy consumption across the campus.



During design, CTE staff dialogued on the type/use of spaces and vision of the CTE program for the most effective use of space for the additions and renovation. ATSR facilitated discussions with staff and a local CTE higher education program director to guide the process and create the vision and design scope. The result was an effective use of space that coordinated program efforts to strengthen long-term opportunities for career development and technical education in the community.



Owner:
Chippewa Falls Area United Schools

Project Type: Addition & Alterations

Project Size: 17,340 SF Alterations,
9,530 SF Addition

Construction Cost: $16,036,000

Completion Date: 2021

Minnetonka Public Schools

Numerous Additions and Alterations Projects Since 2006



'The Loft' – Radical Renovation at Minnetonka High School

Two Decades of Partnership

As the architect for Minnetonka Public Schools, ATSR has led the District in all areas of facility assessments, planning, design, maintenance, and capital improvement projects.

ATSR's relationship with the District began with a 10-year district master plan in 2006, a process we have repeated three times with the most recent version in 2024/25. Throughout our partnership, the District has grown significantly. Together we have worked on:

- Ten Year Master Plans (4)
- Over 140 design and engineering projects, from small alterations to large new construction and additions of classrooms, labs, and core areas
- Over $170 million of additions, alterations, conversions, and renovations of school construction



STUDENTS
11,100

SQUARE FEET
1,700,000

BUILDINGS
11

REFERENCE
Paul Bourgeois
Exec. Dir. of Finance & Operations
(952) 401-5024
paul.bourgeois@minnetonka.k12.mn.us

4.0 References

We encourage you to contact our references for school facility projects to learn more about our history of performing work on time and on budget.

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School District of Altoona
Superintendent of Schools
(Former Superintendent of Chippewa Falls Area Unified School District)
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Fee for Basic Services

Phase I: Facility Assessment Study & Educational Adequacy

Since ATSR works with you and also originally designed the new EC-12 School, we propose a - ZERO - cost ($ - 0 -) to you *with no reimbursable expenses.*

Phase II & III: Master Planning & Pre-Referendum Services

Hourly not to exceed $9,500.00 *plus approved reimbursable expenses* and consultant fees.*

Note: The fees for Phase II & III will be credited to the overall fee for the applicable resulting final Phase IV projects, with ATSR contracted as the architect/engineer for the projects.

Phase IV: Project Implementation (if pursued)

(% of actual construction cost, plus reimbursable expenses)

Construction Cost Range		New Construction	Additions/Renovations
$0	$1,500,000	6.5%	7.25%
$1,500,001	$3,000,000	6.25%	7.0%
$3,000,001	$5,000,000	6.0%	6.75%
$5,000,001	$10,000,000	6.0%	6.75%
$10,000,001	$20,000,000	5.5%	6.5%
$20,000,001	$30,000,000	5.25%	6.25%
More than $30,000,000		5.0%	6.0%

If the design scope reduces or increases, the fees may be adjusted accordingly with district approval.

– All fees are negotiable –

Cost Considerations

Bid Documents

Sets of construction bid documents are considered a direct cost to the owner.

Construction Administration

Construction administration is included in the Phase IV fee above. There is no cost saving or fee reduction for the use of a construction manager.

Other Expenditures

Other expenditures that the District may incur include the cost of a survey, soil borings, environmental study, archaeological analysis, etc.

***Reimbursable Expenses**

In-house printing, printing of bid documents, postage, mileage, and travel are a reimbursable expense billed to the District. The cost is approximately $1,500 per $1 million of construction cost.

ATSR

PLANNERS + ARCHITECTS + ENGINEERS

CONTACT INFORMATION

ATSR Planners | Architects | Engineers
8501 Golden Valley Road, Suite 300
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FIRM CONTACTS

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Superintendent's Report
2/26/25

Enrollment Update

	KG	1	2	3	4	5	6	7	8	9	10	11	12	Total	Change from previous year.	Gold = Increase Red = Decrease
2/24/2025	39	47	41	***41***	***44***	***52***	45	***55***	***48***	***54***	***63***	***63***	54	***646***	20	Current 24-25 School Year
1/9/2025	39	48	42	40	43	51	45	56	48	55	62	61	54	645	19	Last Month
09/09/2024	39	47	41	40	43	51	45	56	45	56	62	61	54	642	16	Start of 24-25 School Year
05/30/2024	53	38	39	38	47	40	46	45	56	64	62	54	44	626		Last Day 23-24 School Year
	-14	9	2	3	-3	12	-1	10	-8	-10	1	9	10	Grade Change From 23-24 (Ex: KG-KG)		
	-6	3	2	6	5	5	9	3	-2	-1	1	0		Grad Yr Change From 23-24 (Ex: KG-1st)		

Future Planning

I am recommending ATS&R to lead us through a future planning process beginning with a free Comprehensive report on Facility Conditions Analysis/Educational Adequacy.

Governmental Advocacy

The following links (MREA, MASA, MSBA) are to state organizations that advocate for MS public schools. They all publish interesting information on a weekly basis when the state government is in session.

School Calendar

Linked here is a **draft** of the school calendar. The goal is to review this for a month and recommend the final version for approval at the March school board meeting.

Employment

Below are open positions at Rushford-Peterson Schools. For more information on any of these positions, please contact the district office.

- Assistant Track and Field Coach
- Assistant Varsity/JV Volleyball Coach
- Junior High Baseball Coach
- Substitute Custodian
- Substitute Paraprofessional - All Levels
- Substitute Teacher - All Levels
- Substitute Van Drivers

Please contact me with questions.

Ben Bernard

Elementary School Board Report

February 24, 2025

Educate the *difference makers* of tomorrow.

Angela Shepard-

-READ Act ~ Paraprofessional/Instructional Support Staff: Professional development for instructional support staff will be offered through the Regional Literacy Network. It will consist of 8 hours (four 2-hour modules) of professional learning. Districts will be selected to pilot the Paraprofessional Training March 1 - June 30, 2025. Statewide registration will begin July 1, 2025, with cohorts starting in August 2025. The completion deadline for paraprofessionals is July 1, 2026.

-March 17th Meeting - Kelly Smith & Lindsey Olson coming to board meeting in March to talk about our RAKTIVIST - Random Acts of Kindness Pep Fests

-Parent/Teacher Conferences were once again a well attended event.

-READ Act- CAREIALL Training March 20th 8:00-10:00 6/8

-**HVED -** SPED Teacher Paperwork Nights 8 nights added

-Kindergarten Registration March 5th 4:30 - 6:00 45 students sent letters

Early Childhood- Emily Johnson

February was filled with spreading kindness and the anticipation of Valentine's Day! The early childhood team held an Open House Night on Thursday, February 13th to welcome new preschool families for the next school year! Families got to meet the teachers and see the classrooms and take a peek at the playground.





Early Childhood- Alison Kjos

The month of February has been spent learning about our teeth and how to take care of them and getting ready for Valentine's Day. With all the cold weather, we have had to be creative on how to get rid of our wiggles! We enjoyed meeting new families at our open house  night! 

Kindergarten- Carissa George, Kora Miller




We have had a busy month of February so far! We were so excited to celebrate the 100th day of school and Valentine's Day last week! In reading, we've read stories about kindness, and practiced reading and writing three and four letter words. In math, we have started our unit on addition up to 10! We'll be learning all about dental health the last two weeks in February!

1st- Becky Lind, Jessica Burt, Emily Walberg

The first graders have had an extremely fun and exciting month of February. We had our 100th day of school, Valentine's Day, the NED Assembly, and various kindness month activities! In math, we are learning about measurement and time. We are focusing on ending patterns and will start learning about R-controlled vowels soon! We enjoy reading our new weekly stories and have learned about dental health in the month of February.

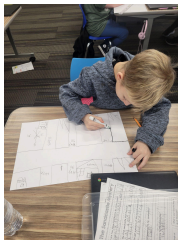


2nd- Shannon Kopperud, Clay Olstad

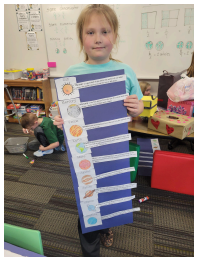
We are working on time and money in math. We are practicing our fluency and comprehension. We are learning about Indigenous people in social studies. We finished up our fictional narratives in writing class.

3rd- Jade Olstad, Krissy Kelly

Third grade just finished our fractions chapters in math and will start our Time chapter next week. In reading we completed our 3rd unit and are moving on to book studies for the next 3 weeks ("Stone Fox" and "Because of Winn Dixie). We finished our "Maps" unit in Social Studies and are learning about The Solar System in Science. The pictures below are from our Maps and Solar System units.






4th- Jon Theuer, David Jewison
4th Graders have been hard at work! In reading, we've been learning about Mythology and finishing up our unit by watching Hercules!! Kids have loved it! In math, we've been working on decimals and fractions!

5th- Chris Drinkall, Emily Charlebois
5th graders are learning about Newton's 3 Laws of Motion in Science and multiplication of fractions and decimals in Math.

3-5 Intervention- Meredith Johnson
We are working hard on reading fluency and starting more vocabulary practice. In math we are focusing on solving word problems and math fact fluency.

K-4 Intervention - Margaret Marklowitz
Concluded with benchmark testing and back to regular schedules. Working on skills in math and reading for grades K-4. Extended day will begin again on Feb. 18 until April 10 on Tuesday and Thursday after school.

Reading/Math Title- Lacey Drinkall
We are continuing to work on our grade level specific skills in our Title 1 classrooms. We have a couple classrooms working on a readers theater that they hope to present to some staff members in the next few weeks.
We also had our AmeriCorp reading tutor begin in January. Ms. Rosey is tutoring 15 different students in grades K-2 and the kids are so excited to have her!

PE- K,1,2,4- Teresa Brown
We have a student teacher from UW-LaCrosse, Mrs. King, she will be with us until March 27th. Kindergarten and first grade students have been working with speed stacks making different patterns with the cups and many fun games. Speed stacks help with eye-hand coordination, right and left brain activation, bilateral coordination and much more.








We have also started our traverse climbing wall unit. Thanks to the Legion who donated money towards the purchase of two more panels for the climbing wall. The climbing wall helps improve coordination, balance, and agility, enhancing problem-solving skills, boosting confidence, promoting social interaction, being accessible to a wide range of abilities due to its low height, and providing a great full-body workout without requiring ropes or specialized gear.





We played Tooth Tag for Dental Health month.





Second grade has done their jump rope unit. Working on their spatial awareness, cardiovascular health, muscle endurance, bilateral motor coordination, strength and coordination and concentration.





We also had an Olympic Escape room that was a lot of fun! The students must work together to solve a series of challenges and uncover clues to escape a themed room. These puzzles require critical thinking, problem-solving skills, creativity, fitness challenges and effective communication—all of which are essential for healthy brain development in kids as well as exercising that brain power.







Another new game was Words in a Bottle. The students worked with a partner or group of three to knock a bottle down that had letters in them. The students had to work together to figure out what words could be spelled with the letters in the bottle.







Fourth grade students finished their speed stack unit. Speed stacks help with eye-hand coordination, right and left brain activation, bilateral coordination and much more.







Table ball was another unit the fourth graders participated in. Working on good sportsmanship, eye hand coordination and strategies on offense and defense.





A unit that was started was team building games. Students work together to figure out how to achieve a challenge. Team building activities help improved communication, enhanced problem-solving skills, increased confidence, and the development of crucial teamwork and leadership abilities





PE- 3,5- Nikki Schultz

3rd and 5th-grade students finished speed stacks and had fun using their imagination to build towers. We just finished our first unit of Team Challenges. Team challenges help students develop crucial life skills like communication, collaboration, problem-solving, critical thinking, and leadership by requiring them to work together to achieve a common goal, and encouraging others within a group, ultimately preparing them for real-world situations where teamwork is essential. Our challenges require students to be patient and prove anything is possible when they keep trying. We are now taking a break and trying out our skills with jump ropes before we go back and finish week 2 of Team Challenges.








Music K,1,2,4 -- Jodi Monerson

Kindergarten: We are learning how to use our singing voices (versus our speaking voices), high and low pitches, fast and slow tempos, and short and long notes. We have been learning about Timbre (the different sounds each voice or instrument has), and have been learning lots of movement songs. We are getting prepared to learn different rhythms (prepping quarter notes and eighth notes).




1st Grade: We have been learning about different instruments and composers, as well as listening to the music from Peter and the Wolf. We are learning about musical forms and practicing listening for the different musical forms. We have been playing along with different rhythm instruments and are learning how pitches are noted on the musical staff (high pitches are higher on the staff, and low pitches are lower on the staff).







2nd Grade**:** We have been working on composing our own rhythm patterns and performing them for the class. We have been practicing our improvising on the xylophones. We have been listening to different pieces of music, and learning about ostinatos. We are learning about strong and weak beats and how that is performed in music.







4th Grade: We have begun playing the recorders. We have been learning how to hold the recorders, how to play them and read music all at once. They are doing great! We have also been learning about influential black musicians as we celebrate Black History Month. We have composed our own music to play on our recorders and performed them for the class. We have learned about instruments of the orchestra in preparation for the Winona Symphony Orchestra Children's Concert, as well as learned about the Peter and Wolf piece (which will be performed at the symphony concert). We are working really hard at the note names on the staff and complex rhythms.



Music 3,5- Ben Mahlke
3rd Grade is finishing up their composer timeline exploration over the next couple of weeks as we learn about some of history's greatest musical composers. They are also beginning to use musical notation and staff notation in a combined effort to create their own songs.

5th Grade continues to learn new notes of the B-Flat scale in the band along with proper breathing techniques. In choir, 5th graders are learning their newest song and are getting ready to move on to their third. They continue to learn proper singing and vocal techniques.

4th and 5th Grade classes will both be attending the Winona Symphony Orchestra concert, children's program, on Thursday, February 20th. It should be exciting!

Art- Sam Cunningham
Kindergarten made "Stampin to the beat" hearts while looking at repetition and the link between musical rhythm and art rhythm. Third completed a shading and value study with artist Wayne Thiebould and is currently working on wrapping up a three-dimensional sculpture unit with clay fish.




Special Education- Amber Meisch, Sophia Wescott, Aspen Blom
Elementary Special Education is settling into recently changed schedules, and caseloads.

Social Worker- Kelly Smith~~~~~~School Counselor - Lindsey Olson
LOTS going on in our Student Services world. We celebrate Kindness month in February with our famous kindness tree (when students are caught being kind, they get to put a heart on the tree). We had the NED Show assembly last week focusing on (Never give up, Encourage others, Do your best). Also, our student ambassadors go into the classrooms reading a kindness book OR completing an escape room in 4th/5th grade (they have so much fun with this!)

Our student services department has worked hard this year implementing Tier 2 social/emotional small groups focusing on social/emotional skills.

We've also had an opportunity to match up middle school mentors with elementary students for a weekly visit!

Kindness Tree	Small groups	NED Show
		

Middle/High School Board Report
February 2025
Mr. Timm
Educate the *difference makers* of tomorrow.

Student Achievement	We complete our pre-registration meetings during the week of Feb 10-14, and students turned in pre-registration sheets on Feb 21. We now turn our attention to identifying which classes to run and creating the master schedule. Once complete, students will register for classes in hopefully mid-late April. We are using more of a "college" style registration this year where we create the master schedule and then let students register for classes based off that. We will work our way from to be seniors down to freshman. The finalized registration manual is attached with all our potential offerings for next year. Math Wizards 24-25 was a great success! We have four FULL teams of students - with alternates as well for both the 5th and 6th grade teams! 5th and 6th graders did great and there was a lot of success for RP! A big thank you to Coaches Meredith Johnson and Jon Theuer as well! RP 6th Grade Math Wizards Gabe Heiden Liam Rosenberg Claire Gorder Grayson Klawiter Eli Rislov Natalie Jacobson Wyatt Coyle Colton Thesing Lucas Rasmussen Brodey Iverson Devin Williams RP 5th Grade Math Wizards Drew Dvorak Ben Lange Griffin Klein Lucas Volker Liam Paulson Kate Jewison Lysander Sanchez-Flores Hudson Meier Lincoln Oian Eli Ranzenberger Kennedy Drinkall Tobin Mattson

	Placing Highlights from the 3 meets: Meet 1 - January 9th, 2025 @ PEM 6th Grade Fact Drill: Gabe H. 1st, Liam R. 11th Individual: Gabe H. 1st, Liam R. 8th Team: RP Team 1 2nd Place 5th Grade Fact Drill: Drew D. 5th Individual: Drew D. 6th Team: RP Team 1 3rd, RP Team 2 4th Meet 2 - January 30th, 2025 @ Dover-Eyota 6th Grade Fact Drill: Gabe H. 1st, Grayson K. 6th, Liam R. 7th Individual: Gabe H. 2nd, Liam R. 3rd, Natalie J. 6th Team: RP Team 1 2nd Place 5th Grade Fact Drill: Drew D. 2nd, Ben L. 7th Individual: Drew D. 1st, Kate J. 9th Team: RP Team 1 3rd Place Meet 3 - February 13th, 2025 @ Chatfield 6th Grade Fact Drill: Gabe H. 2nd, Eli R. 15th Individual: Gabe H. 2nd, Liam R. 8th Team: RP Team 1 2nd Place 5th Grade Fact Drill: Drew D. 1st, Ben L. 2nd Individual: Lincoln O. 9th, Drew D. 10th
Community Engagement	Our Senior Class will be attending the BCC Career Fair in LeCrescent on Thursday, March 6th. This is a great opportunity for our students to meet industries in the area that are hiring currently as well as make connections for possible summer jobs, internships in the future, or current work. We will be holding our annual Dream Job Event on Thursday, April 3. Our students grades 9-11 will have the opportunity to listen to 3 different career speakers come in and talk about their career field. Mrs. Helgemoe is working closely with MaryAnne Bedtke, our Career Navigator, to plan this event and help ensure we have many different career fields and areas for our students to experience.

School Culture	Mental Health First Aid: - Gary Wade is incorporating this training into his Decisions class (10th grade) starting this year. Research has shown that half of all mental illnesses begin by age 14 and 75% by the mid-20s. Teens sometimes go to adults, but the majority go to friends seeking help/advice. This curriculum helps teens identify, understand and respond to signs of mental health and substance use challenges among their friends. The training gives teens the skills to have supportive conversations with friends and get a responsible and trusted adult to take over as necessary. Senior Class Trip Update: - Seniors will be going to Galveston, Texas again this year for the Senior Class Trip. A big thank you to Mrs. Michel for helping plan the trip. We have made some minor tweaks to improve the trip based off last year and student feedback. I have attached the most up-to-date itinerary of the senior class trip. Our annual "Blizzard Bowl" week for Middle School students also was held earlier this month. A week filled with dress up days, staff vs. student's basketball, and blizzards. Thank you to Mrs. Bergan and the Middle School Student Council for putting on a fantastic fun filled week for our kids. The MS staff played the 8th grade class in basketball as part of the week. I am proud to report the MS Staff won without any injuries to staff members!
Miscellaneous	March 6 – BCC Career Fair @ La Crescent (Seniors attend) March 7 – End of Trimester 2 March 17 – Large Group Music Contest at Fillmore Central March 25 – ACT for Juniors @ R-P March 28 – April 3 – Senior Class Trip to Galveston, TX April 3 – Dream Job Event