REGULAR MEETING OF THE RUSHFORD-PETERSON SCHOOL BOARD
MONDAY, DECEMBER 16, 2019
5:00 PM

Agenda

1. Call to Order
2. Roll Call
3. Pledge of Allegiance
4. Adoption of Agenda
5. Public Comments are Heard - Limited to 5 minutes per person
6. Kali Lentz of Smith Schafer & Associates will present the 2018-2019 audit report. 2
   - A. Approve the school year ending June 30, 2019 audit report.
7. **CONSENT AGENDA**
   - A. November 18, 2019 Regular Board Meeting Minutes 22
   - B. Donation in the amount of $75 from the R-P School Foundation (Angel Fund).
   - C. November hand payables, wires & payroll liabilities in the amount of $80,273.01. 23
   - D. November payroll in the amount of $318,306.98.
   - E. December board bills in the amount of $141,774.19. 25
   - F. Personnel:
     1. HIRES:
        - a. Jack Kopperud - Kid's Club Supervisor
        - b. Karla Baer - Elementary Special Ed Para
        - c. Brenda Markegard - Food Service Assistant
     2. RETIREMENT:
        - a. Joyce Miller - Food Service Director as of February 5, 2020.
     3. RESIGNATION:
        - a. Tristine Ziemer - Food Service Assistant as of December 20, 2019.
8. **NEW BUSINESS**
   - A. Approve the first reading of Policy# 616 - School District System Accountability. 33
   - B. Approve the General Obligation School Building Bond payment, payable to Bond Trust Services in the amount of $2,058,375 [$1,515,000 Principal | $543,375 Interest] to be paid as a hand payable prior to the next regular board meeting in January.]
   - C. Authorize Superintendent Thompson to purchase a Type III Vehicle. Total cost not to exceed $24,000.
     1. Toyota Camry has reached the allowed 12 years age limit and is no longer available for student transport. District budgeted $24,000 this year for a replacement vehicle. (Most likely a van)
   - D. Approve the Master Agreement with RVEA for Certified Teaching Staff for the 2019-2021 school years.
   - E. Review and approve Early Retirement Incentive option. 39
   - F. Approve a transfer from the General Fund to the Community Service Fund in the amount of $57,500.
   - G. Reports
     1. Superintendent's Report 41
     2. Principals, Community Education and Activities Reports 42
9. **TRUTH IN TAXATION PUBLIC HEARING** *(to begin promptly at 6:15 p.m.)*
   - A. 2019 Payable 2020 Levy Presentation - *Toni Oian, Business Manager* 63
   - B. Superintendent Thompson - additional comments. 87
   - C. Public Input on Truth in Taxation for 2019 Payable 2020 Tax Levy.
   - D. Certify the final Levy Certification 2019 Payable 2020 in the amount of $1,856,336.87.
10. **INFORMATION:**
    Monday, January 6, 2020 - Organizational Meeting
11. **Adjournment**

Rushford-Peterson ISD #239

Financial Summary June 30, 2019

Audit

- **Audit Opinion**
  - Issued unmodified “clean” opinion
  - Provides reasonable, but not absolute, assurance that District’s financials are free of material misstatement
- **Minnesota Legal Compliance**
  - No exceptions noted
- **Internal Control Letter**
  - No findings

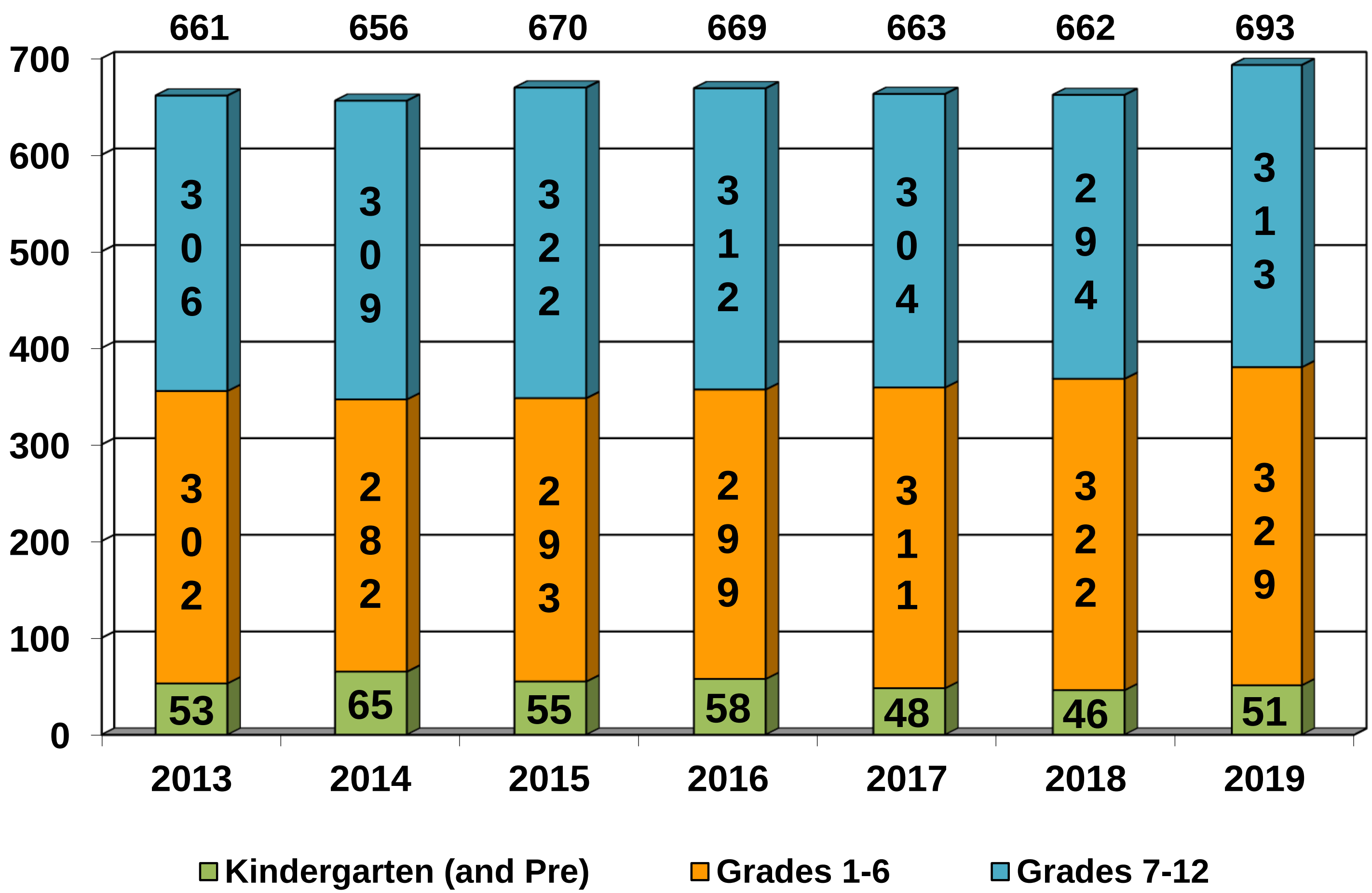
Student Activity Compliance

- One student activity account did not have a signed statement of purpose
  - Class of 2021

- **Audit Committee Letter**

3

Average Daily Membership



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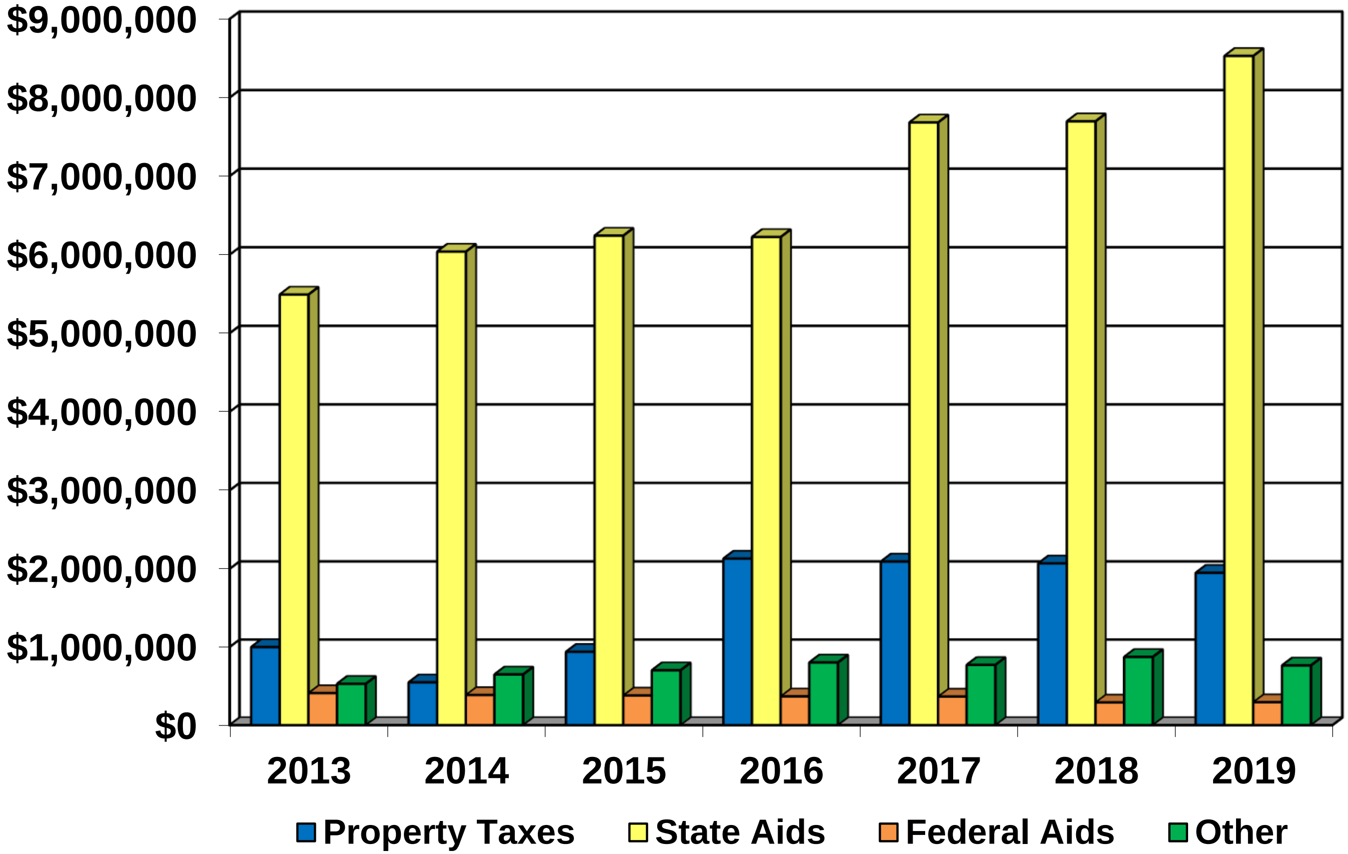
Revenues- All Funds



- Total Revenue:

2019	**$11,535,643**
2018	$10,928,816
2017	$10,911,558
2016	$9,524,285
2015	$8,260,995
2014	$7,618,705
2013	$7,427,637
2012	$7,270,544

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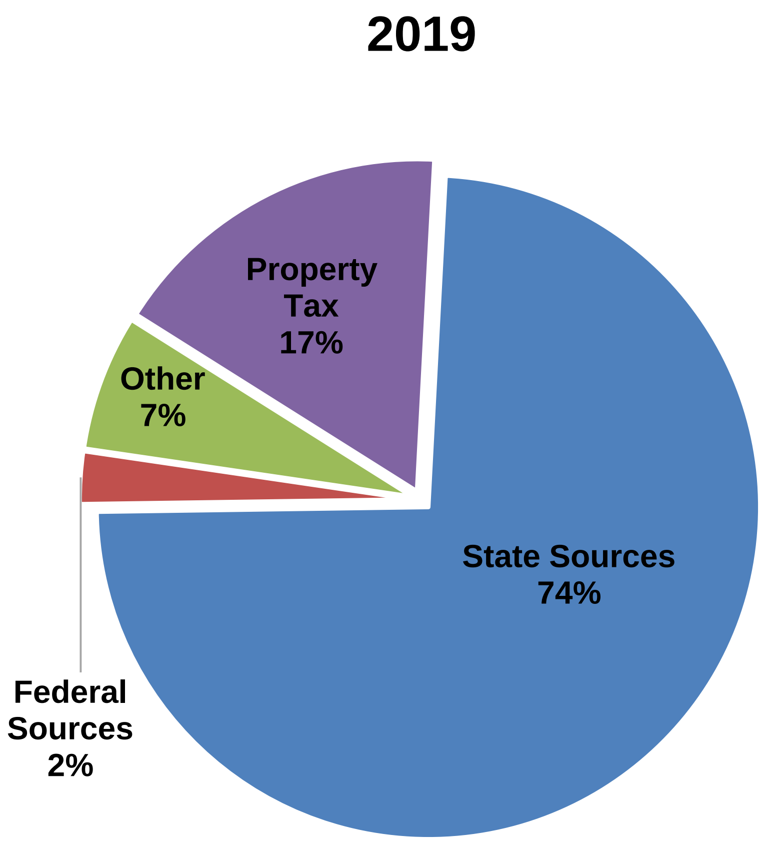
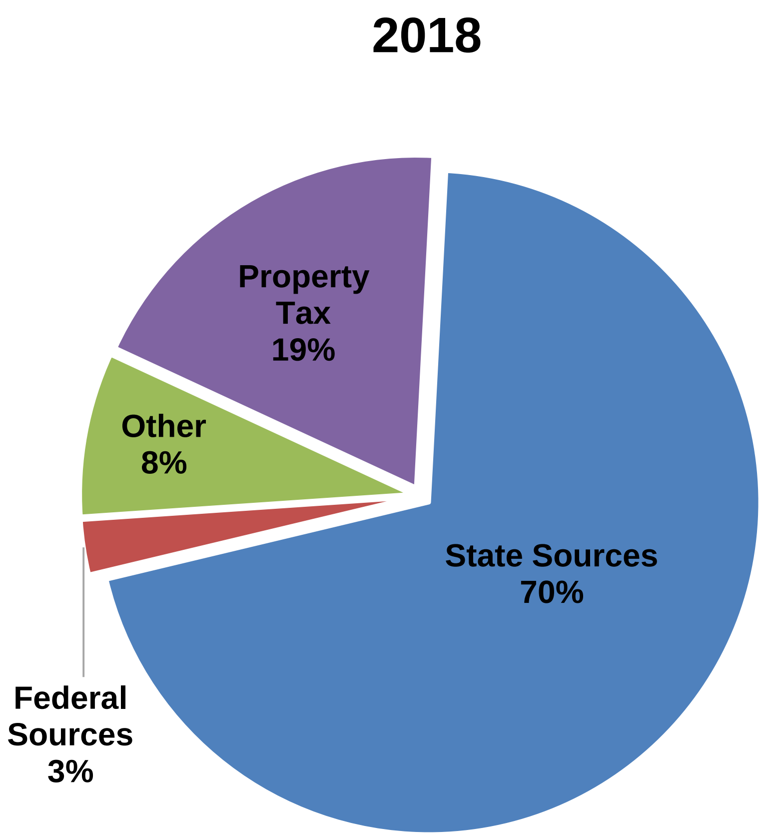
Revenues- All Funds





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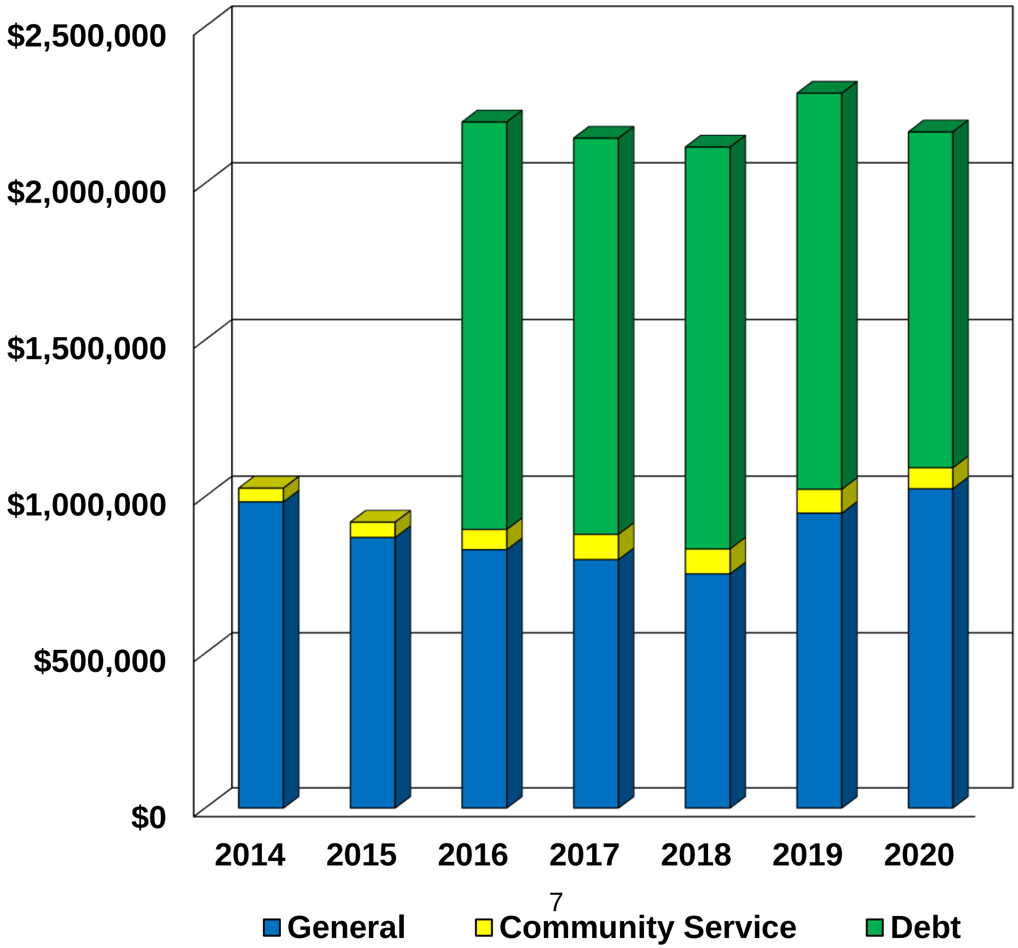
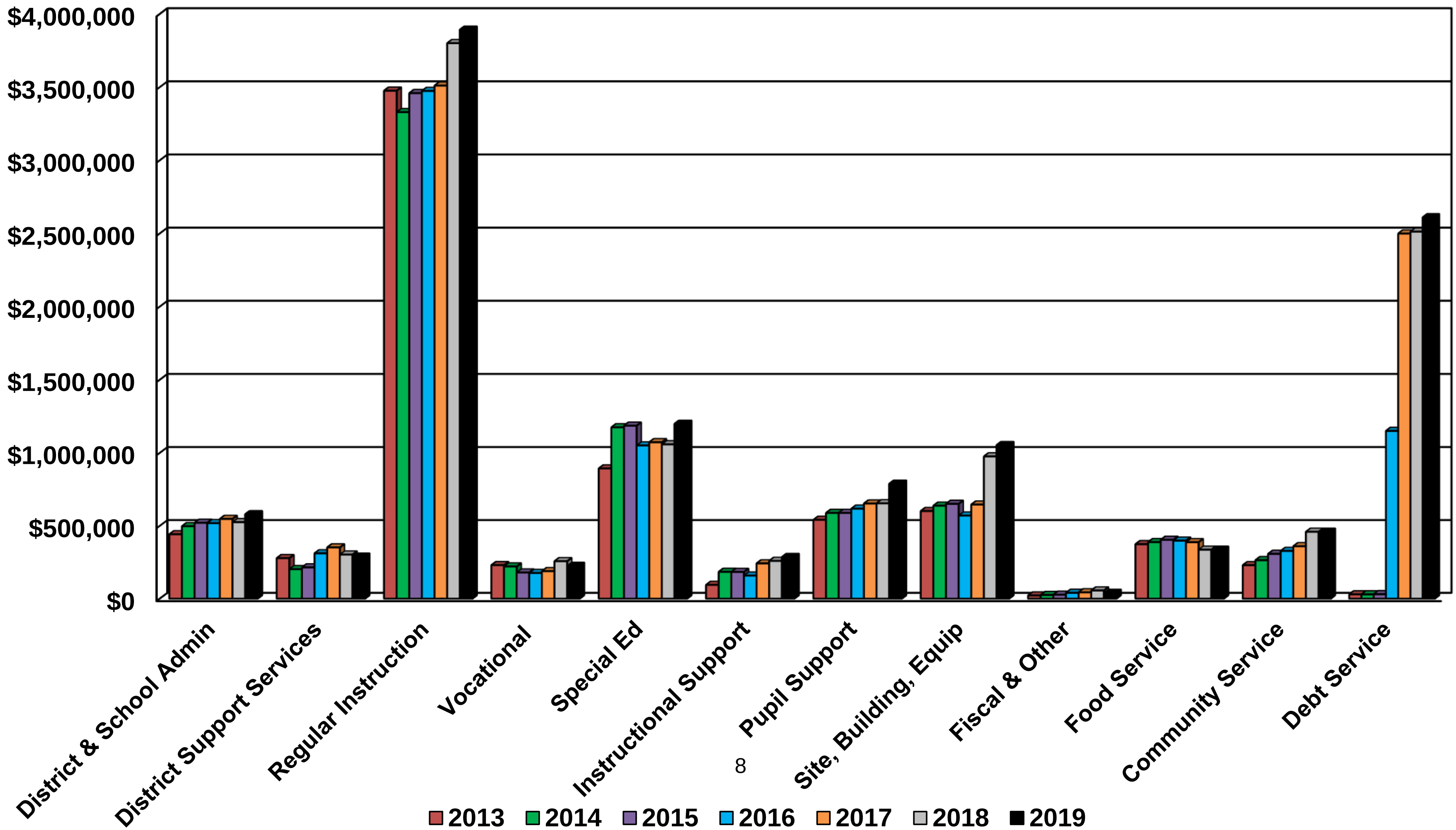
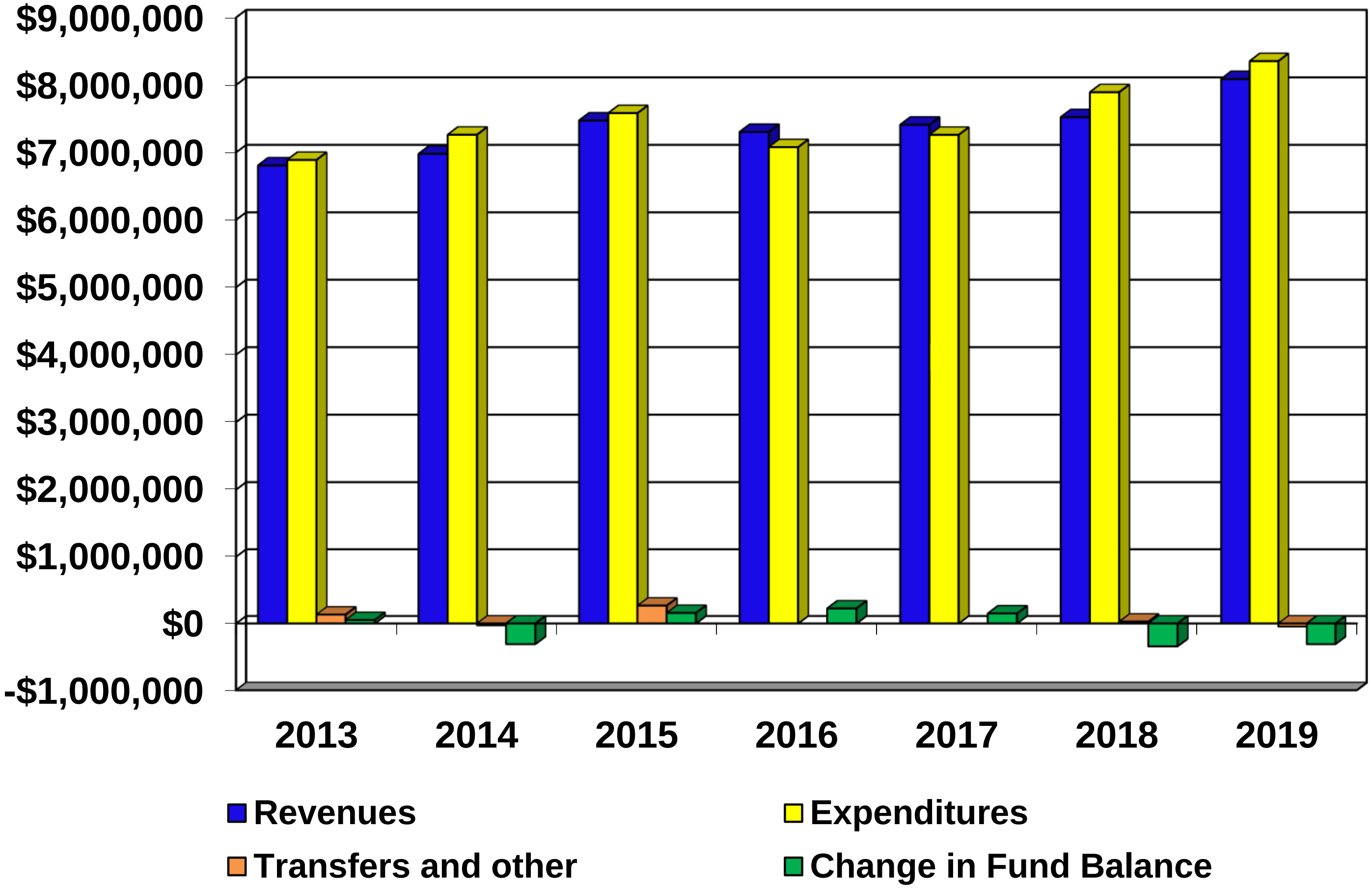
Property Tax Levy History



Expenditures – All Funds
(Excluding Building Construction Expenditures)



General Fund Activities



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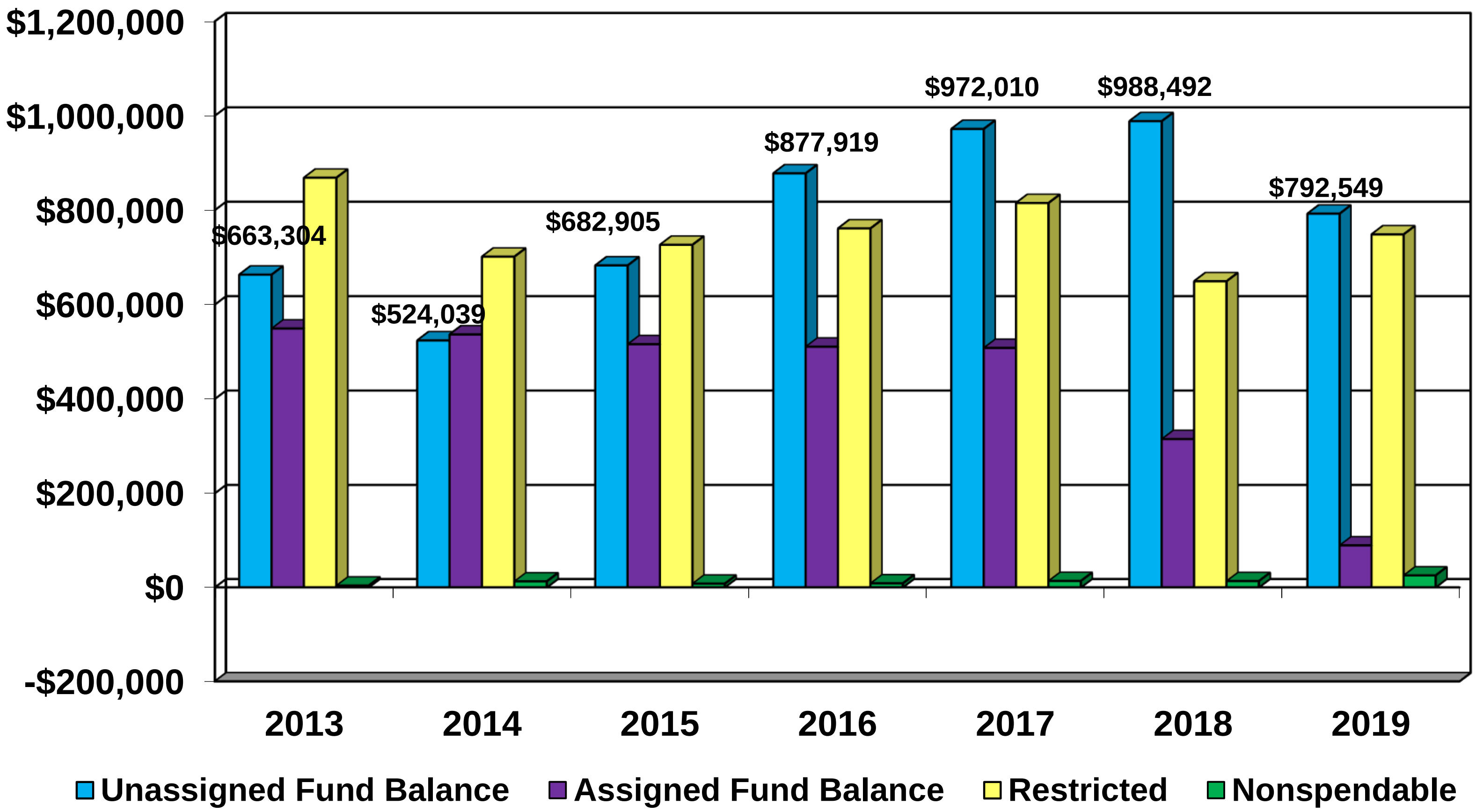
General Fund Balance



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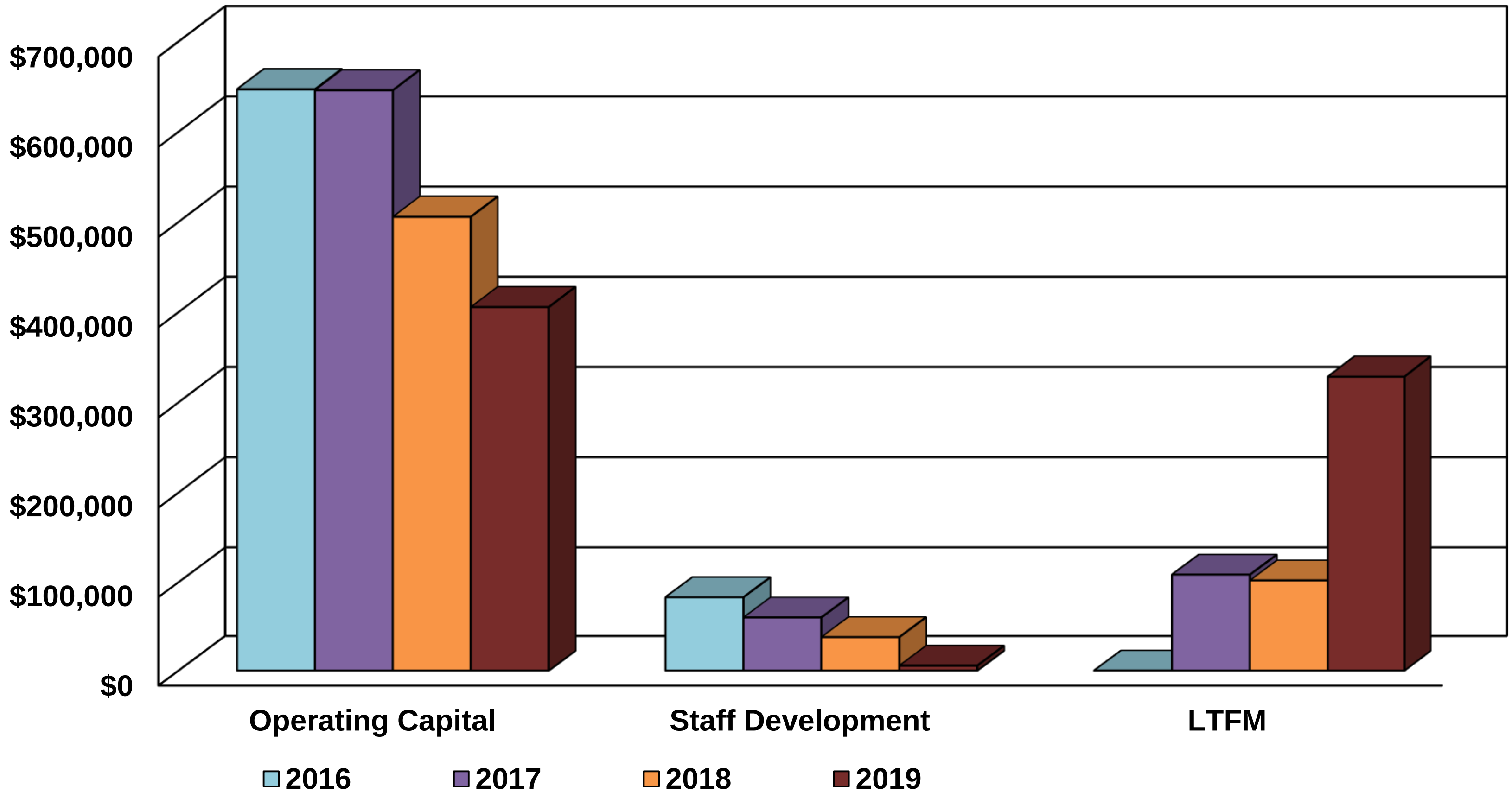
Restricted Fund Balances – General Fund



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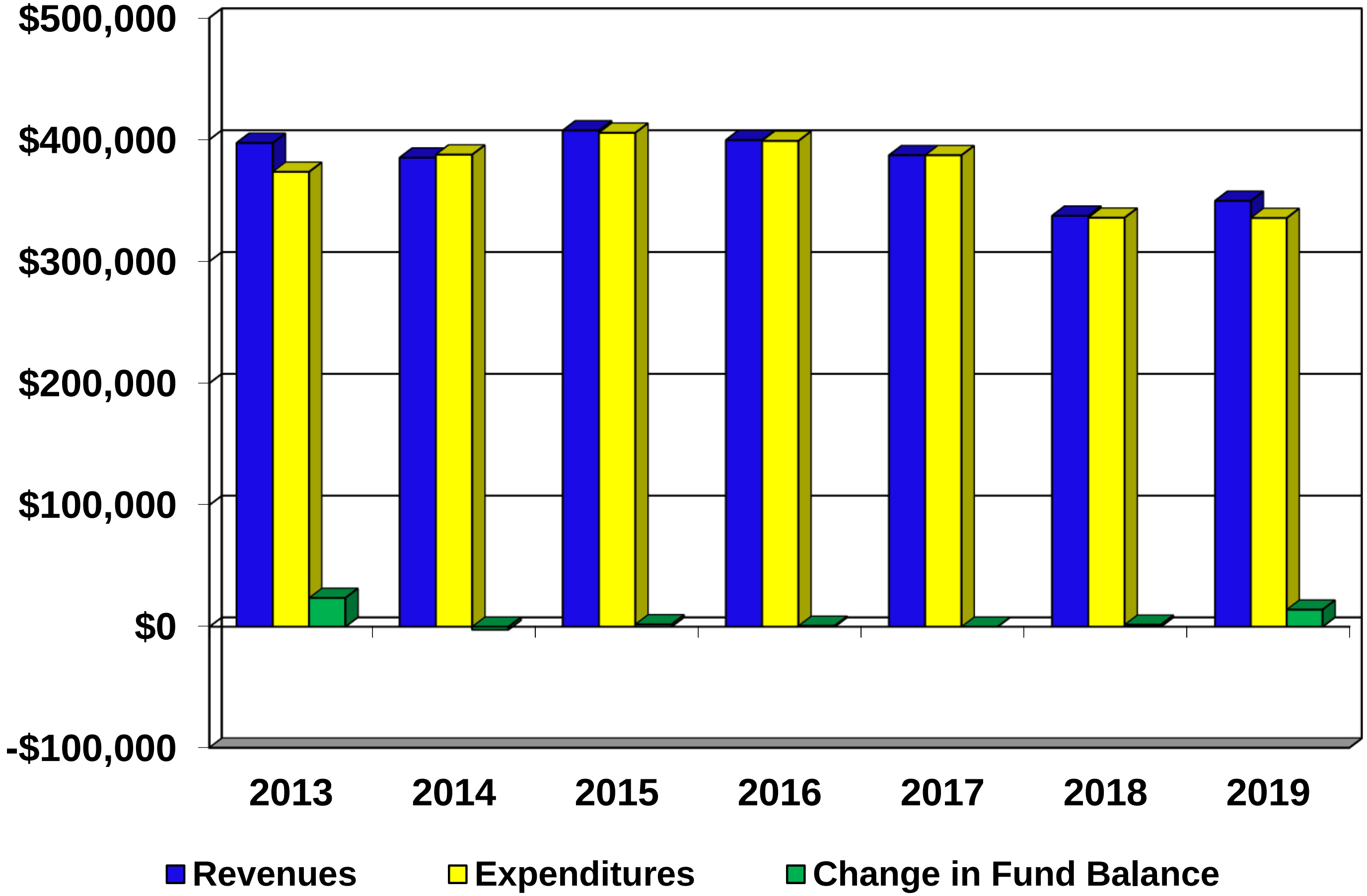
Food Service Fund Activities



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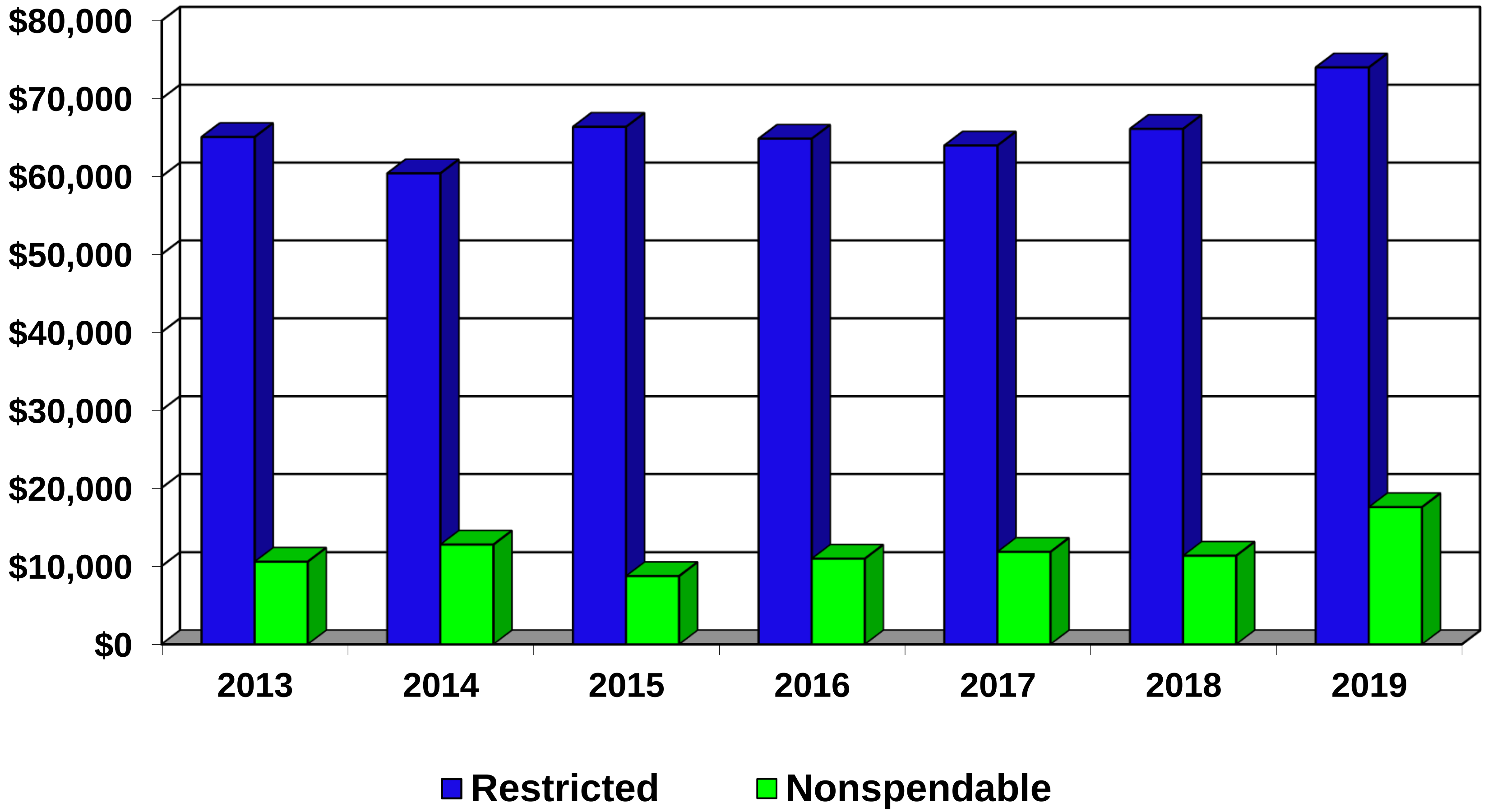
Food Service Fund Balance



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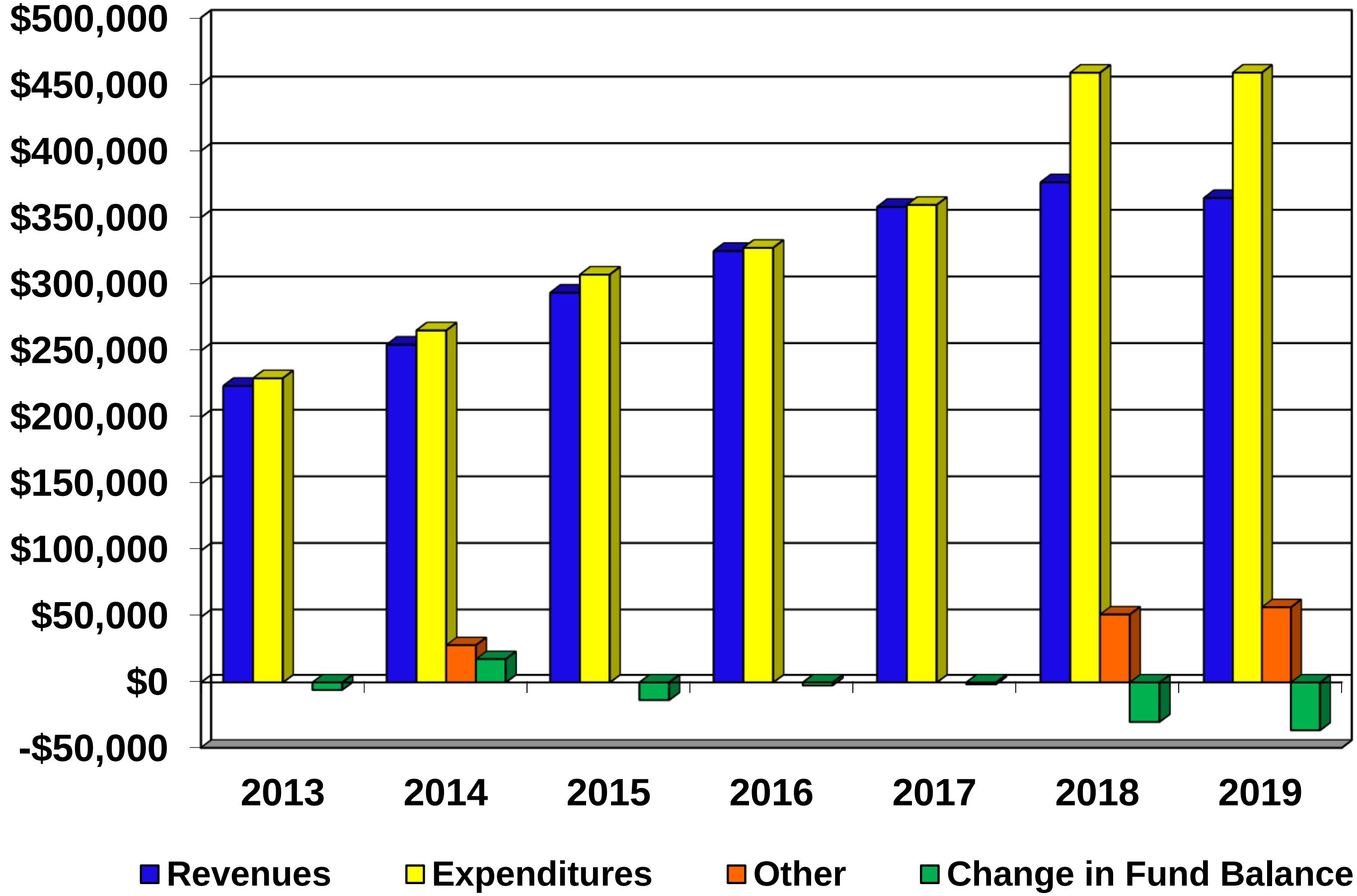
Community Service Fund Activities



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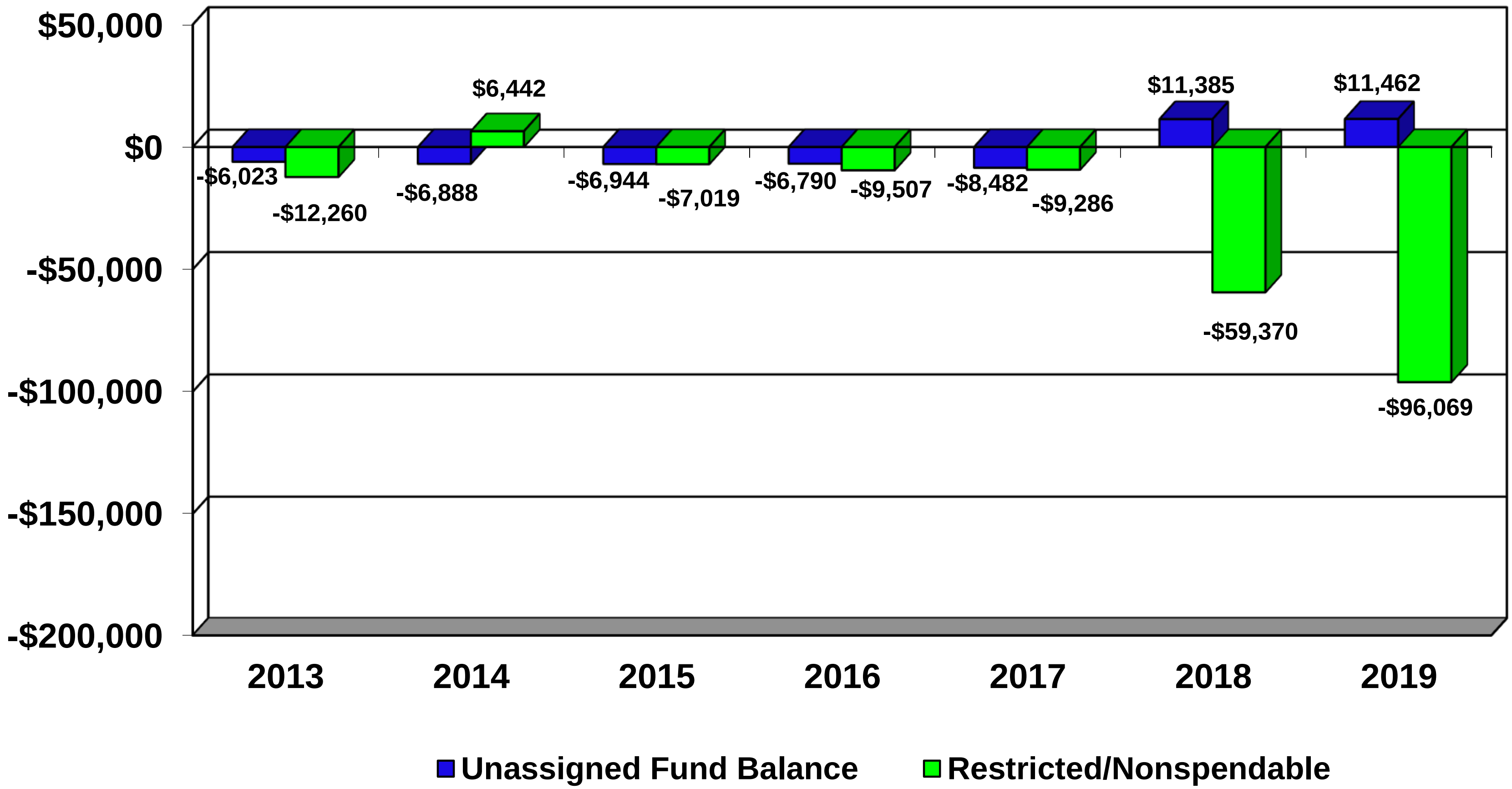
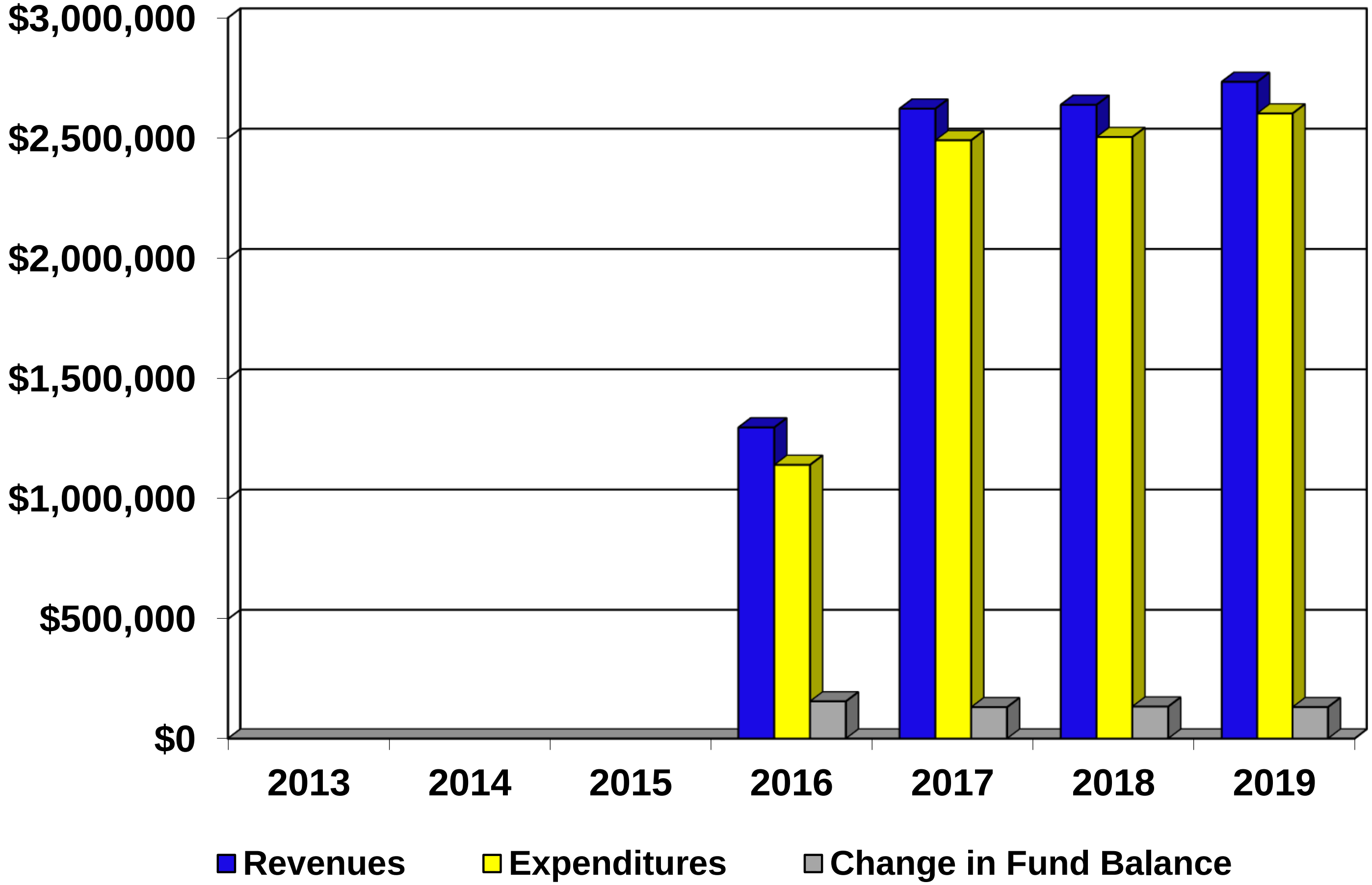
Community Service Fund Balance



Debt Service Funds Activities



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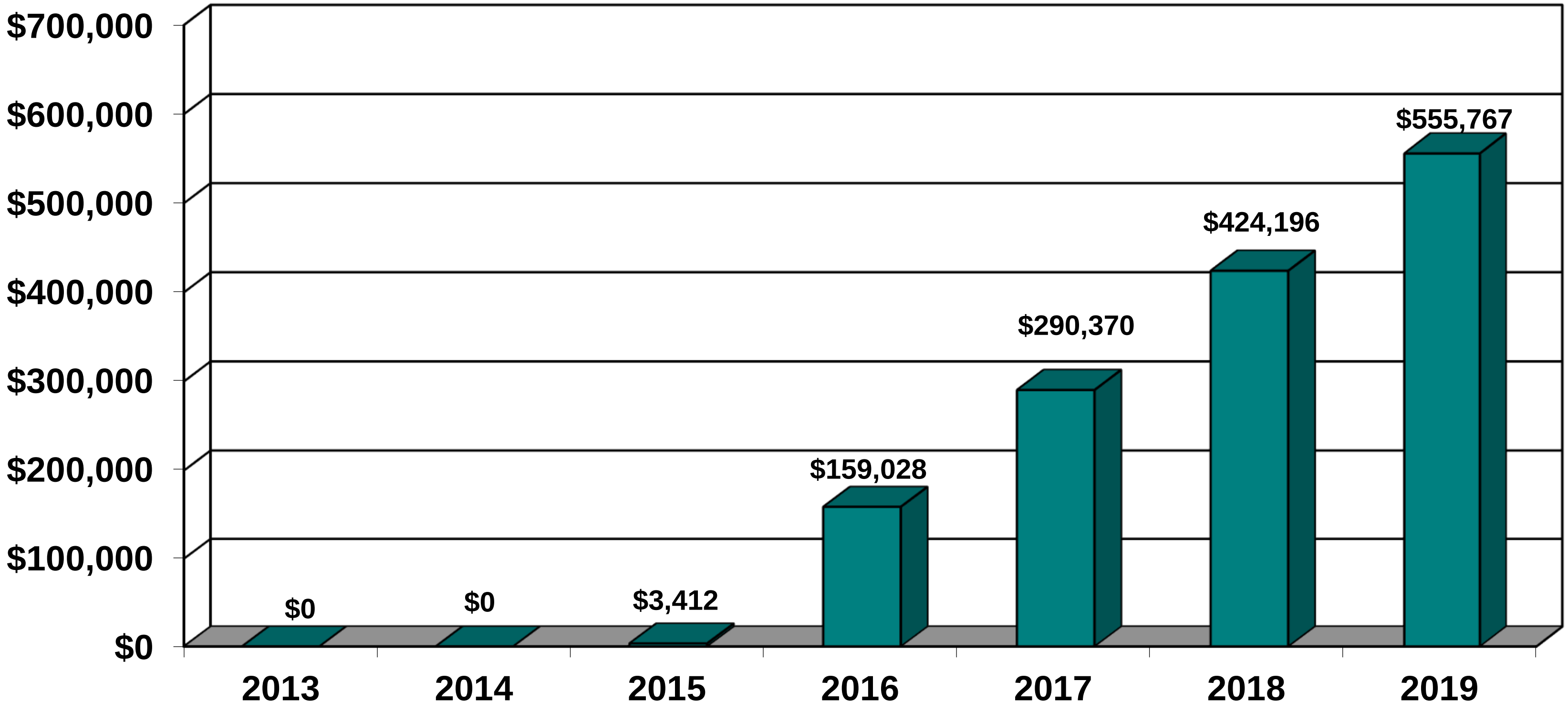
Debt Service Funds Balance



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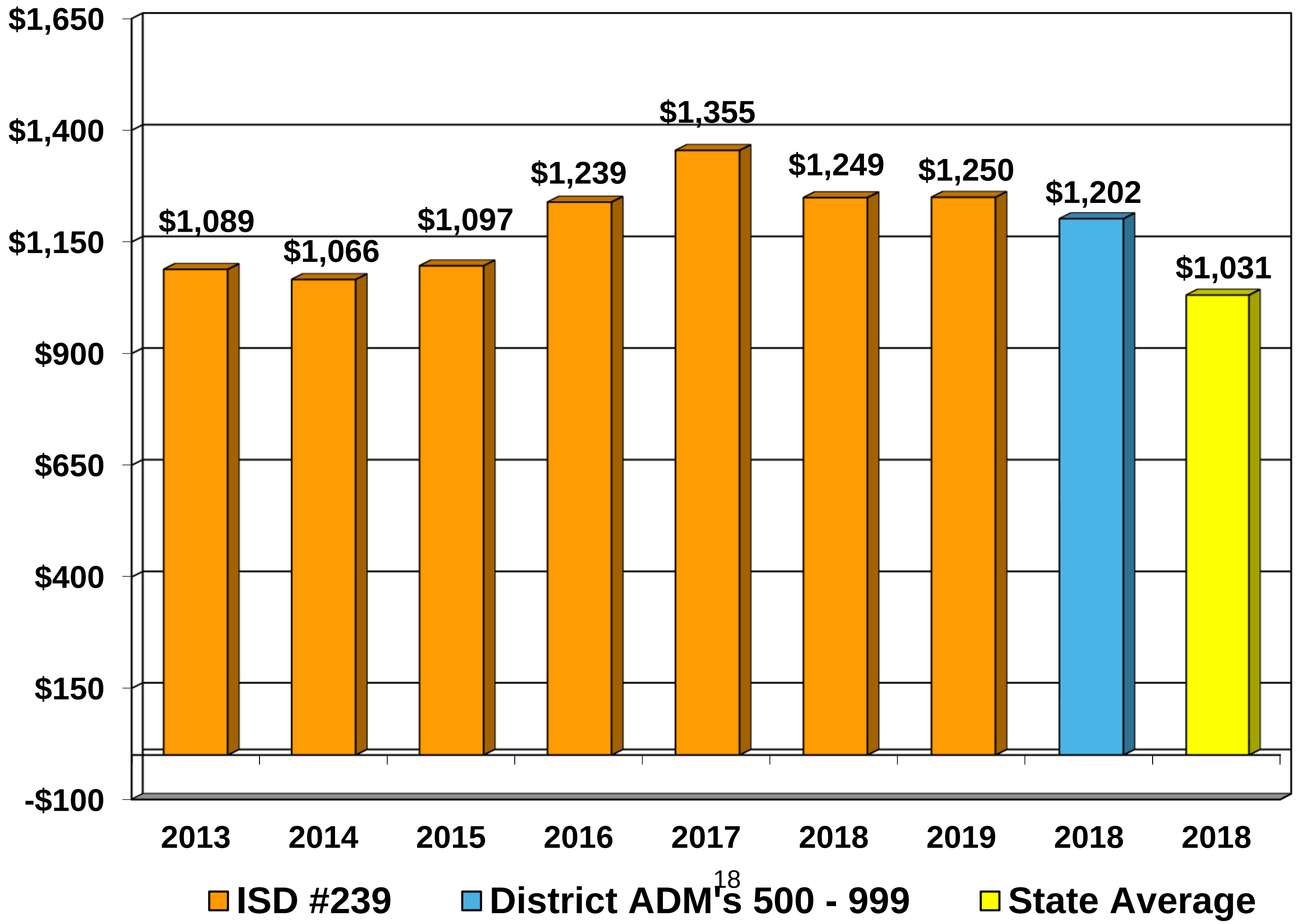
District and School Administration and Support Services Cost per ADM

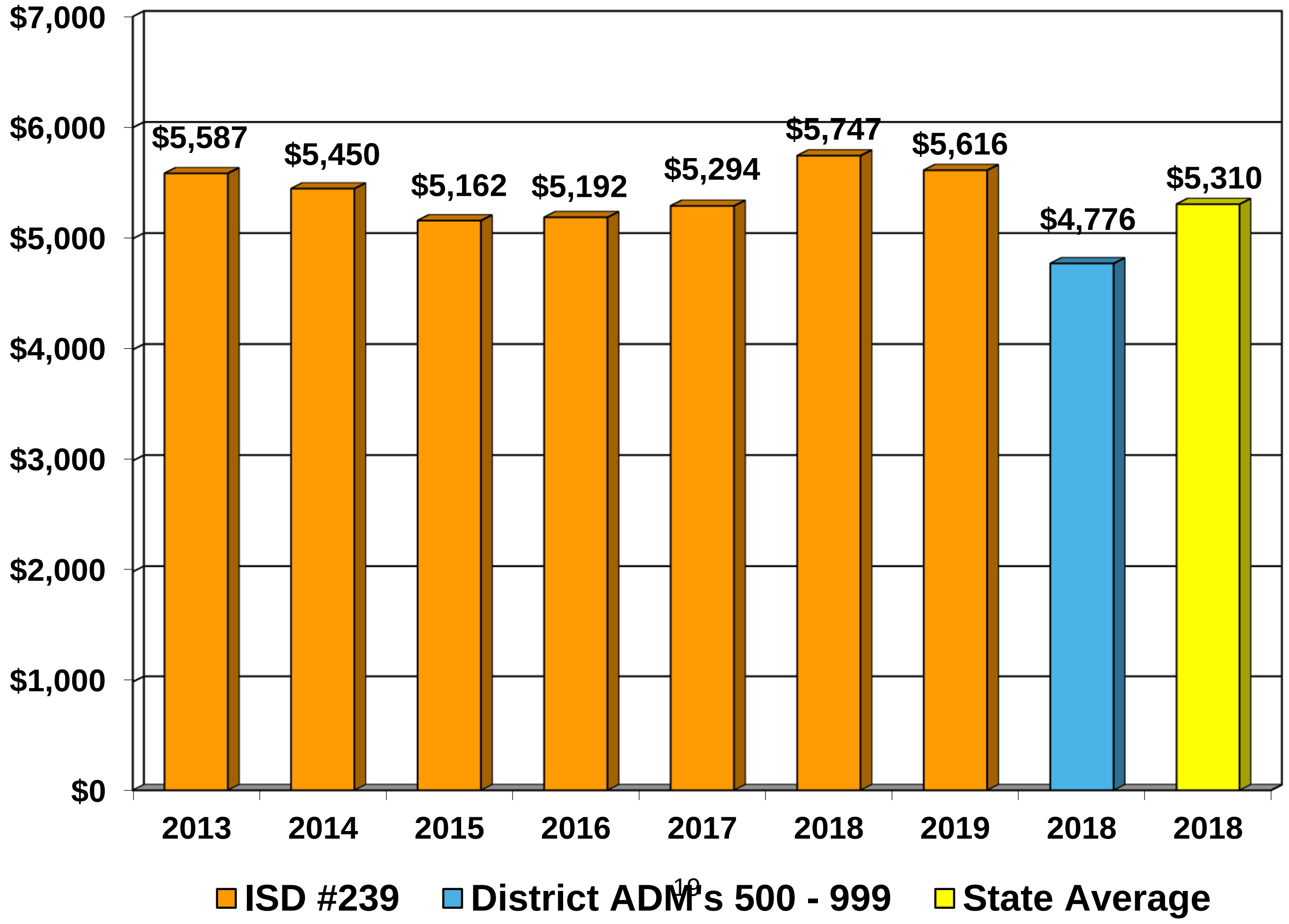
(Board, Administration, District Support Staff and Other District-Wide Expenses, excluding OPEB expenditures)



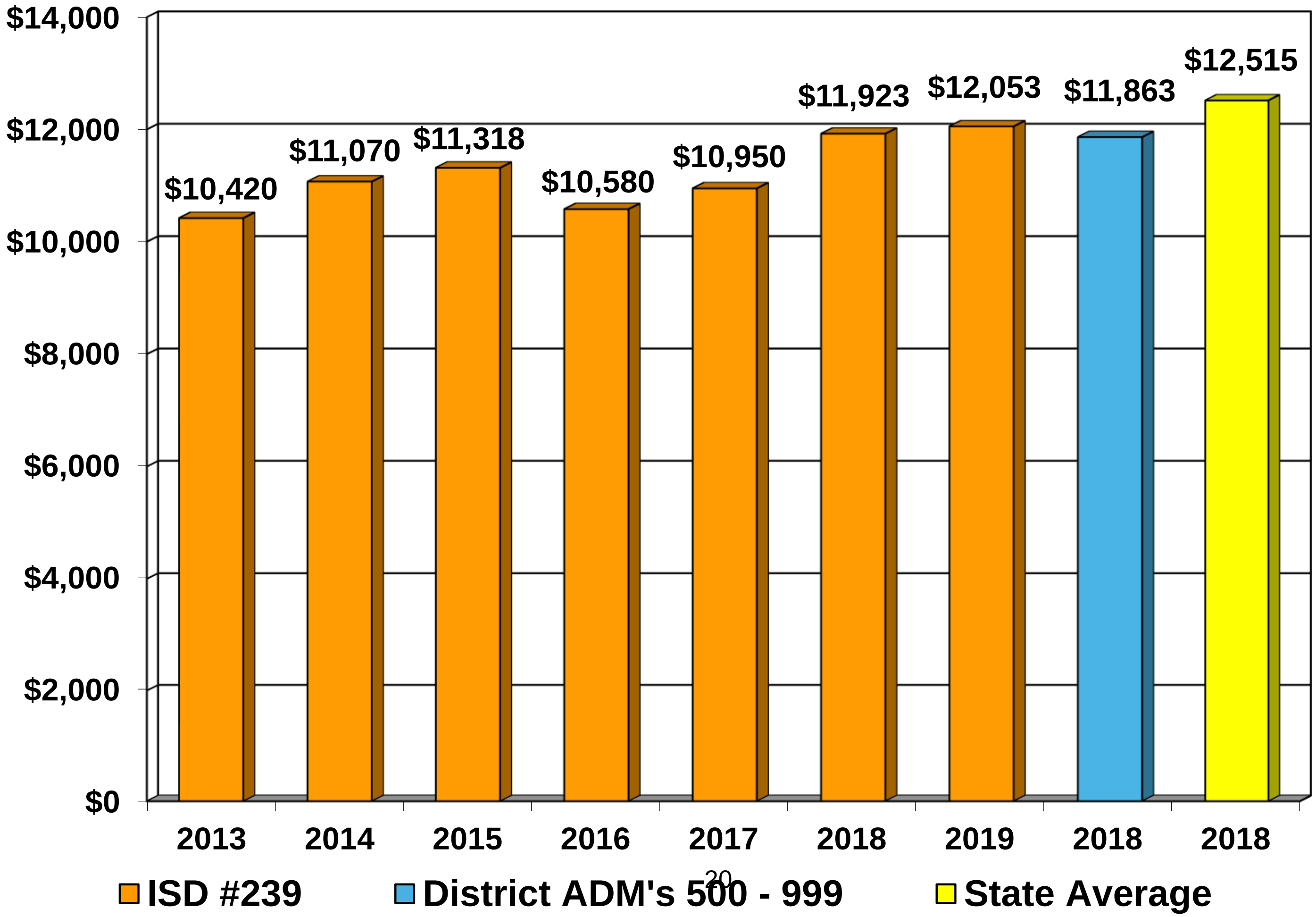
Smith Schafer & Associates, Ltd.

Regular Instruction Cost per ADM

(Classroom Instruction, Title 1, Paraprofessionals, School Secretaries, excluding OPEB expenditures)



General Fund Cost per ADM



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Summary

- General Fund expenditures exceeded revenues by $310,111 in 2019. The UFARS unassigned General Fund balance at June 30, 2019 of $792,664 is 9.5% of current expenditures.

- The Food Service Fund revenues exceeded expenditures by $14,103 for 2019 and ended the year with a balance of $91,515.

- The Community Service Fund expenditures exceeded revenues by $36,622 and ended the year with a deficit balance of $84,607 after a transfer in of $57,500 from the General Fund.

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

The regular meeting of the Rushford-Peterson School District #239 was called to order by Chairperson John Linder at 5:30 p.m. on Monday, November 18, 2019 at the Rushford-Peterson Schools Forum Room, 1000 Pine Meadows Lane, Rushford, MN 55971.

Members Present: Chris Grindland, Valarie Howe, John Linder, Jeff Michel, Bonnie Prinsen & Kathy Wade

Members Absent: Joyce Iverson

Administration Present: Superintendent Jon Thompson

District Office Personnel: Laura Hahn

The Pledge of Allegiance was recited.

Moved by Prinsen seconded by Wade to adopt the agenda with the following additions; Consent Agenda: D. November Board Bills amount of $217,735.44 and E.1.G. Hire of Kaleah Davis – Kid's Club Supervisor. Motion carried unanimously.

There were no public comments.

Moved by Michel seconded by Grindland to approve the following consent agenda items: October 21, 2019 Regular Meeting Minutes, October hand payables, wires & payroll liabilities in the amount of $87,974.41, October payroll in the amount of $290,064.57, November board bills in the amount of $217,735.44, Personnel: Hires: Chuck Ehler - Snow Removal, Troy Hahn - Snow Removal, Allison Oian - 9th Grade Girls Basketball Coach, Bobbie Vickerman - JH Girls Basketball Coach, Elizabeth Jandt - Kids Club Supervisor, Anna Kjos - Kids Club Supervisor and Kaleah Davis - Kids Club Supervisor. Motion carried unanimously.

Moved by Howe, seconded by Wade to approve the MSBA policy revisions for the following policies: 414 - Mandatory Reporting, 421 - Gifts to Employees and School Board Members, 510 - School Activity Accounting 516 - Student Medication, 534 - Unpaid Meal Charges, 713 - Student Activity Accounting, 721 - Uniform Grant Guidance and 802 - Disposition of Obsolete Equipment and Materials. Motion carried unanimously.

Moved by Wade, seconded by Prinsen to approve the 2019-2020 Seniority List. Motion carried unanimously.

Moved by Howe, seconded by Prinsen to approve a 5:00 p.m. start time for the December Regular Monthly Meeting. Motion carried unanimously.

Moved by Howe, seconded by Michel to set the Organizational meeting date and time to January 6, 2020 at 5:30 p.m. in the Forum Room. Motion carried unanimously.

Moved by Howe, seconded by Wade to approve the 2019-2020 Agreement with Hiawatha Valley Education District. Motion carried unanimously.

Superintendent Thompson presented the Superintendent's report.

INFORMATION:

Monday, November 18, 2019 5:30 PM - Regular Monthly Meeting

Moved by Howe seconded by Michel, to adjourn the regular meeting at 6:37 PM. Motion carried unanimously.

John Linder, Chairperson

Bonnie Prinsen, Clerk

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0239	001	P20051	43094	40971	Check	1	46888		REGION ONE A	Yes	No	No	USD	11/01/2019	4,388.00
0239	001	P20051	43091	40972	Check	1	1893		ROBOTICS EDUCATION & COMPETITIC	Yes	No	No	USD	11/01/2019	180.00
0239	001	P20051	43095	40973	Check	1	25172		HY-VEE #1896	Yes	No	No	USD	11/01/2019	734.00
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0239	001	P20051	43096	40975	Check	1	1392		MRI SOFTWARE, LLC.	Yes	No	No	USD	11/05/2019	30.00
0239	001	P20051	43098	40976	Check	1	04101		ADRENALINE FUNDRAISING	Yes	No	No	USD	11/06/2019	7,895.35
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0239	001	P20051	43102	40979	Check	1	33300		MCEA EXECUTIVE OFFICE	Yes	No	No	USD	11/07/2019	338.00
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0239	001	P20051	43100	40981	Check	1	1279		REGENTS OF THE UNIVERSITY OF MIN	Yes	No	No	USD	11/07/2019	138.00
0239	001	P20051	43105	40982	Check	1	46927		RIVER VALLEY NEWSPAPER GROUP	Yes	No	No	USD	11/07/2019	228.00
0239	001	P20051	43106	40983	Check	1	53158		SHORT, JOHN D.	Yes	No	No	USD	11/07/2019	457.50
0239	001	P20051	43107	40984	Check	1	58448		THREE RIVERS CONFERENCE	Yes	No	No	USD	11/07/2019	1,436.00
0239	001	P20051	43108	40985	Check	1	04596		BENSTON, BILL	Yes	No	No	USD	11/07/2019	75.00
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0239	001	P20051	43110	40987	Check	1	33300		MCEA EXECUTIVE OFFICE	Yes	No	No	USD	11/07/2019	123.00
0239	001	P20051	43114	40988	Check	1	1923		NATIONAL ASSOCIATION FOR MUSIC E	Yes	No	No	USD	11/12/2019	140.00
0239	001	P20051	43113	40989	Check	1	1798		SUPERIOR CHEMICAL CORP.	Yes	No	No	USD	11/12/2019	88.82
0239	001	P20051	43116	40990	Check	1	1924		CALEDONIA MUSIC BOOSTERS	Yes	No	No	USD	11/12/2019	85.00
0239	001	P20051	43117	40991	Check	1	1925		WALKKY, PARKER	Yes	No	No	USD	11/12/2019	105.00
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0239	001	p2005p	43124	40994	Check	1	48100		RUSHFORD-PETERSON EDUCATION	Yes	No	No	USD	11/13/2019	2,194.99
0239	001	P20051	43126	40995	Check	1	1921		PEPIN STITCH N PRINT	Yes	No	No	USD	11/15/2019	1,942.50
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0239	001	P20051	43131	40997	Check	1	36710		MASSP	Yes	No	No	USD	11/18/2019	450.00
0239	001	P20051	43132	40998	Check	1	36718		MN DEPARTMENT OF HEALTH	Yes	No	No	USD	11/18/2019	700.00
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0239	001	P20051	43205	41074	Check	1	1928		FULL COURT CUSTOM APPAREL	Yes	No	No	USD	11/19/2019	221.00
0239	001	P20051	43206	41075	Check	1	52179		SEMCAC TRANSPORTATION	Yes	No	No	USD	11/20/2019	306.00
0239	001	P20051	43208	41076	Check	1	37830		MSHSCA	Yes	No	No	USD	11/22/2019	110.00
0239	001	P20051	43207	41077	Check	1	1931		ROCKRIDGE DESIGN & CONTROL SYS	Yes	No	No	USD	11/22/2019	1,500.00
0239	001	P20051	43211	41078	Check	1	41300		NORDIC LANES	Yes	No	No	USD	11/22/2019	150.00
0239	001	P20051	43210	41079	Check	1	1908		REGION VIII FFA	Yes	No	No	USD	11/22/2019	475.00

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
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0239	001	P20051	43213	41082	Check	1	1015		CASH	Yes	No	No	USD	11/26/2019	150.00
0239	001	P20051	43214	41083	Check	1	17945		EWEN, MIKE	Yes	No	No	USD	11/26/2019	145.00
0239	001	P20051	43215	41084	Check	1	1802		HUDL	Yes	No	No	USD	11/26/2019	450.00
0239	001	P20051	43220	41085	Check	1	26011		INMAN, DOUG	Yes	No	No	USD	11/26/2019	145.00
0239	001	P20051	43218	41086	Check	1	1933		LANESBORO FFA	Yes	No	No	USD	11/26/2019	20.00
0239	001	P20051	43216	41087	Check	1	1921		PEPIN STITCH N PRINT	Yes	No	No	USD	11/26/2019	35.50
0239	001	p2005q	43221	41088	Check	1	02370		AFLAC	Yes	No	No	USD	11/29/2019	432.99
0239	001	p2005q	43224	41089	Check	1	1300		EMPLOYEE BENEFITS CORPORATION	Yes	No	No	USD	11/29/2019	250.00
0239	001	p2005q	43226	41090	Check	1	32157		MADISON NATIONAL LIFE INSURANCE	Yes	No	No	USD	11/29/2019	773.64
0239	001	p2005q	43223	41091	Check	1	1274		MERCHANTS BANK	Yes	No	No	USD	11/29/2019	5,589.74
0239	001	p2005q	43225	41092	Check	1	1836		METLIFE - GROUP BENEFITS	Yes	No	No	USD	11/29/2019	7,622.66
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0239	001	p2005q	43227	41094	Check	1	37815		MN SCHOOL EMPLOYEE ASSN	Yes	No	No	USD	11/29/2019	214.91
0239	001	p2005q	43228	41095	Check	1	40998		NCPERS GROUP LIFE INS	Yes	No	No	USD	11/29/2019	64.00
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0239	001	p2005q	43229	41097	Check	1	48100		RUSHFORD-PETERSON EDUCATION	Yes	No	No	USD	11/29/2019	2,138.69
0239	001	p2005q	43231	41098	Check	1	48210		RUSHFORD-PETERSON ESCROW ACC	Yes	No	No	USD	11/29/2019	1,376.70

Bank Total: $80,273.01

Report Total: $80,273.01

Rushford-Peterson Public School
Payment Reg by Bank and Check

DEC 2019 BOARD BILLS

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0239	001	P20063	43272		Check	1	06620		BROWN TIRE & BATTERY	No	No	No	USD	12/16/2019	1,319.82
0239	001	P20063	43273		Check	1	1083		LASER PRODUCT TECHNOLOGIES	No	No	No	USD	12/16/2019	1,467.97
0239	001	P20063	43274		Check	1	1144		LIND AWARDS & ENGRAVING	No	No	No	USD	12/16/2019	335.00
0239	001	P20063	43275		Check	1	12152		COLBY CONSTRUCTION	No	No	No	USD	12/16/2019	2,775.00
0239	001	P20063	43276		Check	1	1231		RYE, WAYNE	No	No	No	USD	12/16/2019	400.00
0239	001	P20063	43277		Check	1	1291		EDUCATOR BENEFIT CONSULTANTS, L	No	No	No	USD	12/16/2019	53.96
0239	001	P20063	43278		Check	1	1297		LIBRARIANS' CHOICE	No	No	No	USD	12/16/2019	413.96
0239	001	P20063	43279		Check	1	1313		MINNESOTA MUSIC EDUCATORS ASSC	No	No	No	USD	12/16/2019	420.00
0239	001	P20063	43280		Check	1	1431		WOXLAND PLUMBING LLC	No	No	No	USD	12/16/2019	778.65
0239	001	P20063	43281		Check	1	1450		BSN SPORTS INC.	No	No	No	USD	12/16/2019	516.28
0239	001	P20063	43282		Check	1	1488		RUSHFORD-PETERSON VALLEY	No	No	No	USD	12/16/2019	260.00
0239	001	P20063	43283		Check	1	1506		BLUFF COUNTRY NEWSPAPER GROUI	No	No	No	USD	12/16/2019	98.00
0239	001	P20063	43284		Check	1	1519		METZ'S HART-LAND CREAMERY	No	No	No	USD	12/16/2019	292.00
0239	001	P20063	43285		Check	1	1654		ANDERSON AUTO, LLC	No	No	No	USD	12/16/2019	276.21
0239	001	P20063	43286		Check	1	1667		PROJECT FINE	No	No	No	USD	12/16/2019	270.05
0239	001	P20063	43287		Check	1	16945		CARDMEMBER SERVICE	No	No	No	USD	12/16/2019	6,007.90
0239	001	P20063	43288		Check	1	1701		SMITH SCHAFER & ASSOCIATES, LTD.	No	No	No	USD	12/16/2019	7,000.00
0239	001	P20063	43289		Check	1	1723		NORSLAND LEFSA	No	No	No	USD	12/16/2019	36.00
0239	001	P20063	43290		Check	1	18398		FILLMORE COUNTY JOURNAL	No	No	No	USD	12/16/2019	191.13
0239	001	P20063	43291		Check	1	1856		AMAZON CAPITAL SERVICES	No	No	No	USD	12/16/2019	715.86
0239	001	P20063	43292		Check	1	1858		VEX ROBOTICS	No	No	No	USD	12/16/2019	343.61
0239	001	P20063	43293		Check	1	1860		COULEE CONNECTIONS	No	No	No	USD	12/16/2019	13,280.00
0239	001	P20063	43294		Check	1	1895		HYPESOCKS	No	No	No	USD	12/16/2019	274.31
0239	001	P20063	43295		Check	1	1929		BIGGER FASTER STRONGER, INC.	No	No	No	USD	12/16/2019	198.00
0239	001	P20063	43296		Check	1	1942		ALBIN ACQUISITION CORP	No	No	No	USD	12/16/2019	45.00
0239	001	P20063	43297		Check	1	22210		HAMMELL EQUIPMENT INC	No	No	No	USD	12/16/2019	1,250.00
0239	001	P20063	43298		Check	1	23400		HIAWATHA VALLEY	No	No	No	USD	12/16/2019	20,596.48
0239	001	P20063	43299		Check	1	23401		HIAWATHA VALLEY MENTAL HEALTH	No	No	No	USD	12/16/2019	931.84
0239	001	P20063	43300		Check	1	25138		IEA INC	No	No	No	USD	12/16/2019	562.50
0239	001	P20063	43301		Check	1	25158		IMAGE MARKET	No	No	No	USD	12/16/2019	303.40
0239	001	P20063	43302		Check	1	28050		J W PEPPER AND SON INC	No	No	No	USD	12/16/2019	674.49
0239	001	P20063	43303		Check	1	29759		KEMPS	No	No	No	USD	12/16/2019	2,529.65
0239	001	P20063	43304		Check	1	31260		LASER PRODUCT TECHNOLOGIES INC	No	No	No	USD	12/16/2019	635.64
0239	001	P20063	43305		Check	1	31660		LEITHOLD'S	No	No	No	USD	12/16/2019	1,150.00
0239	001	P20063	43306		Check	1	36597		MISSISSIPPI WELDERS SUPPLY CO	No	No	No	USD	12/16/2019	106.50
0239	001	P20063	43307		Check	1	41400		NORMAN'S ELECTRIC SERVICE INC	No	No	No	USD	12/16/2019	75.00
0239	001	P20063	43308		Check	1	46784		RATWIK, ROSZAK & MALONEY P.A.	No	No	No	USD	12/16/2019	286.00

Co	Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Print	Recon	Void	Curr	Pay/Void Date	Amount
0239	001	P20063	43309		Check	1	46954		RTS / ROCHESTER TELECOM SYSTEM	No	No	No	USD	12/16/2019	116.46
0239	001	P20063	43310		Check	1	48020		RUSHFORD, CITY OF	No	No	No	USD	12/16/2019	8,863.32
0239	001	P20063	43311		Check	1	48600		RUSHFORD FOODS	No	No	No	USD	12/16/2019	3,617.08
0239	001	P20063	43312		Check	1	48604		RUSHFORD HARDWARE	No	No	No	USD	12/16/2019	408.50
0239	001	P20063	43313		Check	1	50856		SCHILLING SUPPLY COMPANY	No	No	No	USD	12/16/2019	1,196.39
0239	001	P20063	43314		Check	1	50978		SCHOOL SPECIALTY INC.	No	No	No	USD	12/16/2019	495.52
0239	001	P20063	43315		Check	1	51067		SCHUMACHER ELEVATOR COMPANY	No	No	No	USD	12/16/2019	561.00
0239	001	P20063	43316		Check	1	52157		SELCO	No	No	No	USD	12/16/2019	516.06
0239	001	P20063	43317		Check	1	53410		SOUTHEAST SERVICE COOPERATIVE	No	No	No	USD	12/16/2019	2,683.00
0239	001	P20063	43318		Check	1	56040		PAM'S CORNER	No	No	No	USD	12/16/2019	2,082.98
0239	001	P20063	43319		Check	1	60606		US FOODS, INC.	No	No	No	USD	12/16/2019	11,094.48
0239	001	P20063	43320		Check	1	61278		VERIZON WIRELESS	No	No	No	USD	12/16/2019	120.81
0239	001	P20063	43321		Check	1	61614		WASTE MANAGEMENT	No	No	No	USD	12/16/2019	617.04
0239	001	P20063	43322		Check	1	64610		ZIEBELL'S HIAWATHA FOODS INC	No	No	No	USD	12/16/2019	614.01

Bank Total: $141,774.19

Report Total: $141,774.19

Rushford-Peterson Public School

Summary Report for Board

Period Ending November 30, 2019

EXPENSES

Sequence: Fd, Pro

	Description	20ADP Annual Budget	Period 202005	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
01	General Fund							
010	Board of Education	22,121.00	619.12	9,325.24	42%	0.00	42%	12,795.76
020	Office of Supt	173,259.00	14,057.07	71,785.55	41%	0.00	41%	101,473.45
050	School Administration	385,053.00	30,269.80	142,593.31	37%	0.00	37%	242,459.69
107	Other Administrative Support	35,009.00	4,351.36	22,477.88	64%	0.00	64%	12,531.12
108	Administrative Technology Serv	21,385.00	907.13	8,626.58	40%	0.00	40%	12,758.42
110	Business Services	207,611.00	18,052.57	91,841.93	44%	447.30	44%	115,321.77
201	Kindergarten	171,369.00	18,119.66	56,546.20	33%	0.00	33%	114,822.80
203	Elementary Education	1,163,829.00	109,157.12	374,467.49	32%	(791.06)	32%	790,152.57
204	Title II, Part A	16,837.00	4,710.13	14,131.27	84%	0.00	84%	2,705.73
211	Secondary - General	584,735.00	29,532.35	118,768.32	20%	(10,651.69)	18%	476,618.37
212	Art	90,835.00	6,725.86	32,338.14	36%	325.00	36%	58,171.86
216	Title I	77,372.00	7,476.53	22,424.30	29%	0.00	29%	54,947.70
218	Gifted & Talented	19,122.00	2,325.32	7,579.28	40%	0.00	40%	11,542.72
219	Limited English Prof	70,436.00	4,003.40	12,925.00	18%	0.00	18%	57,511.00
220	English Language Art	268,349.00	22,868.92	77,088.81	29%	32.88	29%	191,227.31
230	Foreign Language	89,274.00	7,202.85	22,468.50	25%	0.00	25%	66,805.50
240	Physical Ed & Health	190,407.00	17,160.30	53,982.73	28%	0.00	28%	136,424.27
256	Mathematics	204,640.00	21,112.18	66,303.25	32%	992.82	33%	137,343.93
257	Computer Science	5,782.00	0.00	0.00	0%	0.00	0%	5,782.00
258	Music	203,483.00	16,380.86	49,966.18	25%	2,470.10	26%	151,046.72
260	Science	223,861.00	17,737.49	58,306.66	26%	0.00	26%	165,554.34
270	Social Studies	217,911.00	17,907.43	54,817.21	25%	66.00	25%	163,027.79
291	Cocurricular Activity	63,492.00	1,271.50	6,821.20	11%	0.00	11%	56,670.80
294	Boys Athletics	112,774.00	27,127.26	39,787.22	35%	0.00	35%	72,986.78
296	Girls Athletics	90,353.00	21,274.38	25,849.38	29%	0.00	29%	64,503.62
298	Co-Curricular Activities	32,343.00	6,346.50	14,810.56	46%	192.20	46%	17,340.24
301	Agriculture	95,873.00	6,922.73	24,809.96	26%	9,500.00	36%	61,563.04
321	Health Science Technology Educ	12,460.00	1,001.50	3,004.34	24%	0.00	24%	9,455.66
331	Personal Fam Liv Sci	38,468.00	3,031.80	10,882.08	28%	0.00	28%	27,585.92

Rushford-Peterson Public School

Summary Report for Board

Period Ending November 30, 2019

EXPENSES

Sequence: Fd, Pro

	Description	20ADP Annual Budget	Period 202005	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
01	General Fund							
341	Model Office	26,280.00	2,116.59	9,992.51	38%	0.00	38%	16,287.49
361	Trade & Industrial	49,292.00	4,942.51	19,688.90	40%	2,339.50	45%	27,263.60
380	Vocational Transiton	15,059.00	1,648.17	4,948.84	33%	0.00	33%	10,110.16
400	General Special Education	33,300.00	3,045.50	6,091.00	18%	0.00	18%	27,209.00
401	Speech/Lang Impaired	67,046.00	257.62	2,574.19	4%	0.00	4%	64,471.81
402	Mental Impair Mild	92,668.00	12,739.78	41,781.93	45%	0.00	45%	50,886.07
403	Mentally Impaired	0.00	994.59	2,986.38	0%	0.00	0%	(2,986.38)
404	Adapted Phy Ed	22,768.00	982.76	2,392.31	11%	0.00	11%	20,375.69
405	Deaf-Hard of Hearing	100.00	0.00	0.00	0%	252.00	252%	(152.00)
407	Specific Learn Disability	440,054.00	18,353.82	59,057.30	13%	(250.00)	13%	381,246.70
408	Emotional/Behavioral Disorder	81,696.00	5,201.99	14,822.37	18%	0.00	18%	66,873.63
410	Other Health Impaired	0.00	6,260.63	22,966.50	0%	(2,592.60)	0%	(20,373.90)
411	Autism	2,500.00	2,949.64	8,780.08	351%	0.00	351%	(6,280.08)
412	Early Child Sp Ed	65,265.00	5,442.04	17,110.77	26%	(271.72)	26%	48,425.95
416	Severely Nultiply Impaired	0.00	3,294.66	9,892.70	0%	0.00	0%	(9,892.70)
420	Special Education	219,617.00	37,982.72	92,147.23	42%	0.00	42%	127,469.77
422	Students without disabilities	194,891.00	19,142.41	60,142.11	31%	400.00	31%	134,348.89
620	Library Ed Media	64,363.00	3,608.78	18,367.34	29%	1,595.14	31%	44,400.52
630	Instructional-Related Technolo	114,969.00	11,582.48	34,751.46	30%	400.00	31%	79,817.54
640	Staff Development	127,437.00	7,769.26	57,760.61	45%	828.73	46%	68,847.66
710	Counceling/Guidance	99,159.00	9,079.16	24,304.49	25%	0.00	25%	74,854.51
720	Health Services	6,724.00	475.34	3,481.05	52%	0.00	52%	3,242.95
740	Social Worker Salary	19,803.00	2,670.70	8,012.51	40%	0.00	40%	11,790.49
760	Pupil Transportation	622,236.00	60,390.52	217,095.11	35%	(952.88)	35%	406,093.77
810	Operation/Maintenance	587,522.00	55,654.66	249,805.35	43%	(11,870.04)	40%	349,586.69
850	Facilities	10,500.00	0.00	2,941.59	28%	0.00	28%	7,558.41
860	Health & Safety	0.00	0.00	12.99	0%	0.00	0%	(12.99)
865	LTFM Excld Costs -Pro 866,867	165,821.00	4,273.40	42,738.25	26%	6,814.55	30%	116,268.20

Sequence: Fd, Pro

		Description	20ADP Annual Budget	Period 202005	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
01		General Fund							
	940	**School Insurance**	38,500.00	0.00	38,375.34	100%	0.00	100%	124.66
01		**General Fund**	8,056,013.00	718,512.85	2,567,749.78	32%	(723.77)	32%	5,488,986.99
02		Food Service Fund							
	770	**Food Service**	353,297.00	33,720.33	100,404.62	28%	3,487.52	29%	249,404.86
02		**Food Service Fund**	353,297.00	33,720.33	100,404.62	28%	3,487.52	29%	249,404.86
04		Community Service							
	505	**Community Education**	100,498.00	4,495.85	33,501.91	33%	(1,899.63)	31%	68,895.72
	510	**Adults With Disabili**	5,309.00	1,086.89	2,559.92	48%	(120.44)	46%	2,869.52
	570	**School Age Care**	88,214.00	4,507.98	49,718.34	56%	(10,878.17)	44%	49,373.83
	580	**ECFE**	32,439.00	2,325.46	9,686.28	30%	0.00	30%	22,752.72
	582	**School Readiness**	147,493.00	16,180.39	48,415.61	33%	0.00	33%	99,077.39
	583	**Preschool Screening**	4,928.00	149.57	1,240.16	25%	0.00	25%	3,687.84
	585	**Youth Development**	23,579.00	3,204.65	13,770.62	58%	(2,606.78)	47%	12,415.16
	590	**Other Community Ed Programs**	500.00	82.51	82.51	17%	0.00	17%	417.49
04		**Community Service**	402,960.00	32,033.30	158,975.35	39%	(15,505.02)	36%	259,489.67
07		Debt Redemption							
	910	**Retire Long-Term Obl**	2,602,650.00	0.00	543,850.00	21%	0.00	21%	2,058,800.00
07		**Debt Redemption**	2,602,650.00	0.00	543,850.00	21%	0.00	21%	2,058,800.00
21		Activity Fund							
	050	**School Administration**	0.00	174.09	174.09	0%	0.00	0%	(174.09)
	203	**Elementary Education**	10,500.00	0.00	0.00	0%	0.00	0%	10,500.00
	211	**Secondary - General**	4,300.00	728.00	728.00	17%	0.00	17%	3,572.00
	258	**Music**	0.00	10.59	2,183.59	0%	0.00	0%	(2,183.59)
	291	**Cocurricular Activity**	40,600.00	2,663.12	7,194.34	18%	(1,472.00)	14%	34,877.66
	294	**Boys Athletics**	500.00	0.00	450.00	90%	0.00	90%	50.00
	296	**Girls Athletics**	1,000.00	914.20	2,164.19	216%	182.50	235%	(1,346.69)
	298	**Co-Curricular Activities**	0.00	3,011.21	7,755.91	0%	50.00	0%	(7,805.91)
	760	**Pupil Transportation**	7,000.00	1,858.34	2,448.71	35%	0.00	35%	4,551.29
21		**Activity Fund**	63,900.00	9,359.55	23,098.83	36%	(1,239.50)	34%	42,040.67
50		Fundraising							

Rushford-Peterson Public School

Summary Report for Board

Period Ending November 30, 2019

EXPENSES

Sequence: Fd, Pro

		Description	20ADP Annual Budget	Period 202005	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
50	Fundraising								
298	**Co-Curricular Activities**		**0.00**	**7,968.30**	**28,391.72**	**0%**	**601.26**	**0%**	**(28,992.98)**
50	**Fundraising**		**0.00**	**7,968.30**	**28,391.72**	**0%**	**601.26**	**0%**	**(28,992.98)**
		Report Totals:	**11,478,820.00**	**801,594.33**	**3,422,470.30**	**30%**	**(13,379.51)**	**30%**	**8,069,729.21**

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Rushford-Peterson Public School

Summary Report for Board

Period Ending November 30, 2019

REVENUES

12/13/2019
16:01:04

Sequence: Fd, Pro

	Description	20ADP Annual Budget	Period 202005	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
01	General Fund							
000		(7,694,414.00)	(170,203.56)	(2,174,074.83)	28%	0.00	28%	(5,520,339.17)
204	**Ttile II, Part A**	0.00	(1,644.44)	(1,644.44)	0%	0.00	0%	1,644.44
211	**Secondary**	(1,100.00)	0.00	(200.00)	18%	0.00	18%	(900.00)
255	**Industrial Education**	0.00	0.00	(500.00)	0%	0.00	0%	500.00
258	**Music**	0.00	(1.00)	(1.00)	0%	0.00	0%	1.00
291	**Extra Curricular**	(1,500.00)	0.00	0.00	0%	0.00	0%	(1,500.00)
294	**Boys Athletics**	(27,400.00)	2,033.00	(17,491.00)	64%	0.00	64%	(9,909.00)
296	**Girls Athletics**	(18,900.00)	(1,190.00)	(10,807.00)	57%	0.00	57%	(8,093.00)
298	**Co-curricular Activities**	0.00	(520.00)	(11,835.68)	0%	0.00	0%	11,835.68
301	**Agriculture**	0.00	0.00	(420.00)	0%	0.00	0%	420.00
331	**Personal Family Life Science**	(400.00)	(200.00)	(550.00)	138%	0.00	138%	150.00
620	**Library Ed Media**	0.00	0.00	(23.99)	0%	0.00	0%	23.99
630	**Instruction Related Technology**	(2,000.00)	(600.00)	(2,150.00)	108%	0.00	108%	150.00
850	**Facilities**	(52,377.00)	0.00	0.00	0%	0.00	0%	(52,377.00)
865	**LTFM Districtwide Revenue**	(236,075.00)	0.00	0.00	0%	0.00	0%	(236,075.00)
01	**General Fund**	(8,034,166.00)	(172,326.00)	(2,219,697.94)	28%	0.00	28%	(5,814,468.06)
02	Food Service Fund							
000		(346,800.00)	(36,201.76)	(112,611.09)	32%	0.00	32%	(234,188.91)
02	**Food Service Fund**	(346,800.00)	(36,201.76)	(112,611.09)	32%	0.00	32%	(234,188.91)
04	Community Service							
505	**Community Education**	(57,962.00)	(5,159.13)	(27,403.93)	47%	0.00	47%	(30,558.07)
510	**Adults With Disabili**	(1,867.00)	0.00	(500.00)	27%	0.00	27%	(1,367.00)
570	**School Age Care**	(89,172.00)	(2,856.43)	(32,926.85)	37%	0.00	37%	(56,245.15)
580	**ECFE**	(35,356.00)	(115.00)	(7,874.40)	22%	0.00	22%	(27,481.60)
582	**School Readiness**	(115,241.00)	(7,978.95)	(33,462.78)	29%	0.00	29%	(81,778.22)
583	**Preschool Screening**	(2,400.00)	0.00	(289.11)	12%	0.00	12%	(2,110.89)
585	**Youth Development**	(30,548.00)	(36.00)	(7,310.50)	24%	0.00	24%	(23,237.50)
590	**Other Community Ed Programs**	(729.00)	0.00	21.99	(3%)	0.00	(3%)	(750.99)
04	**Community Service**	(333,275.00)	(16,145.51)	(109,745.58)	33%	0.00	33%	(223,529.42)
07	Debt Redemption							

Rushford-Peterson Public School

Summary Report for Board

Period Ending November 30, 2019

REVENUES

Sequence: Fd, Pro

		Description	20ADP Annual Budget	Period 202005	Year To Date	% YTD	Encumbrances	% YTD + Enc	Remaining Balance
07	Debt Redemption								
	000		(2,600,511.00)	(298,995.20)	(1,602,868.41)	62%	0.00	62%	(997,642.59)
07	**Debt Redemption**		(2,600,511.00)	(298,995.20)	(1,602,868.41)	62%	0.00	62%	(997,642.59)
21	Activity Fund								
	000		(69,000.00)	(6,158.74)	(20,583.10)	30%	0.00	30%	(48,416.90)
	291	Extra Curricular	7,800.00	1,894.50	(151.20)	(2%)	0.00	(2%)	7,951.20
	294	Boys Athletics	0.00	7,895.35	(10,299.65)	0%	0.00	0%	10,299.65
	296	Girls Athletics	0.00	0.00	(6,255.00)	0%	0.00	0%	6,255.00
	298	Co-curricular Activities	(2,700.00)	658.00	(3,628.40)	134%	0.00	134%	928.40
21	**Activity Fund**		(63,900.00)	4,289.11	(40,917.35)	64%	0.00	64%	(22,982.65)
50	Fundraising								
	298	Co-curricular Activities	0.00	(1,819.67)	(48,354.25)	0%	0.00	0%	48,354.25
50	**Fundraising**		0.00	(1,819.67)	(48,354.25)	0%	0.00	0%	48,354.25
		Report Totals:	(11,378,652.00)	(521,199.03)	(4,134,194.62)	36%	0.00	36%	(7,244,457.38)

Adopted: April 21, 2014 | *MSBA/MASA Model Policy 616*
Orig. 1997
Revised:________________ | *Rev. 2019*

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and federal law will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.

B. "Graduation Standards" means the credit requirements and locally adopted content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.

C. "World's best workforce" means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.

2. The Advisory Committee will be established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

3. The school district-wide improvement goals should address recommendations identified through the Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

~~[Insert Local Cycle in this space]~~ World's Best Workforce Meetings are held four times a year. WBWF Report is presented to the school board annually.

C. Implementation of Graduation Requirements

1. The Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.

2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.

3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By ~~[*date*]~~ the December Regular School Board Meeting of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

2. The Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:

   a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Academic Standards;

   b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;

   c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;

   d. Advising the school board about development of the annual budget.

3. The Advisory Committee shall meet the following criteria:

   a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.

   b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.

   c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.

   d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

4. The Advisory Committee shall, when possible, be comprised of at least two-thirds community representatives and shall reflect the diversity of the community. To the extent possible, the Advisory Committee shall reflect the diversity of the school district and its school sites and include teachers, 616-5 parents, support staff, students, and other community residents Included in its membership should be:

   ~~a. The Director of Curriculum (or similar educational leader)~~

   ~~b.~~a. Principal

   ~~c.~~b. School Board Member

   ~~d.~~c. Student Representative

   ~~e.~~d. One teacher from each building or instructional level

   ~~f.~~e. Two parents from each building or instructional level

   ~~g. Two residents without school-aged children, non-representative of local business or industry~~

~~h. Two residents representative of local business or industry~~

~~i. District Assessment Coordinator (if different from "a." above)~~

[Note: This Advisory Committee composition is a model only.]

5. Translation services should be provided to the extent appropriate and practicable.

6. The Advisory Committee shall meet the following timeline each year:

Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

Month(s): Review evaluation results and prepare recommendations.

Month: Present recommendations to the school board for its input and approval.

E. <u>Evaluation of Student Progress Committee</u>. A committee of professional staff shall develop a plan for assessment of student progress toward Literacy by Grade 3, the Graduation Standards, as well as program evaluation data for use by the Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

F. <u>Reporting</u>. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.35 (Student Achievement Levels)
Minn. Stat. § 120B.36 (School Accountability; Appeals Process)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making Agreement)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: Rushford-Peterson School District Policy 104 (School District Mission Statement)
Rushford-Peterson School District Policy 601 (School District Curriculum and Instruction Goals)
Rushford-Peterson School District Policy 613 (Graduation Requirements)
Rushford-Peterson School District Policy 614 (School District Testing Plan and Procedure)
Rushford-Peterson School District Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
Rushford-Peterson School District Policy 617 (School District Ensurance of Preparatory and High School Standards)
Rushford-Peterson School District Policy 618 (Assessment of Student Achievement)
Rushford-Peterson School District Policy 619 (Staff Development for Standards)
Rushford-Peterson School District Policy 620 (Credit for Learning)

Early Retirement Incentive -

Points to remember and or ask about - (From Last Month)

1. Designed to save the district money
2. Cost
3. Savings
4. What are the drawbacks to offering an incentive?
   - You lose veteran, experienced teachers
   - Is it truly an incentive if offered yearly, or does it become the expectation?
5. Do we want this to be for one year or ongoing.

Cost to District

$779.30 each month X 12 months = $9,351.60 a year.
1 year = $9,351.60
2 years = $18,703.20
3 years = $28,054.80

Savings

Depending on the salary of the retiring teachers and the experience a new teacher brings, the savings **might be** as high as $25,000 a year, or 50,000 over the two years.

Year-By-Year Incentive or Permanent Policy

- We've offered an incentive every year since 2008
- Only change was number of years for incentive (2 years most common)
- Permanent policy would eliminate the need to consider it yearly
- We would need to complete a first and second reading which would delay process. Always best for district if we know of retirements before budget decisions are made for the following year.
- We could offer as one year incentive this year and then complete the permanent policy writing process for subsequent years.

Superintendent Recommendation

I recommend that we complete the process as an incentive this year just as we have for the past 12 years. I would also recommend that we go through the formal process of developing an ongoing early retirement policy starting with the 2020-21 school year.

The recommended incentive would be two years of insurance coverage.

Discussion

Rushford-Peterson Public Schools
Independent School District No.239

1000 Pine Meadows Lane, P.O. Box 627
Rushford, MN 55971
Phone (507) 864-7785 | Fax (507) 864-2085
www.r-pschools.com

Chuck Ehler	Jacob Timm	Angela Shepard	Lisa Lawston	Dan Bieberdorf
Superintendent	MS / HS Principal	EC-5 Principal	Community Education Program Director	Activities Director
Ext. 1001	Ext. 1006	Ext. 1005	Ext. 1011	Ext. 1012

Early Retirement Incentive:

The board is offering an incentive for three years to teachers who are considering retirement. In an effort to make and assist teachers with their retirement plans and transition, the board will be offering (one time only), a three-year incentive program ($8,944.80) per year for three years.

These dollars would be placed into the retiree's health care savings account.

Procedures and Guidelines for early retirement requests and early retirement payment:

1. Individuals should put their notice of early retirement in writing. The request should be given to the Superintendent and RPEA.
2. All requests must be submitted by Wednesday, March 13th, 2019.
3. Individuals must have a minimum of 15 years of teaching at R-P Schools to be eligible for severance. Payments will be calculated at $745.40 per month ($8,944.80 per year) for a maximum of three. If an individual retiree becomes eligible for Medicare, the school district contribution would stop on the date of their eligibility.
4. Payments will be deposited quarterly into the individual's **Health Care Savings Plan** with the MN State Retirement System.
5. The benefit referred to in this MOU is not intended to replace or impact any other benefits that are in the current teachers' collective bargaining agreement.
6. Notification of the approval or disapproval will be provided to the individual making the request and to RPEA.
7. Approval of early retirement requests does not set a precedence nor establish a practice.
8. Past practice does not have any influence or impact on future requests for early retirement.

______________________	______________________
RPEA Representative	Superintendent
______________________	______________________
Date	Date

Superintendent's Report
December 16, 2019
"Always Our Best"

Vision: Empowering all for lifelong learning

Mission: Creating an educational community where lifelong learning is valued, excellence is expected, and all are prepared for the future.

Special & Organizational Board Meeting - is scheduled for 5 pm on January 6th. We will discuss the structure of this unique meeting at this month's Board meeting.

Policy Review- The superintendent of schools and School Board are called upon to establish and review school policy. It is a monumental task to say the least and R-P has work to do in this area.

Mrs. Hahn has been working diligently to complete a cross check of our existing policies with mandated and suggested policies of the state. We are in good shape as it relates to mandatory policies and required yearly reviews.

HOWEVER - - - - (Link)

We have **85** policies that we need to consider for adoption. Many of these policies may be in place under an older numbering system, but cross referencing new policies from MASB would be very difficult.

WE NEED A PLAN - - - -

We subscribe to MASB's policy program and can start the process of adopting needed policies utilizing the current numbering system. I recommended that we move slowly in this process and select a specific number of policies to consider each year. We will discuss our plan at the meeting.

LONG TERM - - - - ?

Elementary School Board Report
December 16, 2019
Mrs. Shepard
Respect. Integrity. Excellence.

TROJAN PRIDE – BE RESPECTFUL, BE RESPONSIBLE, BE SAFE
Brayden Sass, Kenley Snyder, Caitlin Bauer, Haylee Eddy, Andre Badenhurst, Grace Ekern, Evie Weiling, Addison Drinkall, Jeremiah Kuss, Rylan B, Kora Kahoun, Nolan Happel, Austin Brand, Levi Kammerer, Honesty Winrow, Chase Humble, Cayden Lea, Sophie Meyer, Cole Timm, Raive Ristaue, Lucas Volker, Drew Dvorak, Claire Halder, Sawyer Schwanke, Hudson Lee, Laana Amed, Violet Horton, Lilly Hanson, Aiden Woxland, Natalie Lindmeier, Maggie Young, Cooper Smith, Deliah Feine, Brooklyn Baker

Trojan Pride "Above & Beyond"- Lucas Volker, Claire Gordor, Amelia Oian, Paityn Rasmussen, Tahven Pepin, Ryker Dahl, Brooklyn Baker, Natalie Jacobson, Easton Tudahl, Clara Hoiland, Adalyn Colbenson, Brad Volker

End of Tri – Trojan Pride
Recognized Students who showed exceptional Trojan Pride
K- Drew Dvorak, Stella Bunke, Hudson Kahoun
1st – Eli Rislov, Ryder Allers
2nd – Kaelynn Evenson, Raive Ristau
3rd – Sultan Ibrahim, Hayden King
4th – Madilon Johnson, Archer Heiden, Abigail Magin
5th – Trygg Hegland, Holden Lee, Dakota Nichols

Fire Poster- Winners
"Not Every Hero Wears a Cape. Plan and Practice Your Escape."
1st Place – Destiny Corcoran, Emma Micheel, Brody Gellersen
2nd Place – Anthony Woxland, Tate Lind, Maycie Anderson
3rd Place – Claire Shepard, Wyatt Coyle, Sydney Rye

Elementary Classroom Updates- written by classroom teachers

Kindergarten - is getting busy practicing reading and printing c-v-c words. They have learned so much in the past few months. The classrooms are also creating art projects and making gifts for their families for Christmas.

1st grade students have been learning about empathy and feelings in our Second Step Curriculum. In math, we are learning about addition and subtraction relationships. In reading, we have been working on beginning and ending blends in our VoWac Curriculum. We have also really enjoyed reading our weekly stories to our 4th grade reading buddies each Friday! The first graders are very excited about the holidays and loved decorating our "Gingerbread House Door"!

2nd grade is an exciting place to be right now! We welcomed back our classmate, Ravyn, a couple weeks ago, and we're all busy helping her settle back in, and get caught up. We did a great job learning 2-digit addition with regrouping, so now it's on to learning regrouping in subtraction. We're also learning how to stay healthy, especially important now during cold and flu season, and in social studies we're studying geography. Of course, we're taking some time to complete several Christmas craft projects, and we are making a special gift for our parents as well.

3rd grade has been working on multiplication and have started to introduce division. We have also started to talk about different landforms and will be making our own volcano. Students have been enjoying our creative writing Fridays and we have seen improvement in their writing skills and confidence in their writing

4th graders have been working on multiplication and have started to introduce division. We have also started to talk about different landforms and will be making our own volcano. Students have been enjoying our creative writing Fridays and we have seen improvement in their writing skills and confidence in their writing.
Things are moving along in fourth grade!! We are diving into the wonderful world of figurative language in reading!! The kids are just eating it up!! In math, we are learning about missing variables, factors and writing math expressions! We've also been continuing our book buddies with the first grade and going to Good Shepard to see our adoptive grandparents!!

5th graders are transitioning into physical Science, and getting ready for our Battle of the Books competition in ELA class. Math is moving into fractions and decimals.

PE -Grades K-2 We are starting to work the Minnesota State Standards and benchmarks into our curriculum, should notice a change to my progress reports that get sent home. Grades K-2 have been having a blast with the scooters and parachute, learning about levels, pathways plus so much more. Third grade has been on target with the archery unit. This has been a great unit and the students are enjoying the challenge.

PE - 4th grade has been doing Archery and will be going onto basketball and cup stacking over the next couple of months. **5th grade** is currently on basketball and will be going onto Archery and cup stacking.

Title 1- Kindergarten Math-we are working on comparing. 1st Grade Math- we are working on adding and subtracting. 3rd Grade Math- we are working on the homework brought from the classroom, and then extra regrouping practice if time. 4th Grade Math- we are working on sheets from the classroom, and then extra regrouping practice if time. Kindergarten reading- we are working on letters/sounds, sight words, blending, fluency, and comprehension. 1st Grade Reading- we are working on letters/sounds, sight words, vocab words, blending, fluency, comprehension and spelling. 2nd Grade Reading- We are working on sight words, fluency, comprehension, and spelling. 3rd Grade Reading- We are working on sight words, vocab words, fluency, comprehension, and spelling. 4th Grade Reading- We are working on sight words, fluency, and comprehension.

EL students have been comparing and contrasting Christmas cultural traditions around the world. The EL teacher has also worked to train elementary teachers in a strategy called "Talk Read Talk Write" which builds more literacy in to any grade level content classes.

3,4,5 Invention- Annual parent meeting. It will be at 6 p.m. in the forum room on Dec. 12. The meeting gives an overview of the programs and ways parents can be involved. There is also a question/answer session.

SPED classrooms are working on skills and strategies to help students be successful in the general education classroom. These include reading, math, writing, and social skills.
Students have also been working collaboratively to plan a way to show appreciation for retiring paraprofessional, Jolene Rye.

2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:
It is advised that districts/charters enter something for every question or the form will not advance. You must advance to the end of the form to save your answers. Districts/charters may wish to enter short text as a place holder to advance in the form and return at a later time to answer the question.
When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2019.
Save your specific survey link for easy access to your district/charter's summary report.
Contact Jeanne Redfield at jeanne.redfield@state.mn.us if you need a copy of your specific survey link.
If you would like a Word copy of the summary report questions, you can access the document here.

Cover Page

District or Charter Name

Rushford-Peterson

Grades Served

Please check all that apply:

Prekindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

Angela O Shepard

WBWF Contact Title

Elementary Principal

WBWF Contact Phone Number

507-864-7785

WBWF Contact Email

angelashepard@r-pschools.com

Did you have an MDE approved Achievement and Integration plan

implemented in the 2018-19 school year?

Click here for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

Did you have an MDE approved Achievement and Integration plan during 2018-19 SY?

No

Did you have a Racially Identifiable School (RIS) in the 2018-19 SY?

A&I Contact Name

A&I Contact Title

A&I Contact Phone Number

A&I Contact Email

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the link to the district's WBWF annual report and A&I materials.

Provide the direct website hyperlink to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

https://www.r-pschools.com/page/3979

Provide the direct website hyperlink to the A&I materials.

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.

December 16, 2019

World's Best Workforce

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2018-19 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

	First and Last Name	Role in District	Also part of the A&I leadership team? (Mark X if Yes)
District Advisory Committee Member	Chuck Ehler	Superintendent	
District Advisory Committee Member	Jake Timm	6-12 Principal, Parent	
District Advisory Committee Member	Angela Shepard	EC-5 Principal, Parent	
District Advisory Committee Member	Lisa Boyum	6th Grade Teacher	
District Advisory Committee Member	Dale Evavold	Community Member	
District Advisory Committee Membe	Lisa Lawston	Community Ed. Director, Parent	
District Advisory Committee Member	Jenni Bunke	Parent	
District Advisory Committee Member	Chloe Bunke	RPHS Student	
District Advisory Committee Member	Jessica Burt	1st Grade Teacher	
District Advisory Committee Member	Joyce Iverson	School Board Member	
District Advisory Committee Member	Jenny Helgemoe	HS Guidance Counselor, Parent	
District Advisory Committee Member	Shannon Kopperud	Title 1 Teacher, Parent	
District Advisory Committee Member	Kaleah Davis	RPHS Student	
District Advisory Committee Member	Dr. Cones	Community Member	
District Advisory Committee Member			
District Advisory Committee Member			

Complete the list of your district advisory committee members for the 2018-19 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member

listed for question #7

District Advisory Committee Member

listed for question #7

Equitable Access to Effective and Diverse Teachers

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.

An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.

An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
Who was included in conversations to review equitable access data?
(200 word limit)

We use our MARSS report to identify that our minority count is 3.2% of our students. We have 695 students EC-Grade 12. On staff, we have an EL teacher to support our students in class as well as in a pull out setting. For meetings and conferences, we hire interpreters for our families. Google Translate is also a resource we use to ensure minority parents are getting all the information the rest of the parents are receiving. Our EL teacher provides learning opportunities for staff training to help support our classroom teachers. Providing these resources for all involved ensures our staff is more effective in working with our minority students.

What equitable access gaps has the district found?
What are the root causes contributing to your equitable access gaps?
(200 word limit)

Being we are a small school district our elementary class sizes only require 2-3 sections. Each year the teachers divide classes through a thoughtful process. This means that minority and low-income students are not singled out but rather part of the classes and not identified any other way. Our MS and HS students have the same teachers for all the subject areas. We find that being a small school has many benefits.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
(200 word limit)

Throughout the year Rushford-Peterson Schools have continual staff development training opportunities. This is provided by individual choice and also as an entire group at staff meetings or in-service days. We have weekly Learning Community meetings for our EC-12 staff. At these meetings, staff work on goals set by classroom teachers. TalentEd is our teacher evaluation format. Lead teachers and Principals evaluate the teachers to support and ensure that we have the best teachers in our district. Job openings are posted locally and on EdPost. We find when using both of these resources we are reaching out to all potential teachers in the State. This will help increase the chances that cultural diverse teachers might apply to our district. We will continue to use the above to ensure all students and potential staff are trained and welcomed in our district.

WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district.

Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?
How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

Example: 30% of our students are Hispanic. Twelve additional Hispanic teachers would increase our licensed teacher staff to 30% staff of color which would be reflective of our Hispanic student population.

(200 word limit)

The minority group in our school makes up 3.2% of our student population. This group includes 6 Asian, 19 Hispanic and 11 Black students. A total of 36 students out of 695. We would need to increase our non-minority teaching staff to 1 person.

What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?

(200 word limit)

We are a small rural community that does attract culturally diverse teachers to apply. We list our jobs statewide on EdPost and do our best to let anyone looking for a job to see this opening. We do have an EL teacher working with our students but she is not a person of color or an American Indian. We will continue posting our teacher positions statewide and will welcome all to apply at Rushford-Peterson.

What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

(200 word limit)

We will continue posting our job openings on EdPost. We believe this is the best way for anyone interested in Rushford-Peterson to learn about our job opportunities. As our minority population grows perhaps more people of color and American Indian teachers will apply at RP. We welcome this opportunity to interview and diversify our teaching staff.

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

Please check the boxes to confirm that your district publicly reported this data. Do not check any boxes if your district/charter school does not publicly report data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

80% of Rushford-Peterson Preschool students will be proficient on the Fastbridge Early Reading assessment, letter naming fluency by the end of the 2018-2019 school year.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

75% of Preschool students met the predetermined benchmarks.

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

We use the FastBridge early learning letter name fluency assessment.

Strategies used to support this goal area? Once a week every preschooler is tested on their skills in letter name fluency. It is a one-minute timed test. The teachers get an assessment sheet and can look at their progress. We can determine what letters each child needs to learn/review during large and small group activities.
How well are you implementing your strategies? We implement are strategies through large group instruction, such as our lakeshore learning DVD with letter identification, letter books, letter wall words, letter homework sheets, letter vests, letter posters, and ABC puppets. There are areas in the preschool rooms that allow students to write letters using different materials. We do a lot of small group activities that focus on letter identification as well through fun sensory items.
- FastBridge is a good monitoring system. It allows students to be familiar with identifying all letters of the alphabet in a timely manner and if needed move on to letter sounds.
-We see this is working because of our student growth in identifying letters prior to the start of Kindergarten.
-Parent involvement is also a key to student success.

Do you have another goal for All Students Ready for School?

No

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

85% of Rushford-Peterson Third Grade students will be proficient on the 2019 MCA Reading assessment or FastBridge assessment for the 2018-2019 School Year.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

83.6% of the third grade students were proficient on either the MCA Reading assessment or FastBridge assessment at the end of the 2018-2019 School Year.

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

• We use FastBridge reading assessment suite which includes early reading measures, early reading fluency, and assessments. We also use the MCA Reading Assessment results. How is this data disaggregated by student groups? The FastBridge is not. MCA data is disaggregated and allows us to evaluate how minority and other student groups perform on this assessment.
• What strategies are in place to support this goal area?
• research-based instructional strategies
• intervention support is provided to underperforming students through our Title 1 and ADSIS programs
• an extended day program is offered to provide additional skill-building and practice
• summer school program
• How well are you implementing your strategies? Our strategies are evaluated in a variety of ways including stakeholder surveys and staff committee meetings.
• How do you know whether it is or is not helping you make progress toward your goal? Since the goal was not met we are increasing the time spent evaluating our literacy needs by reevaluating our district literacy plan We have a community that includes teachers from all grade levels. This will allow us to make meaningful changes to programing which will impact student achievement.

Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

No

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2018-19 school year.

The Achievement Gap (as measured by Meets and Exceeds on MCA Reading) between All Students and our FRP sub-group will decrease from 16.1% to 12%.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

13.7% of our FRP decreased for the 2018-2019 school year.

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

To help support our students we have the following programs-
- High School - Intervention Study Hall
-School within a School program
-Middle School – ADSIS, Grades 6-8 – Intervention Reading and Math
-Before School Study Hall
- Monthly Incentive Days- Teacher recommendations, homework completion
-Elementary School – ADSIS, Grades K-5 – Intervention Reading and Math
- Title 1, Grades K-4 – Reading and Math
After school programs are also available for our elementary students.
The programs listed above are in place to help all of our K-12 students. The staff works throughout the year to identify the Middle School and Elementary School students for the ADSIS and Title programs by completing FastBridge assessments and having data review meetings to identify and support the students in need. The Middle School and High School study hall programs are in place to give students time and support with staff available to help as needed. These programs provide extra support to all students who are in need of extra support.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2018-19 school year.

65% of 11th Grade students at Rushford-Peterson will score a composite score of 21 or above on the ACT during the 2018-2019 school year.

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

54% of 11th Grade students at Rushford-Peterson scored a 21 or above on the ACT Test.

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit)

All Students Career and College Ready by Graduation:
- The data used to identify needs for this goal is the ACT test taken by our juniors. In addition, we identify juniors that do not take the ACT test and individually meet with them (as well as all our juniors) to identify post-secondary schooling/career goals. If a student is a four-year college student, we utilize the ACT data to help identify readiness. If a student is not, we utilize job-shadows and technical college visits to identify strengths and weaknesses and help prepare them for post-high school. We have all our seniors take a course called senior seminar that helps the students confirm their post-high school plans and gives them a step-step map through their senior year. In addition, we have a Google Doc shared among the HS principal, guidance counselor and Senior Seminar teacher that has notes and information from student conversations identifying post-secondary plans. We finally give our students a survey the last week of school to confirm their final plans and then compare data

Do you have another goal for All Students Career- and College-Ready by Graduation?

No

All Students Graduate

Does your district/charter enroll students in grade 12?

Yes

Goal

Provide the established SMART goal for the 2018-19 school year.

98% of Rushford-Peterson students will graduate with a 4-year cohort

Result

Provide the result for the 2018-19 school year that directly ties back to the established goal.

93% of Rushford-Peterson Students graduated with their 4- year cohort.

Goal Status

Check one of the following:

Goal Not Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?
What strategies are in place to support this goal area?
How well are you implementing your strategies?
How do you know whether it is or is not helping you make progress toward your goal?
(Narrative is required. 200 word limit)

All Students Graduate:
Utilize MDE graduation data. As a district, we implement the following to help students graduate:
- Weekly F list sent from Principal to HS staff (gives staff an opportunity to have conversations with students)
- Monthly LC meeting of entire staff dedicated to student concerns (identify academic and social concern)
- Monthly small group Problem-Solving Team meeting (take recommendations of staff and identify next steps)
- Identify 20 lowest non-special education students and enroll in intervention study hall (fluid and can change per trimester based on recommendations)
- Identify 10 lowest non-special education students (academically and socially), enroll in School within a School (elective class) for one period a day to help teach skills to pass other classes.
- Offer extended day and summer school for failing students.
- Give student connections survey to students and allow them to identify if they have what they need to be successful, if not, what do they need, and if they have a staff member they can confide in (utilize this when students struggle and have our connected staff reach out).
- Our staff is implementing graduation data as well as our weekly and F lists as data points

Do you have another goal for **All Students Graduate?**

No

Achievement & Integration

This section is only required for districts with an approved Achievement and Integration plan during the 2018-19 school year.

If your district does not have an MDE approved Achievement and Integration plan, click on the Next button at the bottom to submit your progress report.

Thank You!

Thank you for completing the 2018-19 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2019.

http://www.surveygizmo.com/s3/5297022/2018-19-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report/?snc=1573046595_5dc2c943981380.20132495&sg_navigate=start

Middle/High School Board Report
December 16, 2019
Mr. Timm
Respect – Integrity - Excellence

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

Middle School Honor Roll Information (Trimester 1):

	A Honor Roll	B Honor Roll	Total
6th Grade	29	32	61/69 (88.4%)
7th Grade	28	24	52/59 (88.1%)
8th Grade	21	15	36/56 (64.3%)
Total	78	71	149/174 (85.6%)

High School Honor Roll Information (Trimester 1):

	A Honor Roll	B Honor Roll	Total
9th Grade	10	20	30/55 (54.5%)
10th Grade	20	13	33/50 (66%)
11th Grade	13	20	33/50 (66%)
12th Grade	11	22	33/43 (76.7%)
Total	54	75	129/198 (65.2%)

In November, we had 24 sophomores take the PreACT test. This test gives students an indication on where they are academically in preparation for the ACT test as well as being "on-track" to be college ready when the graduate. Below are the results:

Rushford-Peterson High School PreACT Results						
	Composite	Math	Science	STEM	English	Reading
R-P Average	20.5	21.6	19.5	20.8	17.5	22.6
National Average	17.9	18.1	18.2	18.4	16.0	18.9

GOAL 2: Develop well-rounded students in the areas of character, community & academics.

Community Service Students along with Mr. Hinke collected blood for the American Red Cross on Friday, November 8th. Many students and staff took the opportunity to help save lives and give back.

Congratulations to Tim Highum and Avalon Jacobson on being selected as the Rushford-Peterson Triple A recipients. Both students will now be advanced to the section competition with a chance to be a State Triple A recipient. We will recognize Tim and Avalon at a sporting event this winter.

Congratulations to our Middle and High School Bands on their wonderful performance they put on last week. We had a packed house! A big thank you to Mr. George and Mr. Olson for putting on such a wonderful concert for our community.

	Good Luck to our Middle and High School Choir who will be putting on their performance on December 16th (this evening). I am expecting another great performance by our students, and encourage you to attend following the school board meeting!
GOAL 4: Promote and provide positive school and community culture that engages all stakeholders.	On Wednesday, December 4th we had four individuals from MN Adult and Teen Challenge, a drug and alcohol rehabilitation center, come in and speak with our Middle and High School students. They told their individual stories as well as shared the dangers of drugs and alcohol with our students. Our students were very respectful during the presentation and during the Q and A portion at the end, asked very good questions.
Miscellaneous	December 16 – MS/HS Choir Concert January 30 – Parent-Teacher Conferences February 12 – Neil Denison – Victim Services Presentations March 5 – End of 2nd Trimester March 6 – R-P Fine Arts Night March 9 – Large Group Music Contest at Fillmore Central March 10 – Senior Day at MN State-SE

Community Education Board Report
December 2019 Report
Lisa Lawston

Youth Enrichment:

- Youth Dance fall session will conclude December 12. We held an observation class on December 10 and December 12. We will be holding one recital in the spring.
- Holiday Gift Making Class: 10 (still taking registrations)

We will be partnering with the Fillmore County 4-H Extension office to provide a few upcoming classes. With partnering with them, our students that participate will automatically be able to participate in all the local 4-H programs. This is a new program with 4-H partnering with schools. There is no fee for our families to belong to 4-H. This is very exciting and we will be implementing more fun programs this summer in our Kids' Club program with the potential to show a project at the county fair.

- Exploring STEM with 4-H: 1st Tuesday of the month January-May, grades 3-6th
- Babysitting Clinic: January 30, grades 5-7th

Youth Recreation:

- Youth non-traveling basketball began on Monday, November 25th. 64 youth participating ages Prek-2nd grade boys and PreK-3rd grade girls.
- Youth Mat Club Wrestling sign up was on Monday, November 25th. There are 54 participating in youth wrestling.
- Sunday open gym will begin in January pending the sign up with our volunteers.

Adult Enrichment and Recreation:

- Adult open gym: started December 4
- Hall walking: ongoing
- Permit to Carry Classes: ongoing
- Peak Fitness Class: 22 participants
- Zumba: Finished up December 5 with 6 participants
- Adult Badminton Class: begins in January
- 55+ Driving 4 hour class: February 17th from 12:30-4:30 pm; 8 hour class: February 17 & 18 from 5:30-9:30 pm

Kids' Club Highlights:

- Average morning numbers for November: 15 before school and 32 after school.
- December is always a fun month for our Kids' Club program with all the fun holiday crafts and summer staff that come back! We have many that want to pick up a shift just to see the kids! Both the staff and kids are very excited and have such a great time together.
- We are excited to have Jack Kopperud join our KC staff as a supervisor pending board approval.

Community Education Board Report
December 2019 Report
Lisa Lawston

Lille By Preschool:

- Preschool continues to be going very well in all 5 sections.
- Preschool Christmas Programs will be on Wednesday, December 18th at 6:30 pm. We will be having cookies and milk after. It is always a very cute and festive program!

ECFE:

- The second session of ECFE will conclude December 13th. The third session will begin in January.
- The ECFE program will be partnering with the City of Peterson's annual Christmas in Peterson with hosting the Little Elves' Workshop on Saturday, December 14. A special thank you to Heather Grigg, ECFE Coordinator and Hannah Linder for coordinating and assisting in the event!

John Loney
RP Activities Director

December Board Report

Girls Basketball- 25 total players (7-12) out for girls basketball. 14-(Varsity/JV/9th), 9-(8th Grade,12-(7th grade). The girls are 0-4, with losses to LA, Fillmore, LaCrescent, and Houston.
Upcoming Games:12/13 vs. Cotter, 12/14 vs. Pine Island @ HVL/TRC Shootout @ Rochester, 12/17 @ Caledonia, 12/20 vs. PEM, and 12/21 vs. Decorah @ Luther College.

Dance- 24 total dancers (7-12). They have had 2 competitions thus far. They have competed and danced their best.
Upcoming Competitions: 12/14 @ Lake City and 12/27 @ PEM.

Wrestling- 26 total wrestlers 7-12 out for wrestling 15-LA and 11-RP.
On 11/30/19 the LA/RP traveled to Faribault, they finished 7th out of 10 teams, which all teams were much bigger than us (Stillwater, Owatonna, Eastridge).
12/3 @ Triton: Lost 42-33 to Triton and beat Goodhue 42-33
12/7 @ Winona Meet: Finished 2nd out of 11 teams.
Upcoming Meets: 12/14 @ Fillmore Central, 12/19 @ St. Charles Tri, and 12/27 @ Lacrosse (42 team meet).

Boys Basketball- 35 total players 7-12 out for boys basketball. 15-(Varsity/JV/9th), 10-(8th grade, and 10-(7th grade). The varsity is 1-1 with a win over GET and a loss vs. La Crescent.
Upcoming games: 12/13 @ Cotter, 12/14 vs. Hope Academy @ Heritage Collegiate, 12/17 vs. Caledonia, 12/20 @ PEM, 12/21 vs. Forrest City @ Luther College

BBB RP INVITE
12/27- 5pm Spring Grove vs. DE and 7pm Nevis vs. RP
12/28- 1pm Nevis vs. Spring Grove and 3pm DE vs. RP

Thank-You to the following:
-Laura Hahn for supervising our RP Dance Competition on 11/30/19 as well as all the volunteers and workers.
-basketball parents, basketball players, and community members that helped out at the Letter Winner's Basketball Tourney on 12/7/19.

Just a reminder of the RP Twitter Account: @RPTrojansJLoney if you want to keep track of RP activities for the upcoming Winter season.
GO TROJANS!

Sincerely,

John Loney, RP Activities Director

Rushford-Peterson Schools

2019 Payable 2020

Truth In Taxation Public Meeting

6:15 PM

December 16, 2019

at the

Rushford-Peterson School District – Forum Room

1000 Pine Meadows Lane

Rushford, MN 55971

Truth in Taxation Law

Minnesota’s Truth in Taxation Law requires that cities, counties and school districts follow certain steps before adopting a tax levy for the following year. One important part of that law requires a mailed notice to each property owner in the county, which describes the tax levies proposed by the city, county and school district and what percent increase such a levy would mean in dollars.

Rushford-Peterson Schools

Truth in Taxation Public Meeting

A second part of the law pertains to a "Truth in Taxation" public meeting for each taxing jurisdiction.

You are here tonight as part of the school district's public meeting process.

Rushford-Peterson Schools

Requirements of the Truth in Taxation Public Meeting

1. Discuss proposed property tax levy for taxes payable 2020
2. Provide and discuss information on the current budget (2019-2020).
3. Public must be given a reasonable amount of time to comment on the proposed property tax levy and budget and to ask questions.

- Minnesota Statute 275.065

Rushford-Peterson Schools

Points to Remember:

1. Revenue formulas are set by the State Legislature except for voter approved referendums.
2. Local Levy and State Aid mix are set by the State Legislature.
3. An increase in local taxes does not necessarily mean an increase in revenues for the school district.

Rushford-Peterson Schools

School District Budget

Current School Year

2019-2020

Fund Accounting Overview
2019-2020

GENERAL FUND (Fund 01)

- Revenue is based on student enrollment
- The local referendum levy is part of the General Fund
- Provides for classroom instruction, instructional supplies and equipment, and other educational activities
- Special Education, and State / Federal Mandated Programs
- Extra-curricular Activities
- Pupil Transportation
- Facilities Operation and Maintenance
- Capital Expenditures and Improvements
- Health and Safety Code Compliance

FOOD SERVICE (Fund 02)

- School Breakfast and Lunch Program

Fund Accounting Overview *(cont.)* 2019-2020

<u>COMMUNITY SERVICE (Fund 04)</u>

- Levy is based on adult population in the District
- Early childhood levy is based on the number of children under 5
- School Age Care Levy
- Provides for enrichment programs for any age level that are not part of the K-12 education program
- Early Childhood Family Education
- School Readiness
- Adult Basic Education

<u>DEBT SERVICE (Fund 07)</u>

- Based on annual debt retirement schedules for the district's outstanding bonded indebtedness. Annual levy is for the payment of principal and interest on bonds as due. The principal balance on the District's bonds is $31,865,000.

Rushford-Peterson Schools

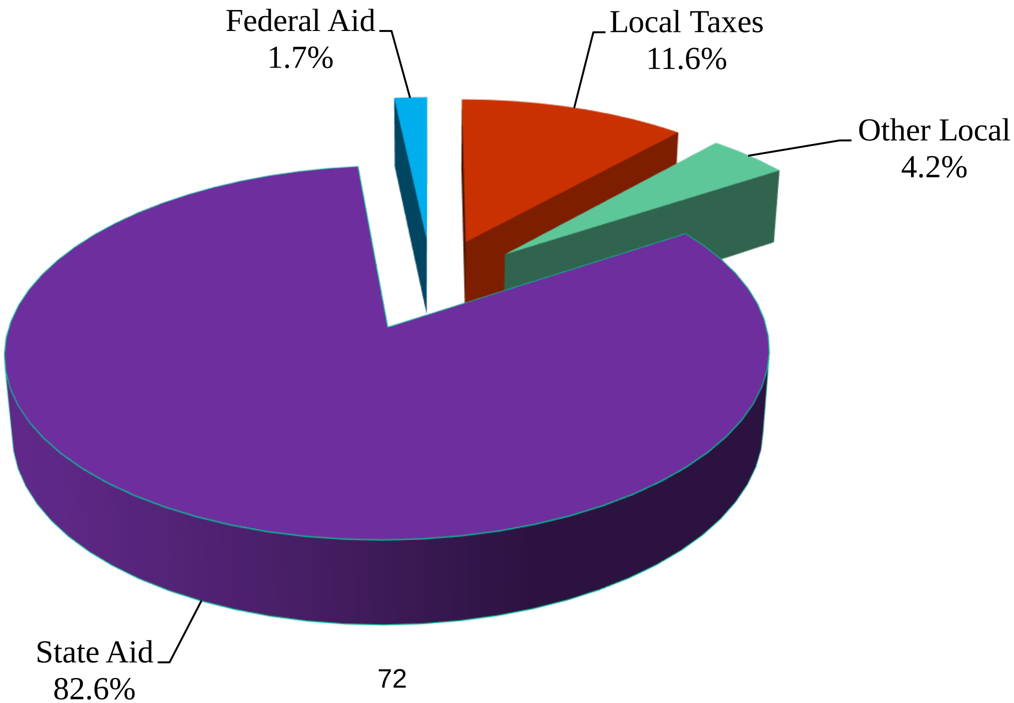
2018-2019 BUDGET OVERVIEW
REVENUES

	18-19 Actual	19-20 Budget	Percent Change
General Fund	8,087,727	8,098,066	0.13%
Food Service	349,772	346,800	-0.85%
Community Service	364,648	333,275	-8.60%
Debt Service	2,733,496	2,600,511	-4.87%
Totals	$ 11,535,643	$ 11,378,652	-1.36%

Rushford-Peterson Schools

General Fund Revenue Budget

Where Do Our School Revenues Come From?



Rushford-Peterson Schools

2019-2020 BUDGET OVERVIEW
EXPENDITURES

	18-19 Actual	19-20 Budget	Percent Change
General Fund	8,352,761	8,119,913	-2.79%
Food Service	335,669	353,297	5.25%
Community Service	458,770	402,960	-12.17%
Debt Service	2,601,925	2,602,650	0.03%
Totals	$ 11,749,125	$ 11,478,820	-2.30%

Rushford-Peterson Schools

HOW ARE GENERAL FUND DOLLARS SPENT?

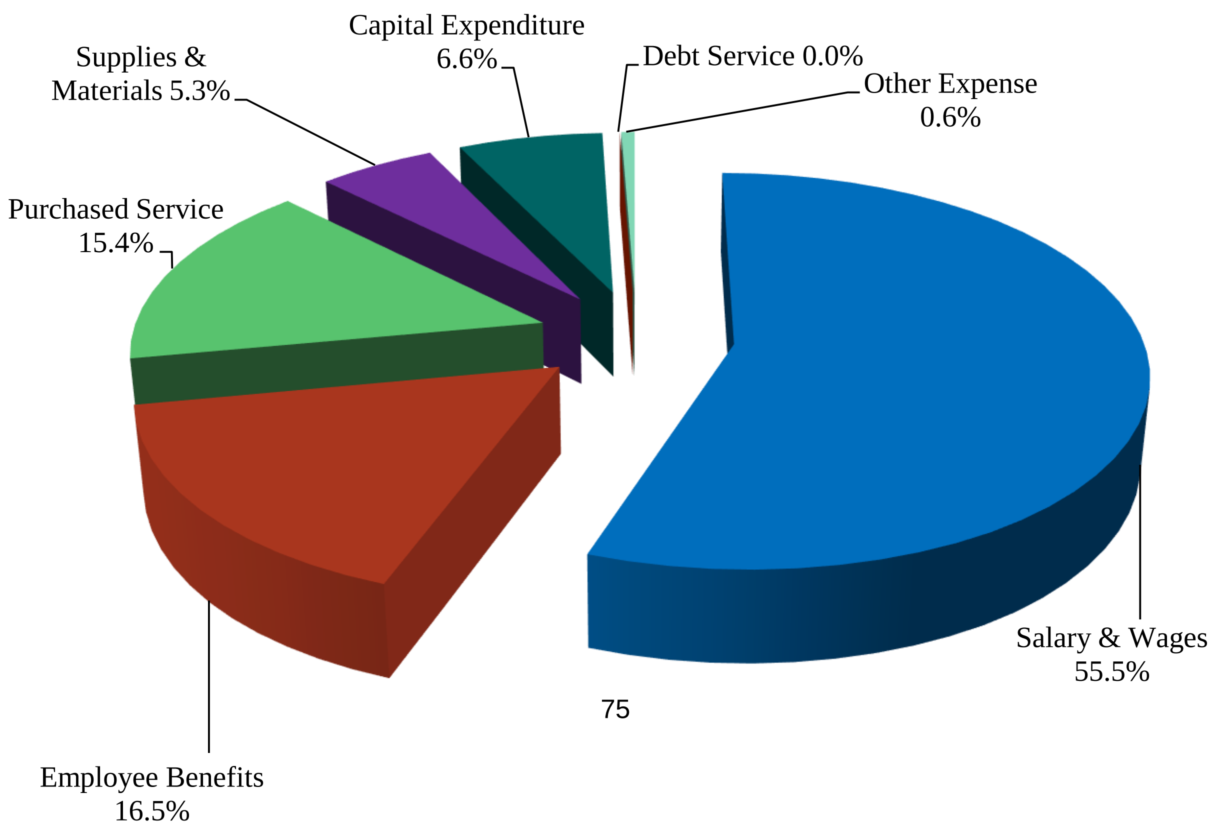
Expenses incurred in the operation of the district are paid from the General Fund. The following schedule relates how the 2018-19 dollars allocated to the General Fund are spent:

District & School Administration	6.9%	578,814.00
District Support Services	3.4%	287,403.00
Regular Instruction	46.6%	3,891,660.00
Vocational Instruction	2.7%	224,419.00
Special Education Instruction	14.3%	1,197,752.00
Instructional Support Services	3.4%	285,275.00
Pupil Support Services	9.4%	788,325.00
Sites-Buildings, Equipment	12.6%	1,052,295.00
Fiscal and Other	0.6%	46,818.00
	100.0%	8,352,761.00

Rushford-Peterson Schools

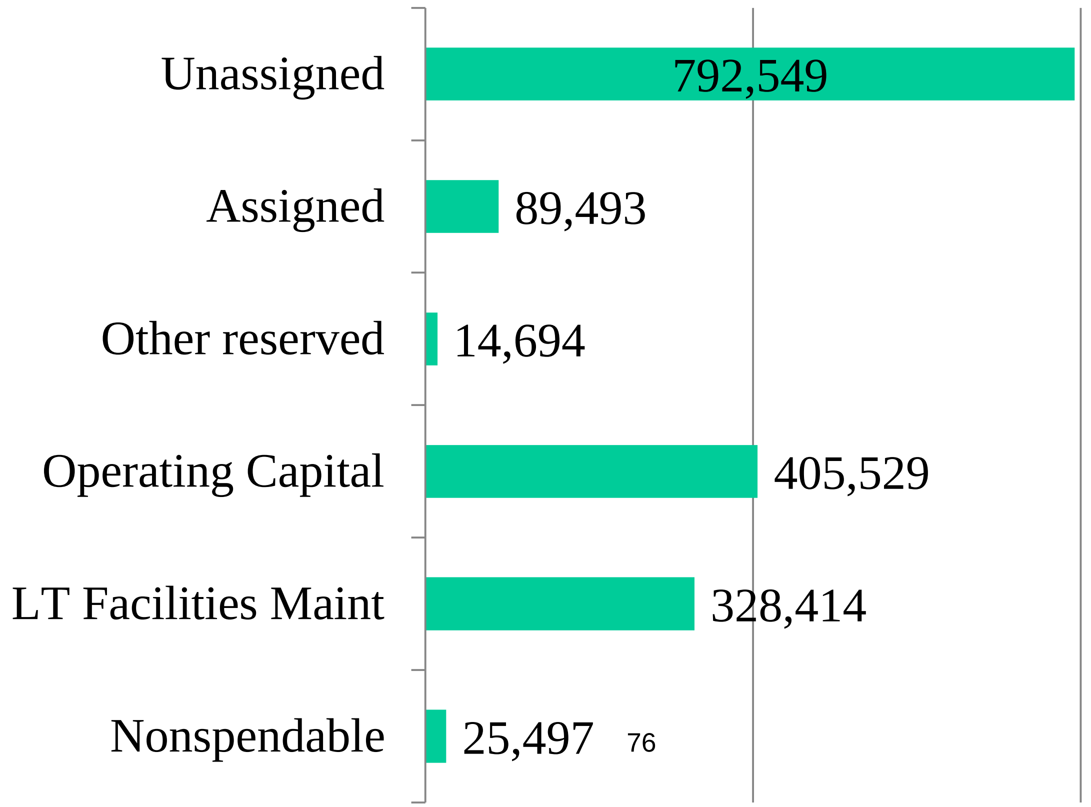
General Fund Expenditure Budget

What Do Our Expenditures Pay For?



Rushford-Peterson Schools

Components of the General Fund Balance at June 30, 2019



Rushford-Peterson Schools

School District Levy

- 2019 Payable 2020
- 2020-2021 School Year
- Fiscal Year 2021

Rushford-Peterson Schools

Authority for School Levies

A School District Tax Levy must be either:

- Set by State Formula

  -or-

- Voter Approved

Rushford-Peterson Schools

Factors Impacting Tax Change

Issues Driven by Legislative Decisions:

- Change in sales ratio (impacting ANTC)
- Change in tax capacity rate structure
- Laws mandating code compliance (Health & Safety and Buildings)

Issues Determined by District Voters:

- Voter approved building bond issue
- Voter approved excess levy referendum

Rushford-Peterson Schools

Factors Impacting Tax Change *(cont.)*

Local Factors:

- Inflationary pressure on real estate market
- Abatements
- Property improvements not previously taxed
- Change in individual assessed market value
- Possible change in property classification *(e.g. homestead to rental)*

Rushford-Peterson Schools

How will your 2020 school taxes be spent?

	Percent
General Fund Provides additional funding for district instructional programs by means of the approved excess referendum. Provides funds for operating capital expenses, building/land lease, and Health & Safety costs:	**36.04%**
Community Education Fund Levy for Community Education Programs:	**4.46%**
Debt Service Levy for repayment of principal and interest on district debt:	**59.50%**
Total Levy Before Credits:	**100.0%**

Rushford-Peterson Schools

Comparison of Certified Payable 2019 Levy with Proposed Payable 2020 Levy

GROSS LEVIES BY FUND	ACTUAL 18 PAY 19	PROPOSED 19 PAY 20	DOLLAR DIFFERENCE	PERCENT DIFFERENCE
General Fund	**1,024,633.47**	**669,109.86**	**(355,523.61)**	**-34.70%**
Community Services	67,048.17	82,778.32	15,730.15	23.46%
Debt Redemption	1,071,710.98	1,104,448.69	32,737.71	3.05%
Total	**2,163,392.62**	**1,856,336.87**	**(307,055.75)**	**-14.19%**

Rushford-Peterson Schools

General Fund			
Operating Capital	52,376.93	24,709.08	(27,667.85)
Long-Term Facilities	235,925.51	(64,474.43)	(300,399.94)
Alt Teacher Comp	66,144.22	67,692.80	1,548.58
Career & Tech	47,079.96	53,174.13	6,094.17
Local Optional	209,175.00	307,752.44	98,577.44
Operat. Referendum	305,538.00	184,272.05	(121,265.95)
Other General Fund	108,393.85	95,983.79	(12,410.06)
Sub-Total	1,024,633.47	669,109.86	(355,523.61)
Community Service	67,048.17	82,778.32	15,730.15
Debt Service	1,071,710.98	1,104,448.69	32,737.71
Total Change			(307,055.75)

Rushford-Peterson Schools

What are the main variables that cause property tax increases and decreases?

- Changes in market values, classification or class rates
- Change in property tax credits *(e.g. new agriculture credit)*
- Voter approved referendums
- Increases or decreases in levy amounts caused by changes in state funding formulas

What are the main variables that cause property tax increases and decreases? *(cont.)*

- The value of your property may increase or decrease
- The value of other properties may increase or decrease and change the share that your property is of the total tax base, whether your property's value changed or not.

Rushford-Peterson Schools

Whereas, Pursuant to Minnesota Statutes the School Board of Rushford-Peterson School District, Rushford, Minnesota, is authorized to make the following proposed tax levies for general purposes:

Maintenance (General Fund)	$ 669,109.86
• Includes Referendum	
Community Service	82,778.32
Debt Service	1,104,448.69
Total Proposed School Tax Levy	**$1,856,336.87**

Now Therefore, Be it resolved by the School Board of Rushford-Peterson School District, Rushford, Minnesota, that the levy to be levied in 2019 to be collected in 2020 is set at $1,856,336.87. The clerk of the Rushford-Peterson School Board is authorized to certify the proposed levy to the County Auditor of Fillmore County, Minnesota.

Key Indicators

UNRESTRICTED FUND BALANCE AS A % OF TOTAL EXPENDITURES	2013	2014	2015	2016	2017	2018	2019	*2020 Projected*
Unrestricted	663,304	524,039	682,905	877,919	1,013,089	988,492	792,549	752,442
Revenue	6,806,695	6,978,795	7,473,350	7,303,136	7,410,069	7,522,652	8,077,952	
Expenditures	6,887,868	7,262,062	7,582,756	7,078,006	7,259,809	7,892,848	8,342,986	8,056,013
Net Revenues over (under) Exp	-81,173	-283,267	-109,406	225,130	150,260	-370,196	-265,034	
% Of Total Expenditures	9.63%	7.22%	9.01%	12.40%	13.95%	12.52%	9.50%	*9.34%*

COMMUNITY SERVICE FUND	2013	2014	2015	2016	2017	2018	2019	*2020 Projected*
Ending Fund Balance	-18,283	-446	-13,963	-16,297	-17,768	-47,985	-84,607	-154,292
Operating Capital	802,057	606,282	637,073	646,983	645,999	505,643	405,529	340,524
LTFM	-	-	-	-	108,536	101,977	328,414	425,074

Enrollment Trend

2009	632.78
2010	639.36
2011	618.13
2012	651.77
2013	661.32
2014	655.99
2015	669.58
2016	668.89
2017	662.53
2018	662.31
2019	691.95

Average daily Membership as of 12/6/2019 was 688.73

QUESTIONS -
Do we know if the school portion of our tax rate went up or down and why?
How are we trending? Do we know why this trend is happening?
What staffing needs do we anticipate?
Are adjustments in spending needed?

To answer these questions we need to understand our “Key Indicator” trends. We also need to know what our year end projections are for each “Key Indicator” and we need our administration to have an idea on staffing needs for next school year.

5) Maintain efficient and effective operations.

Measure		Level 1 Beginning and/or Reviewing	Level 2 Developing	Level 3 Progressing	Level 4 Vision
RESOURCE MANAGEMENT	score				
		One-year Capital Projects Plan in Place	Two-year Capital Projects Plan in Place	Three-year Capital Projects Plan in place.	Four-year Capital Projects Plan in place.
	score				
		Less than 9% Unassigned Fund Balance is in place	9-9.9% Unassigned Fund Balance is in place	10-10.9% Unassigned Fund Balance is in place	11-12% Unassigned Fund Balance is in place.
	score				
		Less than 70% retention of contracted staff for one year period	70-80% retention of contracted staff for one year period	80-90 % retention of contracted staff for one year period	90 - 100 % retention of contracted staff for one year period
	score				
		Repurpose and Reuse plans for the former Rushford and Peterson buildings will be in planning phase	Repurpose and Reuse plans for the former Rushford and Peterson buildings are completed but not implemented	Repurpose and Reuse plans will be implemented for one of the former Rushford and Peterson buildings	Repurpose and Reuse plans will be implemented for both the former Rushford and Peterson buildings

FINANCIAL ANALYTICS - RUSHFORD-PETERSON SCHOOLS

Simplifying the Numbers….

So many labels, numbers, and balances on a financial statement.

What numbers should we focus on? (Link)

Key Indicators - (Link)

#1 - Unrestricted Trend - (Unassigned)
#2 - ADM - Average Daily Attendance
#3 - Operating Capital
#4 - LTFM
$5 - Community Ed Impact