

# Yellow Medicine East ISD 2190 School Board Meeting Agenda



Monday, March 16, 2015 at 6:00 PM  
Regular Meeting  
YME Board Room - # 113

Our Mission Is: To create lifelong learning opportunities in a positive, inclusive environment where all individuals experience success as respectful, responsible, and productive citizens of a global community.

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1. Call the Meeting to Order 4
2. Approval of Agenda
3. Reading of the YME Mission Statement
4. Public Address to the Board of Education
5. Consent Agenda
  1. Regular Business
    1. Approval of Regular Meeting Minutes - February 9, 2015 7
    2. Approval of Payment for Claims 9
    3. Approval of Finance Report 18
    4. Approval of Enrollment Report 19
    5. Approval of Interagency Local Education Agency Agreement - Tri-Valley Opportunity Council - Head Start 20
    6. Approval of SW/WC Service Cooperative Contract 2015-2016 25
    7. Amended YME 2014-2015 Seniority List 27
  2. Personnel Items
    1. Acceptance of Letter of Intent to Retire - Linda Richter 28
    2. Approval of Employment - Custodian - Dennis Dandurand
    3. Approval of Employment - Kitchen Assistant - Rachel Steenerson
    4. Approval of Change in Employment Assignment - Half-Time Kitchen Assistant & Half-Time Cooks Helper - Jenna Luepke & Dawn Rupp
    5. Recognition of Volunteer Coaching Staff - Becky Schmitz, Softball; Dani Roden, Softball; Brett Sletten, Golf
6. Reports
  1. District - Dr. Rick Clark, Superintendent

1. Report on Status of 2015-2016 Calendar Construction	29
2. Report on MRVED Superintendent Advisory Meeting - 2/25/2015	
3. Report on Transportation Issues Associated with Conversion Van and Fusion	
2. YME Middle/High School - Ryan Luft, Principal	30
3. Bert Raney Elementary - Lisa Hansen, Principal	43
4. Report on Integration Program - Robin Henderson	70
7. Old Business	
1. Finance Committee Recommendation for Reduction in Programs and Personnel	97
1. Elimination of the Reading Recovery Program (Elementary) Due to the Financial Constraints of the District	
2. Elimination of the Data Coaching Position (Elementary) Due to the Financial Constraints of the District	
3. Elimination of the Media Supervisor Position (MS/HS) Due to the Financial Constraints of the District	
4. Elimination of the Equipment Manager Position (MS/HS) Due to the Financial Constraints of the District	
5. Elimination of the 504 Academic Liaison Position (MS/HS) Due to the Financial Constraints of the District	
6. Elimination of 2 Paraprofessional Positions Due to the Financial Constraints of the District	
7. Elimination of One-Act Play due to the Financial Constraints of the District and Lack of Participation	
8. Non Renewal of Probationary Teaching Contract Due to the Financial Constraints of the District - Theresa Lightfoot	101
9. Non Renewal of the Probationary Teaching Contract Due to the Financial Constraints of the District - Katie Jenson	
10. Non Renewal of the Probationary Teaching Contract Due to the Financial Constraints of the District - Roxie Tanner	
2. Authorization of an Operation Levy Referendum	103
3. Discussion/Direct the Administration to Finalize an Overnight Policy for Adoption Prior to the Start of the 2015-2016 School Year	104
4. Report on Current Status of Superintendent Search	105
8. New Business	
1. Discussion - Incentive Offering(s) for Senior Staff to Consider Early Retirement	106
2. Discussion - Resolution to Establish Minimum Unreserved/Undesignated Fund Balance	111

3. Discussion - May 29 Makeup Day (for March 3) - Early Dismissal Due to Commencement Exercises that Evening	
4. Discussion - Consideration of Teacher Retirement with Agreement for Rehire at a Lesser Step on the Salary Schedule.	
9. Correspondence	
1. 21st Century Community Learning Center Meeting Minutes	112
2. School Calendar - Makeup Days	116
3. MSBA Capitol Connections	117
4. Memo from Prairie Five Head Start	120
5. Email from MDE Commissioner Cassellius - Graduation Rates	121
6. Memo from Dr. Clark - Grievance Hearing - 3/16/2015	123
10. Adjourn the Meeting	

# YELLOW MEDICINE EAST – ISD 2190

*Serving the communities of Clarkfield, Echo, Granite Falls, Hanley Falls, Hazel Run & Upper Sioux*

Rick Clark, Ed.D., Interim Superintendent

450 9<sup>th</sup> Avenue - Granite Falls, MN 56241

Phone: 320-564-4081 - Fax: 320-564-4781



## REMINDER

To address the issue of Consent Agenda:

A motion is made for items five (5) Consent Agenda and seven point one (7.1) Consent Agenda – Recommendation for Reduction in Programs and Personnel followed by a second, which places the action item on the table for discussion.

Any member may discuss any one or more of the individual items at any time before the vote is taken. The members should discuss any items of 7.1 to answer questions that might be posed.

Any member may make a motion, no second required, to move an item (or items) to a separate vote. In the event a motion is made to move from Consent Agenda to individual action, the process of motion, second, discussion, and vote is required for each item moved from the Consent Agenda.

My only concern is the definition of CONTROVERSIAL. It is fact that the district requires an expenditure reduction of approximately \$527,000 for a zero budget start. The individual facets of the recommendation in 7.1 may be construed as controversial. The fact that cuts are required is not controversial.

A copy of the Consent Agenda Policy is enclosed for your review. If the members are not comfortable with the construction of a Consent Agenda is 7.1 a motion and second to break each item into individual vote should be voted upon.

All items on the Consent Agenda will be acted upon by roll call vote. Items removed from the Consent Agenda will be acted on individually, also by roll call vote.

YME MIDDLE/HIGH SCHOOL  
Ryan Luft, Principal  
450 9<sup>th</sup> Avenue  
Granite Falls, MN 56241  
Phone: 320-564-4083  
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BERT RANEY ELEMENTARY  
Lisa Hansen, Principal  
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ACTIVITIES & COMMUNITY EDUCATION  
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*MSBA/MASA Reviewed: 1999*

*Previous Adoption: April 13, 2009  
Reviewed by Policy Committee: March 8, 2012  
First Reading: April 9, 2012  
Second Reading: May 14, 2012  
Adopted: May 14, 2012*

## **203.6 CONSENT AGENDAS**

### **I. PURPOSE**

The purpose of this policy is to allow the use of a consent agenda.

### **II. GENERAL STATEMENT OF POLICY**

In order for a more efficient administration of school board meetings, the school board may elect to use a consent agenda for the passage of noncontroversial items or items of a similar nature.

### **III. CONSENT AGENDAS**

- A. The superintendent, in consultation with the school board chair, may place items on the consent agenda. By using a consent agenda, the school board has consented to the consideration of certain items as a group under one motion. Should a consent agenda be used, an appropriate amount of discussion time will be allowed to review any item upon request.
- B. Consent items are those which usually do not require discussion or explanation prior to school board action, are noncontroversial and/or similar in content, or are those items which have already been discussed and/or explained and do not require further discussion or explanation. Such agenda items might include ministerial tasks such as, but not limited to, the approval of the agenda, approval of previous minutes, approval of bills, approval of reports, etc. These items might also include similar groups of decisions such as, but not limited to, approval of staff contracts, approval of maintenance details for the school district buildings and grounds or approval of various schedules.
- C. Items shall be removed from the consent agenda by a timely request by an individual school board member for independent consideration. A request is timely if made prior to the vote on the consent agenda. The request does not require a second or a vote by the school board. An item removed from the consent agenda will then be discussed and acted on separately immediately following the consideration of the consent agenda.
- D. Consent agenda items are approved en masse by one vote of the school board. The consent agenda items shall be separately recorded in the minutes.

***Legal References:*** Minn. Stat. § 123B.09, Subd. 7 (School Board Powers)

***Cross References:*** MSBA/MASA Model Policy 203.2 (Order of the Regular School Board Meeting)  
MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)  
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)

**YELLOW MEDICINE EAST ISD #2190  
SCHOOL BOARD MEETING MINUTES  
MONDAY, FEBRUARY 9, 2015 – 6:00 PM  
YME BOARD ROOM**

Call to Order: Vice-Chair Dawn Odegard called the meeting to order.

Board members present: Dr. Rick Clark, Dawn Odegard, Tim Opdahl, Sharon Rupp, Steve Rupp, Steve Zumhofe

Board members excused: Jane Hagert, Grant Velde

Community / Staff Members Present: Kathy Anderson, Deb Beckler, Roberta Bjerkeset, LeeAnn Boushek, Leanne Carmany, Liz DeBlieck, Lisa Hansen, Tim Knapper, Sarah LeBlanc, Ryan Luft, Darrel Refsland, Denise Streich, Nicole Zempel

Board Member Steve Zumhofe read the YME Mission Statement.

Motion by Tim Opdahl, second by Steve Rupp and carried to approve the agenda for the meeting.

Public Address to the Board of Education: Leanne Carmany asked if the Board would consider recording and broadcasting the Board meetings. She also asked about replacing the large van for small group travel.

Motion by Steve Rupp, second by Steve Zumhofe and carried to approve the consent agenda items as follows:

- approval of the minutes from the January 12, 2015 regular meeting after a correction has been made.
- approval of the notes from the January 26, 2015 board work session.
- approval of bills for payment in the amount of \$432,202.97 with checks numbered 18588 – 18725; and wire transfers in the amount of \$170,503.05 numbered 201400094 – 201400099.
- approval of the finance report, as submitted by LeeAnn Boushek, Finance Officer.
- approval of the enrollment report, as follows:

<b>February 2015</b>	<b>Enrollment</b>
Bert Raney Elementary	363
YME Middle/High School	422
<b>TOTAL:</b>	<b>785</b>

- approval of the Prairie 5 Head Start agreement for the in-kind donation of services and space.
- approval of the E-Rate application for technological services with the quotation received from Businessware Solutions.
- approval of the submission of the E-Rate application for district communications services.
- approval of the in-house superintendent search process.
- approval of a budget of \$3,500 for the superintendent search.
- approval of an employment contract with Randy Haakenson, Media Supervision/Paraprofessional.
- approval of the retirement of Jahn Mehr, Food Service and to authorize administration to find a replacement.

Dr. Clark shared information regarding the instability in enrollment, the process used to prepare the budget, as well as the construction of the calendar for the 2015-2016 school year.

Ryan Luft, YME Middle/High School principal, and Lisa Hansen, Bert Raney Elementary principal reported on events and programs taking place in their respective buildings.

Motion by Tim Opdahl, second by Sharon Rupp and carried to add Karen Londgren to the administrative phone stipend permission.

Motion by Steve Zumhofe, second by Steve Rupp and carried to approve the revised Fiscal 2015 budget, as presented by LeeAnn Boushek, YME Finance Officer, as follows:

<b>FY15 Budget Revisions</b>		
<b>Fund</b>	<b>Revenues</b>	<b>Expenditures</b>
01 – General	\$9,251,414	\$9,471,991
02 – Food Service	\$408,900	\$410,088
07 – Debt Service	N/A	\$1,202,375

Motion by Tim Opdahl, second by Sharon Rupp and carried to approve the Title VII and Impact Aid grant applications, as submitted to the Board.

Information regarding the construction of the budget for FY 2016 was presented by Dr. Clark.

Motion by Tim Opdahl, second by Steve Zumhofe and carried to move the Vocational Agriculture and FFA trip to Maui, Hawaii from a discussion item to an action item.

Motion by Steve Rupp, second by Sharon Rupp and carried to approve the Vocational Agriculture and FFA trip to Maui, Hawaii on March 22 – 30, 2015.

The Board discussed the draft of an overnight trip policy for the district.

Discussion regarding submitting a resolution to legislators supporting the start of school before Labor Day was held. The Board will entertain ideas and feedback from various sources.

Discussion regarding the authorization of an Operating Levy Referendum for November 3, 2015 was held

Discussion to update the steam table at Bert Raney Elementary was held.

Discussion was held on the Governor's budget proposal on Early Childhood Programming. Options are being discussed to be proactive on when/if the program expands.

Minutes from the combined meeting of the Finance Committee, Buildings & Grounds Committee, and Greenhouse Committee, held on January 27, 2015 were shared with the Board.

The Energy Management System Operational Review Report received from Honeywell was shared with the Board.

An article titled "The Downside of Humble Frugality for School Districts" was submitted for Board review.

The meeting was closed to discuss student discipline issues.

The closed session was adjourned with no action taken and no further business held before the Board motion by Steve Zumhofe, second by Steve Rupp and carried to adjourn the meeting.

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
18857	A&B BUSINESS SOLUTIONS	03/16/2015	163117		0	203.65	203.65
01 E	300 211 000 000 430			SECONDARY EDUCATION GENERAL//SUPPLIES/		203.65	
18858	AMERICAN WELDING AND GAS, INC.	03/16/2015	3139550		0	18.81	18.81
01 E	300 301 501 830 433			AG EDUCATION (VOCATIONAL)/VOCATIONAL PROGRAMS/INDIVIDUA		18.81	
18859	VANESSA BAKER	03/16/2015	1		0	500.00	500.00
01 E	350 270 000 320 305			SOCIAL STUDIES-SCIENCES/TEACHER MOBILITY INCENTIVES/PRO		500.00	
18860	DEAN BLUE	03/16/2015	1		0	500.00	500.00
01 E	350 270 000 320 305			SOCIAL STUDIES-SCIENCES/TEACHER MOBILITY INCENTIVES/PRO		500.00	
18861	BLUE, TIMOTHY	03/16/2015	1		0	500.00	500.00
01 E	350 270 000 320 305			SOCIAL STUDIES-SCIENCES/TEACHER MOBILITY INCENTIVES/PRO		500.00	
18862	DAWN CHASE	03/16/2015	1	PRESENTER	0	500.00	500.00
01 E	350 270 000 320 305			SOCIAL STUDIES-SCIENCES/TEACHER MOBILITY INCENTIVES/PRO		500.00	
18863	LYNDSAE DACK	03/16/2015	1	YOGA CLASSES	0	160.00	160.00
01 L	230 92			GENERAL FUND/DEFERRED REVENUE/WELLNESS \$		160.00	
18864	DAMAKOTA HOOP DANCERS	03/16/2015	1		0	500.00	500.00
01 E	350 270 000 320 305			SOCIAL STUDIES-SCIENCES/TEACHER MOBILITY INCENTIVES/PRO		500.00	
18865	KATHRYN ENNINGA	03/16/2015	1	BAGS	0	25.99	25.99
01 L	230 33			GENERAL FUND/DEFERRED REVENUE/BERT RANEY ACTIVITY ACCOU		25.99	
18866	KAYLA J HEGNA	03/16/2015	1		0	21.99	21.99
04 E	500 590 000 321 401			OTHER COMMUNITY SERVICES/COMMUNITY EDUCATION/GENERAL SU		21.99	
18867	INDUSTRIAL ARTS SUPPLY	03/16/2015	M7086		0	52.93	52.93
01 E	300 255 000 000 433			INDUSTRIAL EDUCATION//INDIVIDUAL INST SUPPLIES/		52.93	
18868	KNAPPER, TIMOTHY	03/16/2015	1		0	300.39	333.35
01 E	300 292 000 000 366			BOYS/GIRLS ATHLETICS//TRAVEL-SCHOOL BUSINESS/		300.39	
			2		0	32.96	
04 E	500 505 000 321 366			COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/TRAVEL-		32.96	
18869	LEGO EDUCATION	03/16/2015	1		0	683.25	683.25
01 E	100 298 198 000 401			EXTRACURRICULAR ACTIVITIES//GENERAL SUPPLIES/LEGO LEAGU		683.25	
18870	NICKLASSON ATHLETIC	03/16/2015	21766	BASEBALL	0	400.00	579.30
01 E	350 294 215 000 401			BOYS ATHLETICS//GENERAL SUPPLIES/BASEBALL		400.00	
			21766-	BASEBALL	0	179.30	
01 E	300 294 215 000 401			BOYS ATHLETICS//GENERAL SUPPLIES/BASEBALL		179.30	
18871	PARKVIEW FORD-MERCURY, INC.	03/16/2015	146985	ford fusion ins. padi	0	673.03	673.03

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 E	005 810 193 000 350			OPERATIONS AND MAINTENANCE//REPAIRS AND MAINTENANCE SVC		673.03	
18872	RAMBOW SPORTSWEAR	03/16/2015	518506	VB LEAGUE	0	132.08	132.08
04 E	500 505 000 321 450			COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/MATERIA		132.08	
18873	KARI REDWING	03/16/2015	1		0	500.00	500.00
01 E	350 270 000 320 305			SOCIAL STUDIES-SCIENCES/TEACHER MOBILITY INCENTIVES/PRO		500.00	
18874	DALLAS ROSS	03/16/2015	1	presentation	0	500.00	500.00
01 E	350 270 000 320 305			SOCIAL STUDIES-SCIENCES/TEACHER MOBILITY INCENTIVES/PRO		500.00	
18875	SIMPLEXGRINNELL	03/16/2015	77340184	BRE	0	395.19	685.49
01 E	005 860 000 363 305			HEALTH & SAFETY EQUIP/FIRE SAFETY/PROFESSIONAL FEES/		395.19	
			77340185	HS	0	290.30	
01 E	005 860 000 363 305			HEALTH & SAFETY EQUIP/FIRE SAFETY/PROFESSIONAL FEES/		290.30	
18876	SIOUX FALLS SCHOOL DIST. 49-5	03/16/2015	6104	FEB.	0	1,098.72	1,098.72
01 E	998 408 000 740 392			EMOTION/BEHAVIORAL DISORDER/STATE FUNDED SPECIAL ED/OUT		1,098.72	
18877	DARWIN STRONG	03/16/2015	11		0	500.00	500.00
01 E	350 270 000 320 305			SOCIAL STUDIES-SCIENCES/TEACHER MOBILITY INCENTIVES/PRO		500.00	
18878	WEST CENTRAL TAE KWON DO	03/16/2015	11	FEB	0	484.00	484.00
04 E	500 505 000 321 305			COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/PROFESS		484.00	
18879	WESTERN PRINTING	03/16/2015	P00330		0	112.00	112.00
04 E	500 505 000 321 450			COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/MATERIA		112.00	
18880	WILLMAR BUS SERVICE	03/16/2015	15-0037	STATE DANCE	0	1,295.00	1,295.00
01 E	300 296 228 733 360			GIRLS ATHLETICS/TRANSPORTATION/NON-AUTHORIZED/TRANSPORT		1,295.00	
18881	YME BOARD ACCOUNT	03/16/2015	1	POPCORN	0	21.50	21.50
01 L	230 33			GENERAL FUND/DEFERRED REVENUE/BERT RANEY ACTIVITY ACCOU		21.50	
18882	YME-FOOD SERVICE	03/16/2015	1	HEALTH FAIR	0	165.40	165.40
09 L	230 27			TRUST FUND/DEFERRED REVENUE/SR. CITIZENS GEN ACTIVITY		165.40	

26 Computer Check(s) For a Total of 10,746.49

Check Summary

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	26	Computer	Checks For a Total of	10,746.49
Total For	26	Manual, Wire Tran, ACH & Computer	Checks	10,746.49
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	10,746.49

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
01	GENERAL FUND	207.49	0.00	9,590.57	9,798.06
04	COMMUNITY SERVICE	0.00	0.00	783.03	783.03
09	TRUST FUND	165.40	0.00	0.00	165.40

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount		
18883	ASSET GENIE INC.	03/16/2015	913728		0	41.00	41.00		
01 E	005 630 199 000 401			TECHNOLOGY INSTRUCTIONAL//GENERAL SUPPLIES/KAREN MCCOY		41.00			
18884	EMILY BALFANY	03/16/2015	1		0	30.21	30.21		
04 E	500 583 000 354 401			PRE-SCHOOL SCREENING/EARLY CHILDHOOD SCREENING/GENERAL		30.21			
18885	DANA F. COLE & COMPANY, LLP	03/16/2015	1	2015 FLEX	0	710.00	710.00		
01 L	215 98			ENROLLMENT FEES					
				GENERAL FUND/DEDUCTIONS PAYABLE/DED. ADJUSTMENTS		710.00			
18886	DISCOUNT SCHOOL SUPPLY	03/16/2015	P3263150001		0	118.76	118.76		
04 E	500 582 000 344 430			LEARNING READINESS/LEARNING READINESS/SUPPLIES/		118.76			
18887	JEFFREY IVERSON	03/16/2015	1		0	26.01	31.50		
01 E	300 258 231 000 430			MUSIC//SUPPLIES/VOCAL MUSIC		26.01			
			2	COAT HOOK	0	5.49			
01 E	005 810 000 000 410			OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/		5.49			
18888	SAWMILL	03/16/2015	2		0	597.43	581.57		
01 E	300 255 000 000 450			INDUSTRIAL EDUCATION//MATERIALS PURCH FOR RESALE/		97.09			
01 E	300 301 501 830 433			AG EDUCATION (VOCATIONAL)/VOCATIONAL PROGRAMS/INDIVIDUA		202.18			
01 E	300 361 000 830 433			VOCATIONAL WEIDAUER/VOCATIONAL PROGRAMS/INDIVIDUAL INST		298.16			
			5		0	-85.68			
01 E	005 110 000 000 899			ACCOUNTING OFFICE//MISCELLANEOUS EXPENSE/		-85.68			
			581384	ENVIRONMENTAL	0	69.82			
				SCIENCE-KIWANIS					
01 L	230 44			GENERAL FUND/DEFERRED REVENUE/MS/HS KIWANIS		69.82			
						6	Computer	Check(s) For a Total of	1,513.04

Check Summary

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	0	ACH	Checks For a Total of	0.00
	6	Computer	Checks For a Total of	1,513.04
Total For	6	Manual, Wire Tran, ACH & Computer	Checks	1,513.04
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	1,513.04

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
01	GENERAL FUND	779.82	0.00	584.25	1,364.07
04	COMMUNITY SERVICE	0.00	0.00	148.97	148.97

CHECK NUMBER	VENDOR	CHECK DATE	AMOUNT
000018726	AMERICAN FAMILY LIFE ASSURANCE	20150225	328.98
000018727	AMERITAS LIFE INSURANCE CORP.	20150225	530.68
000018728	DELTA DENTAL	20150225	5,415.25
000018729	INTERNAL REVENUE SERVICE	20150225	237.45
000018730	JENSON, KATIE	20150225	1,000.00
000018731	LEISETH, BECKY	20150225	1,500.00
000018733	MADISON NATIONAL LIFE	20150225	2,014.05
000018734	MCDOWELL AGENCY, INC.	20150225	16.00
000018735	MSEA	20150225	890.60
000018736	154200 NCPERS MN	20150225	64.00
000018737	SCHULTE, TREVOR	20150225	400.00
000018738	SELECT ACCOUNT	20150225	2,787.19
000018739	SUTER, CASSANDRA	20150225	752.63
000018740	SUTER, JACOB	20150225	4,500.00
000018741	SW/WC SVC. COOP - HEALTH INS.	20150225	47,262.50
000018742	VERIZON	20150225	45.23
000018743	Y.M.E.E.A.	20150225	3,647.62
000018744	A&B BUSINESS SOLUTIONS	20150309	2,159.10
000018745	ABERDEEN AWARDS	20150309	137.50
000018746	ADVOCATE TRIBUNE	20150309	1,129.70
000018747	ALMICH'S MARKET	20150309	1,391.47
000018748	B & J LAKE REGION ELECTRIC INC.	20150309	450.00
000018749	BALFANY, EMILY	20150309	175.47
000018753	BENNETT & BENNETT INC.	20150309	81,306.90
000018754	BENSON LAUNDRY	20150309	44.20
000018755	BERDING, ANTHONY	20150309	64.99
000018756	BORCH'S INC.	20150309	408.00
000018757	BOX MAN, INC.	20150309	100.65
000018758	CASTIGLIONE, KRISTEN	20150309	159.29
000018759	CENEX CREDIT CARD	20150309	428.00
000018761	CITY OF GRANITE FALLS	20150309	11,757.11
000018762	CLARK, FREDERICK	20150309	104.00
000018763	CLASSROOM DIRECT/REPRINT	20150309	49.74
000018764	COMPVIEW INC	20150309	616.53
000018765	DAVE'S ELECTRIC MOTOR CO.	20150309	34.75
000018766	DAWSON-BOYD ARTS ASSOCIATION	20150309	300.00
000018767	DEAN FOODS NORTH CENTRAL, INC.	20150309	2,845.58
000018768	DISTRIBUTED WEBSITE CORPORATION	20150309	474.00
000018769	DOLLAR STOP	20150309	74.00
000018770	DEE DEE DREIER	20150309	1,532.00
000018771	ENNINGA, KATHRYN	20150309	77.22
000018772	FARMERS UNION OIL CO.	20150309	108.30
000018773	FIRST CHOICE FOOD & BEVERAGE SOLUTIONS	20150309	1,077.11
000018774	FOLLETT EDUCATIONAL SERVICES	20150309	40.80
000018775	FOOD SERVICES OF AMERICA	20150309	12,872.69
000018776	GRANITE FALLS AUTO PARTS	20150309	145.22
000018777	GRANITE FALLS OFFICIALS ASSOC.	20150309	4,440.00
000018778	GRAPHIC EDGE	20150309	469.68
000018779	GREAT PLAINS NATURAL GAS CO	20150309	11,332.65
000018780	HAAN CRAFTS	20150309	15.75
000018781	HALVERSON, ELAINE	20150309	7.75
000018782	HANSEN, LISA	20150309	104.00
000018783	HDL	20150309	164.65
000018784	HEGNA, KAYLA	20150309	100.04
000018785	HENDERSON, ROBIN	20150309	124.72
000018786	HILLYARD/HUTCHINSON	20150309	3,541.90

CHECK NUMBER	VENDOR	CHECK DATE	AMOUNT
000018787	HOBGOBLIN MUSIC	20150309	640.50
000018788	INNOVATIVE OFFICE SOLUTIONS	20150309	876.68
000018789	ISCORP	20150309	195.50
000018790	IVERSON, JEFFREY	20150309	661.55
000018791	JOSTEN'S	20150309	644.32
000018793	KILOWATT COMMUNITY CENTER	20150309	4,209.00
000018794	KNAPPER, TIMOTHY	20150309	3,381.64
000018795	LAC QUI PARLE VALLEY ISD 2853	20150309	320.00
000018796	LEE'S AUTO & DIESEL INC.	20150309	493.78
000018797	LONDGREN, KAREN	20150309	371.39
000018798	LUFT, RYAN	20150309	307.56
000018799	LUTHERAN SOCIAL SERVICE	20150309	150.00
000018800	MARSHALL SEWING CENTER	20150309	115.00
000018801	MILLER, TARA	20150309	28.50
000018802	MINNESOTA ELEVATOR TOTAL ELEVATOR SOLUTIONS	20150309	329.26
000018803	MN FEED DISTRIBUTORS	20150309	250.88
000018804	MINNESOTA SCHOOL BOARD ASSOC.	20150309	150.00
000018805	MUSIC IS ELEMENTARY	20150309	47.90
000018806	MUSIC STREET	20150309	67.59
000018807	MVCC	20150309	149,855.32
000018808	MVTV	20150309	47.95
000018809	ND CENTER FOR FOR DISTANCE EDUCATION	20150309	540.00
000018810	NELSEN'S CLEANERS & LAUNDERERS	20150309	21.10
000018811	OFFICE MAX CONTRACT INC.	20150309	545.85
000018812	OLSON SANITATION INC.	20150309	930.15
000018813	PAN-O-GOLD BAKING CO.	20150309	503.20
000018814	J.W. PEPPER & SON INC.	20150309	150.88
000018815	PRAIRIE POTHOLE CHAPTER	20150309	250.00
000018816	R & H THEATRICALS	20150309	1,838.50
000018817	REALLY GOOD STUFF	20150309	172.04
000018818	REDWOOD COUNTY TREASURER	20150309	120.00
000018819	REFSLAND, DARREL	20150309	78.00
000018820	RENVILLE COUNTY TREASURER	20150309	170.55
000018821	RESZEL, AL	20150309	422.94
000018822	RTS	20150309	183.57
000018823	SAWMILL	20150309	1,083.77
000018824	SCHOOL NURSE SUPPLY, INC.	20150309	488.13
000018825	SD TEACHER PLACEMENT CENTER	20150309	620.00
000018826	SHEETMUSICPLUS.COM	20150309	18.74
000018827	SIMPLEXGRINNELL	20150309	269.92
000018828	SPORTDECALS SPORT & SPIRIT PRODUCTS	20150309	155.85
000018829	SUBWAY	20150309	61.25
000018830	SUTER, CASSANDRA	20150309	28.50
000018831	SUTTER, ROSS	20150309	1,144.59
000018832	SW/WC SERVICE COOP - MARSHALL	20150309	150.00
000018833	SWENSON ORCHARDS	20150309	60.00
000018834	TIES	20150309	435.00
000018835	TJOSVOLD EQUIPMENT INC.	20150309	4,913.91
000018836	TRUE VALUE-GF/MONTE	20150309	263.72
000018837	VAN MOER, MARGO	20150309	39.47
000018838	VARIETY FOODS	20150309	1,780.27
000018839	VIKING COCA-COLA	20150309	262.20
000018840	VISA	20150309	1,413.46
000018841	WEIDAUER, BARRY	20150309	67.96
000018842	WEST MUSIC	20150309	146.45
000018843	WEST, ROBIN	20150309	18.67

CHECK NUMBER	VENDOR	CHECK DATE	AMOUNT
000018844	WINGERT, DAVID	20150309	36.33
000018845	XCEL ENERGY	20150309	33.53
000018852	YME SCHOOLS-ADM	20150309	12,351.59
000018854	YME-FOOD SERVICE	20150309	1,891.70
000018855	YOUTH FRONTIERS, INC.	20150309	3,736.00
000018856	ZEP MANUFACTURING CO	20150309	397.70
000018857	A&B BUSINESS SOLUTIONS	20150316	203.65
000018858	AMERICAN WELDING AND GAS, INC.	20150316	18.81
000018859	BAKER, VANESSA	20150316	500.00
000018860	BLUE, DEAN	20150316	500.00
000018861	BLUE, TIMOTHY	20150316	500.00
000018862	CHASE, DAWN	20150316	500.00
000018863	DACK, LYNDIAE	20150316	160.00
000018864	DAMAKOTA HOOP DANCERS	20150316	500.00
000018865	ENNINGA, KATHRYN	20150316	25.99
000018866	HEGNA, KAYLA	20150316	21.99
000018867	INDUSTRIAL ARTS SUPPLY	20150316	52.93
000018868	KNAPPER, TIMOTHY	20150316	333.35
000018869	LEGO EDUCATION	20150316	683.25
000018870	NICKLASSON ATHLETIC	20150316	579.30
000018871	PARKVIEW FORD-MERCURY, INC.	20150316	673.03
000018872	RAMBOW SPORTSWEAR	20150316	132.08
000018873	REDWING, KARI	20150316	500.00
000018874	DALLAS ROSS	20150316	500.00
000018875	SIMPLEXGRINNELL	20150316	685.49
000018876	SIOUX FALLS SCHOOL DIST. 49-5	20150316	1,098.72
000018877	STRONG, DARWIN	20150316	500.00
000018878	WEST CENTRAL TAE KWON DO	20150316	484.00
000018879	WESTERN PRINTING	20150316	112.00
000018880	WILLMAR BUS SERVICE	20150316	1,295.00
000018881	YME BOARD ACCOUNT	20150316	21.50
000018882	YME-FOOD SERVICE	20150316	165.40
000018883	ASSET GENIE INC.	20150316	41.00
000018884	BALFANY, EMILY	20150316	30.21
000018885	DANA F. COLE & COMPANY, LLP	20150316	710.00
000018886	DISCOUNT SCHOOL SUPPLY	20150316	118.76
000018887	IVERSON, JEFFREY	20150316	31.50
000018888	SAWMILL	20150316	581.57
201400100	ING SERVICE CENTER	20150220	13,597.36
201400101	FEDERAL TAX WITHHOLDING	20150220	90,489.35
201400102	MN TEACHERS RETIREMENT ASSOC.	20150220	39,617.20
201400103	PUBLIC EMPLOYEES RETIREMENT	20150220	16,549.42
201400104	STATE TAX WITHHOLDING	20150220	13,878.79
201400105	MN REVENUE	20150220	686.00
Totals for checks			599,775.10

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	GENERAL FUND	225,297.02	-0.71	321,855.73	547,152.04
02	FOOD SERVICE	6,735.94	22.10	18,421.02	25,179.06
04	COMMUNITY SERVICE	10,032.67	0.00	6,381.70	16,414.37
09	TRUST FUND	165.40	0.00	0.00	165.40
25	REVOCABLE TRUST (FY10)	0.00	0.00	10,864.23	10,864.23
***	Fund Summary Totals ***	242,231.03	21.39	357,522.68	599,775.10

\*\*\*\*\* End of report \*\*\*\*\*

# Yellow Medicine East #2190

## Board Report

March 9, 2015

2014-15 By Fund	Revised 2014-15	Year to Date Expenditures	Budget Balance	Percent Expended	2013-14 YTD Expended
General	9,471,991	5,984,383	3,487,608	63.18%	61.73%
Food Service	410,088	240,502	169,586	58.65%	59.94%
Community Service	410,402	206,214	204,188	50.25%	57.92%
Debt Red.	1,202,375	1,201,064	1,311	99.89%	99.87%
OPEB Trust	279,800	118,213	161,587	42.25%	36.63%
OPEB Debt Service	191,500	190,895	605	99.68%	99.72%
<b>Total</b>	<b>11,966,156</b>	<b>7,941,269</b>	<b>4,024,887</b>	<b>66.36%</b>	65.51%

Year to date amounts include current month's accounts payables plus previous month's payroll.

Salaries % expended to date (approximately)

Contracted July-June	Supt/Finance/Maint/Comm Ed	66.67%
Contracted August-July	Principals/Fd Svc Director	58.33%
Contracted Sept-August	Teachers/Nurse	50.00%
12 Month Non-certified	Secretaries	64.00%
12 Month Non-certified	Custodians	61.00%
9 Month non-Certified	Assistants/Cooks	55.00%

### Liquid Asset Fund

2/28/2015

Month End Cash Invested \$2,486,144.08 General Closing Market Value

### Electronic Fund Transfers/LAF Checks

			From	To
2/6/2015	\$ 140.92	RevTrak Fees	LAF	Revtrak
2/11/2015	\$ 300,000.00	Board Accounts Payable	LAF	Citizens Alliance
2/20/2015	\$ -	Payroll (F&M Bank)	LAF	F&M Bank
2/20/2015	\$ 269,183.34	Payroll (GF Bank direct deposit)	LAF	Granite Falls Bank
2/23/2015	\$ 200,000.00	Board Accounts Payable	LAF	Citizens Alliance
	\$ -	Mn Sales Tax	LAF	Mn Dept. of Revent
	\$ -	PERA Trust (OPEB)	OPEB Trust	LAF

Trust Fund (PERA)      OPEB      **\$1,066,953.20**      Ending 2/28/2015

**YELLOW MEDICINE EAST  
ENROLLMENT REPORT  
2014 - 2015**

	SEPTEMBER			OCTOBER			NOVEMBER			DECEMBER			JANUARY		
	BRE	MS/HS	ENR	BRE	MS/HS	ENR	BRE	MS/HS	ENR	BRE	MS/HS	ENR	BRE	MS/HS	ENR
Kindergarten	55			52			51			51			50		
First Grade	77			74			74			73			76		
Second Grade	59			58			58			58			58		
Third Grade	59			59			58			57			58		
Fourth Grade	60			60			59			59			60		
Fifth Grade	59			60			60			60			59		
	369			363			360			358			361		
Sixth Grade		63			62			62			62			62	
Seventh Grade		49			48			47			47			46	
Eighth Grade		58			59			58			58			57	
Ninth Grade		74			75			76			77			74	
Tenth Grade		59			60			60			60			58	
Eleventh Grade		59			57			56			56			56	
Twelfth Grade		79			76			76			76			75	
	441			437			435			436			428		
K-12 TOTAL	810			800			795			794			789		

	FEBRUARY			MARCH			APRIL			MAY			END OF THE YEAR		
	BRE	MS/HS	ENR	BRE	MS/HS	ENR	BRE	MS/HS	ENR	BRE	MS/HS	ENR	BRE	MS/HS	ENR
Kindergarten	51			54											
First Grade	76			76											
Second Grade	58			56											
Third Grade	58			58											
Fourth Grade	61			61											
Fifth Grade	59			60											
	363			365			0			0			0		
Sixth Grade		61			62										
Seventh Grade		46			47										
Eighth Grade		56			57										
Ninth Grade		73			73										
Tenth Grade		56			56										
Eleventh Grade		54			53										
Twelfth Grade		76			71										
	422			419			0			0			0		
K-12 TOTAL	785			784			0			0			0		

(Updated 2/4/2015)



## *Tri-Valley Opportunity Council, Inc.*

*Administrative Office  
PO Box 607 ~ 102 North Broadway  
Crookston, MN 56716  
218-281-9091 ~ 1-800-201-3461  
Fax: 218-281-0717  
Telecommunication Relay Services ~ 711  
[www.tvoc.org](http://www.tvoc.org)*



### **INTERAGENCY LOCAL EDUCATION AGENCY (LEA) AGREEMENT PART B SERVICES**

This agreement is between Yellow Medicine East (YME) Public Schools and Tri-Valley Opportunity Council, Inc. – Tri-Valley Danube Head Start for the period of March 2015 to March 2016.

#### **I. Purpose Statement**

The purpose of this agreement is to establish working procedures between YME Public Schools and Head Start in the provision of services to children with disabilities in compliance with Federal and State laws and regulations.

It is the intent of this Agreement to:

1. Define which services will be provided by each agency.
2. Ensure that eligible children receive services as required by law, in the least restrictive or natural environment.
3. Ensure that each agency cooperatively maintain communication and shares leadership responsibility at the local level to ensure that available resources are used in the most effective manner.
4. Ensure the cooperative arrangements between YME Public Schools and Head Start are developed, implemented and preserved.

#### **II. Program Mandates**

Responsibility of School District:

1. Locate and identify preschool children with disabilities through a child find effort which includes a process for screening.
2. Provide preschool children with disabilities a free, appropriate public education (FAPE) including the development and implementation of an Individual Education Plan (IEP) or Individual Interagency Intervention Plan (IIIP).
3. Place preschool children with disabilities in the least restrictive environment with an opportunity to interact with non-disabled peers to the maximum extent appropriate.
4. Work with appropriate community agencies to provide services to preschool children with disabilities.

Responsibility of Head Start:

1. Recruit, enroll and serve eligible children. No less than 10 percent of the total number of enrollment opportunities in Head Start programs shall be available for children with disabilities who are eligible to participate.
2. Provide for developmental, hearing and vision screenings of all Head Start children within 30 days of child's entry into the program.
3. Refer children suspected of having a disability to appropriate school district personnel for evaluation.
4. Work closely with other community agencies in order to provide services to children with disabilities and their families.

5. Assure that children with disabilities receive all services to which they are entitled according to Head Start Program Performance Standards for Children with Disabilities (CFR 45 Part 1308).

### III. Program Description

1. *Yellow Medicine East Public Schools-450 9<sup>th</sup> Avenue, Granite Falls, MN 56241-(320) 564.4081*
2. *Tri-Valley Danube Head Start Center-100 North Main Street, Danube, MN 56230-(320) 826.2147*

### IV. Suggestions for Collaboration

#### 1. Child Find/Screening

School District are required to locate and identify all children with disabilities birth to 21 years of age within their jurisdiction.

Head Start is required to recruit children with suspected or diagnosed disabilities by conducting a community assessment and contacting community agencies serving children with disabilities. Once enrolled, all children must be screened within 30 calendar days in areas of hearing, vision, and development.

School District and Head Start will coordinate efforts by:

- a. Organizing cooperative child find activities so that screening results can be jointly used.
- b. Sharing staff and facilities for joint screenings.
- c. Coordinating the instruments and procedures to be used.
- d. Informing and including parents in the screening process.
- e. Sharing screening information within and across agencies, with parental consent.

#### 2. Referral for Evaluation

School District are required to provide evaluations of children with suspected disabilities by appropriate personnel using appropriate assessment strategies.

Head Start is responsible for referring enrolled families with preschool children suspected of having a disability.

School District and Head Start will plan together to coordinate referrals for evaluation by:

- a. Developing referral procedures.
- b. Training staff to understand referral procedures and the information needed for an appropriate referral.
- c. Sharing responsibility in the referral procedure (such as assisting parents with paperwork and informing parents of their rights).
- d. Sharing information on eligibility criteria.
- e. Maintaining communication throughout the process including sharing outcomes of the referral.

#### 3. Evaluation Process

School District are required to provide evaluations for children who may require special education as outlined in Part B of the Individuals with Disabilities Education Act (IDEA).

Head Start is required to refer and obtain evaluations for children suspected of having a disability.

School District and Head Start will coordinate comprehensive evaluation efforts by:

- a. Coordinating evaluation time lines for each agency.
- b. Coordinating sites and scheduling for evaluations.
  - i. providing evaluations on-site or in other natural environments;
  - ii. obtaining parent permission and notifying parents about evaluations; and
  - iii. providing transportation to appointments for evaluations.
- c. Coordinating paperwork to assure evaluation results can be shared between agencies when appropriate, including parent permission regarding evaluation and sharing of evaluation information.
- d. Sharing evaluation information and results when possible.
- e. Including a Head Start representative as a member of the evaluation team.
- f. Using the same or similar evaluation procedures and instruments when possible.
- g. Providing training, within and across agencies, around the use of same or similar evaluation procedures and instruments.
- h. Ensuring the information provided by parents, about their children, is included in the evaluation process.

#### **4. Individual Education Plan (IEP) Process and Implementations**

School District are required to develop an IEP for preschool age children.

Head Start is required to participate in the development of the IEP for preschool age children.

School District and Head Start may coordinate the development of the IEP by:

- a. Assuring the participation of appropriate Head Start staff as part of the IEP team and designating responsibility for notification of team members for meetings.
- b. Facilitating the active involvement of parents by delineating responsibility for notification, explanation of the purpose for meeting, etc.
- c. Coordinating paperwork and parental consent to assure IEP can be shared.
- d. Scheduling the IEP meeting to ensure participation by appropriate agencies.

#### **5. Placement/Natural Environment**

School District are required to provide services to preschool children with disabilities in the least restrictive environment with an opportunity to interact with non-disabled peers, as appropriate.

Head Start is required to provide ten percent of their enrollment opportunities to children with disabilities.

School District and Head Start will work cooperatively in regard to placement by considering the following options:

- a. When considering placement in natural environments, IEP teams, including the parents, will consider all placement options, including Head Start and School District programs.
- b. School District refer children with disabilities to Head Start as a placement option. In this case, the following must be discussed; (1) eligibility and

selection criteria for Head Start enrollment; (2) referral procedures; and (3) information on Head Start options for parents.

**6. Service Provision**

School District are required to ensure that all services designated in the child's IEPs for children with disabilities.

Head Start is required to assist in the implementation of the IEP for children with disabilities.

All programs will consider the following options to ensure the coordination of services to children with disabilities:

- a. School District should provide consultation services to Head Start to ensure continuity and consistency in service delivery.
- b. The School District could place special education staff and therapists at the Head Start center.
- c. School District reimburse Head Start for salaries of necessary staff as defined by IEP.
- d. School District provide special education resources, itinerant or consultative teachers and therapists onsite at Head Start program.
- e. Share or coordinate resources and services such as case management, transportation and therapy services across agencies and with families.
- f. Children with disabilities enrolled in Head Start may receive comprehensive Head Start services when placed in the school district program for their educational services.

**7. Procedures for Review/Monitoring Child's Progress**

School District and Head Start will coordinate efforts by:

- a. Coordinating IEP review meetings with Head Start personnel.
- b. Sharing procedures and forms for reporting attendance.
- c. Developing procedures for sharing progress reports and periodic consultation among all staff providing services.

**8. Transition**

All agencies are required to plan for the smooth transition of children from one service setting to another.

Transition efforts among all programs will be coordinating by:

- a. Developing a process for sharing information, including obtaining the necessary consent for information sharing.
- b. Training staff about the receiving program's services for children and families.
- c. Participate in developing transition plans, using existing plans such as the IEP, when applicable and other supplemental information.
- d. Developing time lines for transition activities and participating in transition planning as outlined in IDEA.
- e. Arranging visits and other options for orienting staff, children and families to the receiving program(s).

**9. Staff Development**

All programs are required to provide ongoing training for staff to increase their knowledge and ability to provide quality services to children with disabilities and will coordinate efforts by:

- a. Developing a system for staff needs assessment in the area of training.
- b. Coordinating training calendars.
- c. Training staff regarding the regulations and program philosophy of each agency.

The mission of Tri-Valley Head Start is to cultivate life-long learning in children and families.

"An Americans with Disabilities Act / Affirmative Action / Equal Opportunity Employer"

- d. Inviting staff from each agency and families to share training activities.
- e. Planning joint activities.
- f. Providing opportunities for information sharing across agencies.

**10. System Coordination**

All programs have systems for counting and reporting children with disabilities and for ensuring continuity and consistency in service delivery. Efforts will be coordinated by:

- a. Developing a system so that time lines and persons responsible for reporting are clear.
- b. Training staff regarding specific procedures, timelines and regulations for each agency.
- c. Sharing existing interagency agreements that impact children with disabilities and their families.
- d. Sharing information to ensure the uninterrupted delivery of services to children who are migrant and/or homeless.
- e. Assistance will be provided to parents/families with limited English proficiency.

**11. Problem Solving**

All agencies will ensure that there is a system in place to resolve disputes and solve problems. The system will include:

- a. Timelines for regular meetings to review the local agreement, plan collaborative activities and to resolve issues.
- b. The identification of a liaison from each agency.

**V. Confidentiality**

All parties to this agreement shall follow the requirements outlined in the Family Education Right to Privacy Act (FERPA).

**VI. Agreement Review**

This agreement will be reviewed to assess the effectiveness of the partnership and revised by Yellow Medicine East Public Schools and Head Start on an as needed basis or at least once annually. This agreement may be terminated by any party upon thirty (30) days written notice.

**Signatures:**

Name *[Signature]*  
 Title *Supt*  
 Date *3/4/15*

Name *Stacy P. Wachamuth*  
 Title *Center Manager*  
 Date *3-4-15*



CLIFF CARMODY  
EXECUTIVE DIRECTOR  
WEBSITE: [www.swsc.org](http://www.swsc.org)  
Offices in Marshall, Pipestone,  
Willmar, Windom and Montevideo

February, 2015

Dear Superintendent:

Enclosed are the contract documents for the 2015-2016 school year. We have worked hard to minimize fee increases, while at the same time, adding value to the programs and services we offer. A few items of special note:

- The Membership Agreement automatically renews, however, if we do not have an agreement on file, we will ask you to sign and return the agreement. We will be collecting the membership dues this year, whereas, in the past couple of years these fees have been waived. The Membership Agreement is required of all members and is a pre-requisite to gaining access to all of our services;
- All other services will be made available as an addendum to the membership agreement. You will still have the opportunity to subscribe to any or none of the additional services; and,
- If you intend to withdraw from a service, we need notification by March 1, 2015.

An important resource for you during the online membership agreement process is the following webpage: [www.swsc.org/contracts](http://www.swsc.org/contracts). Here you will find the following:

- A list of opportunities for assistance with the online process. We hope you can attend one of these meetings!
- A Contract Guide Book, which we developed new this year as an additional resource for you; and,
- The link to complete the online agreement form.

In this email and its attachments, you will find:

- A summary of services for your school district showing what you subscribed to in 2014-15 and what is available to you for 2015-16
- Addendums A – J which detail the various programs and services contracts in greater detail
- Note: Suggested UFARS coding and allowable capital outlay assessments will be sent to you with the first contract billing. For your budgeting purposes, you may wish to use the current year's capital outlay allocations.

We ask that you complete the membership agreement process electronically at [www.swsc.org/contracts](http://www.swsc.org/contracts). You will find instructions on how to proceed on that webpage. Please complete this process prior to **April 1, 2015** so that we may plan for any changes in Service Cooperative staffing levels and complete our budgeting process. You can contact Annette Miller, Director of Finance at 507/537-2244 or [annette.miller@swsc.org](mailto:annette.miller@swsc.org) or me with any questions you may have regarding the enclosed service agreements.

Thank you for your support of SW/WC Service Cooperative and we look forward to serving you in the coming year!

Sincerely,

Cliff Carmody, Executive Director  
SW/WC Service Cooperative

## SW/WC Contract Summary 2015-16

School District: Yellow Medicine East

	<u>2014-15</u>	<u>2015-16</u>
Membership Dues	\$ 150.00 (Waived)	\$ 150.00
Child Count on Contract	830	809

<b>Addendum Services w/Current Participation and Automatic Renewal:</b>	<b>2014/15 Participation</b>	<b>2015/16 Contract Costs</b>
Addendum A: Environmental/Occupational Health & Safety Management Program	No	Fees Based on Participation
Addendum B: Health & Safety Management Assistance	No	NA
Addendum C: Drug & Alcohol Services	No	Fees Based on Participation
Addendum D: Regional Management Information Center		
• Business/SMART Systems Services	No	NA
• MARSS/Other Revenue Reporting Services	No	NA
• Extended Business Services	No	NA
Addendum E: General Technology Services		
• Basic Technology Services	No	\$1700/00
• Supplemental Technology Block Hours	No	Fees Based on Program Level
• Technology Coordinator Services	No	Fees Based on Program Level
• E-Rate Coordination Services	No	\$2700/00
Addendum F: Student System & Data Warehouse	No	Fees Based on Program Level
Addendum G: Special Education Services		
• Federal - Part B, Finance 619	\$ .00	\$ .00
• Federal - Part F, Finance 620	\$ .00	\$ .00
• State/Local - Finance 740	\$ .00	\$ .00
<b>TOTAL</b>	<b>\$ .00</b>	<b>\$ .00</b>
Addendum H: Shared Services (Curriculum, Assessment & Instruction)	No	NA
Addendum I: Response to Intervention	No	\$6,350/00
Addendum J: Teaching & Learning Collaborative Services	No	NA

**YELLOW MEDICINE EAST - 2014-2015  
SENIORITY LIST**

Board Approved - October 13, 2014  
Board Amended - March 16, 2014

**FULL-TIME STAFF**

#	NAME	F/P	EMPLOYED	LICENSE	FILE #	EXPIRES	CURRENT ASSIGNMENT
1	BALDRY, DEAN	F	08/21/80	VISUAL ARTS K-12/PHYS ED K-12/DAPE PK-12	COACH 269635	2017	ART/PHY ED/DAPE
2	GAFFANEY, MICHAEL	F	08/28/84	ELEM ED 1-6/PHYS ED K-12	COACH 292974	2016	MS/HS PHY ED
2	SCHEFFLER, PETER	F	08/28/84	ELEM ED 1-6	290864	2016	ELEM ED - GRADE 4
4	BALDWIN, GINGER	F	08/27/85	ELEM ED K-6/PRE-K	COACH 290539	2018	ELEM ED - GRADE 3
4	WILLIAMS, JAMES	F	08/27/85	ELEM ED 1-6	COACH 254812	2019	REQUESTED 5 YEAR LOA -7/21/2014
6	BERGESON, KAIA	F	08/27/86	HOME ED 7-12/CONS & HOME ED/FAMILY LIFE HS	COACH 286548	2015	MS/HS FACS
6	SANNERUD, JOANELLE	F	08/27/86	ELEM ED K-6	303371	2018	ELEM ED - GRADE 2
8	GREY, MARY	F	09/03/87	PHYS ED K-12	COACH 302936	2018	ELEM PHY ED
8	JESSEN, PATRICIA	F	09/03/87	ELEM ED 1-6	303129	2018	ELEM ED - GRADE 4/5
8	PETRICH, STEVE	F	09/03/87	MATH 7-12/PHYSICAL SCIENCES (PHYSICS & CHEM) 7-12	COACH 286847	2015	HS SCIENCE
8	RUNIA, JULIE	F	09/03/87	ELEM ED K-6	310280	2019	ELEM ED - GRADE 3
12	LAVIN, CYNTHIA	F	08/19/88	ELEM ED K-6	257456	2015	ELEM ED - GRADE 5
12	LISTUL, DARLYS	F	08/19/88	BUSINESS ED 7-12/KEYBOARDING K-8	265677	2016	COMPUTER 7-12/BUSINESS 9-12/ECONOMICS 12/ELEM KEYBOARDING/COMP TECH
14	BUTTERBRODT, JULIE	F	08/28/90	SOCIAL STUDIES 7-12	298901	2015	HS SOCIAL STUDIES
14	KOETTER, STEVE	F	08/28/90	ELEM ED 1-6	312694	2015	ELEM ED - GRADE 3
14	LEISETH, REBECCA	F	08/28/90	ELEM ED K-6	COACH 321577	2018	ELEM ED - 1
14	RICHTER, LINDA	F	08/28/90	ELEM ED 1-6	198800	2018	MS - GRADE 6
18	JANS, SCOTT	F	08/28/92	MATH 7-12	COACH 331557	2018	HS MATH
18	LALIM, JEFF	F	08/28/92	HEALTH ED K-12/PHYS ED K-12	COACH 338849	2019	MS/HS HEALTH
20	KNAPPER, TIM	F	08/28/95	SOCIAL STUDIES 7-12/COMMUNITY ED DIRECTOR PRE-K-ADULT	COACH 352156	2015	ACTIVITIES DIRECTOR/COMMUNITY ED DIRECTOR
20	SCHULTE, TREVOR	F	08/28/95	ENGLISH/LANGUAGE ARTS 7-12	359003	2019	HS ENGLISH
22	HINZ, STACY	F	08/28/96	ELEM ED 1-6/LIFE SCIENCE-MS/PRINCIPAL K-12	COACH 361639	2018	MS - GRADE 6
23	IMS, BEV	F	09/30/96	ELEM ED 1-6	340940	2019	ELEM ED - GRADE 2
24	WEIDAUER, BARRY	F	08/25/97	SOCIAL STUDIES 7-12/IND ARTS K-12/CONST OCCUP HS	COACH 254683	2015	HS INDUSTRIAL TECH/SOCIAL STUDIES
25	HOERNEMAN, AMY	F	08/31/98	ELEM ED K-6	COACH 337114	2019	TITLE I/READING RECOVERY
25	HOERNEMAN, PAUL	F	08/31/98	MATH 7-12	COACH 328042	2019	MS MATH
25	JANS, ANGELA	F	08/31/98	ELEM ED K-6/PRE K	333290	2018	ELEM ED - K
25	JENSEN, MARY	F	08/31/98	ELEM ED K-6/BIRTH-6 ECSE	292446	2016	ELEM ED - 1
29	JAHN, ELIZABETH	F	08/30/99	ELEM ED K-6/VOCAL & CLASSROOM MUSIC K-12	380052	2017	ELEM MUSIC
29	KVAM, PEGGY	F	08/30/99	ELEM ED K-6/PHYS ED K-12	COACH 254978	2019	ELEM ED - 1
31	SHACKELFORD, KERRI	F	08/27/02	PRE-K/ECFE/ELEM ED K-6/PARENT & FAMILY ED	353467	2015	ELEM ED - 1
32	IVERSON, JEFF	F	08/29/05	VOCAL & CLASS MUSIC K-12/INSTR (BAND/ORCH) & CLASS MUSIC K-12	442538	2015	VOCAL MUSIC - GRADE 6-12
33	SUTER, JACOB	F	08/27/07	SCIENCE 5-8/LIFE SCIENCE 9-12	437288	2017	MS/HS SCIENCE
34	REFSLAND, DARREL	F	08/01/10	AG ED 5-12/TEACHER-COORD WORK BASED LEARNING 9-12	383279	2017	MS/HS AG/WORK EXPERIENCE
35	CARMANY, LEANNE	F	08/31/10	LIFE SCIENCE 7-12/DRIVERS ED 7-12	333309	2018	MS/HS SCIENCE
36	BLACKWELDER, KRISTINA	F	08/29/11	ELEM ED K-6/3-K PRE-PRIMARY	455827	2015	ELEM ED - K
37	ROBERTSDAHL, JIANA	F	08/26/13	ELEM ED K-6/EBD K-12/LD K-12	COACH 364710	2017	ELEM ED - GRADE 4
38	RHEINHEIMER, MARIT	F	01/11/12	ELEMENTARY ED K-6/READING K-12	466010	2018	TITLE I

27

**PART-TIME STAFF**

#	NAME	F/P	EMPLOYED	LICENSE	FILE #	EXPIRES	CURRENT ASSIGNMENT
1	SCHOMMER, CARRIE	P	08/28/06	AMERICAN INDIAN LANGUAGE & CULTURE K-12	331479	2016	AMERICAN INDIAN LANGUAGE
2	SKJEJTE, VALERIE	P	08/28/06	SCHOOL COUNSELOR K-12	412246	2018	PLACED ON ULA 6/11/2012

**PROBATIONARY STAFF**

#	NAME	F/P	EMPLOYED	LICENSE	FILE #	EXPIRES	CURRENT ASSIGNMENT
PRO	ASLESEN, ROBYN	F	08/28/12	SOCIAL STUDIES 5-12	470255	2019	MS/HS SOCIAL STUDIES
PRO	TANNER, ROXANNE	F	09/17/12	ELEM ED 1-6	339757	2019	TITLE I
PRO	JOHNSON, ALYSSA	P	08/26/13	ELEM ED K-6/COMMUNICATION ARTS LITERATURE 5-8	459696	2016	ENGLISH/READ 180
PRO	RUNCK, ANDREW	F	08/26/13	ENGLISH AS A SECOND LANGUAGE K-12	467834	2017	EL
PRO	SANTAELLA, SAMANTHA	F	08/26/13	EARLY CHILDHOOD EDUCATION B-GR 3	467441	2017	ELEM ED - KINDERGARTEN
PRO	COULTER, KARI	F	10/14/13	MATH 5-12	431143	2016	MS/HS MATH
PRO	HANSEN, LISA	F	08/01/14	ELEMENTARY ED 1-6/PRINCIPAL K-12	376297	2015	PRINCIPAL - K-5
PRO	LUFT, RYAN	F	08/01/14	SOCIAL STUDIES 5-12/PRINCIPAL K-12/SUPERINTENDENT	399239	2019	PRINCIPAL - 6-12
PRO	BAUMGARTNER, ANDREW	F	08/25/14	SOCIAL STUDIES 5-12	407054	2018	HS SOCIAL STUDIES
PRO	CASTIGLIONE, KRISTEN	F	08/25/14	LICENSE PENDING W/ MDE	482617		MS/HS BAND
PRO	CLOUSE, MARYELLA	F	08/25/14	ELEMENTARY ED K-6/EARLY CHILDHOOD B-3/CONSUMER & HOMEMAKING/FAMILY LIFE	277673	2018	ELEM ED - GRADE 2
PRO	DAHL, PAMELA	P	08/25/14	SPANISH 7-12/EBD K-12/MMH K-12	241569	2018	HS SPANISH
PRO	JENSON, KATIE	F	08/25/14	K-12 READING (VARIANCE)/SOCIAL STUDIES 5-12	479148	2015	HS ENGLISH
PRO	LIGHTFOOT, THERESA	F	08/25/14	ELEMENTARY ED 1-6	389062	2017	ELEM ED - GRADE 5
PRO	PASLAWSKI, LOUANN	F	08/25/14	ELEMENTARY ED 1-6	439497	2019	MS - GRADE 6
PRO	SODEN, SCOTT	F	08/25/14	COMM ARTS/LIT 5-12	462918	2016	HS ENGLISH

*Received*  
MAR 02 2015

515 Cliffside Drive  
Granite Falls, MN 56241  
March 2, 2015

Yellow Medicine East School District  
450 9<sup>th</sup> Avenue  
Granite Falls, MN 56241

Attention: Board Chair, Mr. Grant Velde

This letter is to notify the board of my plan to retire effective May 29, 2015. I want to exercise the right to all my benefits that are available in the Master Contract. Thank you for the opportunity to teach in the Yellow Medicine East School District. I love my profession, working with students, and school personnel. I will leave with many wonderful memories.

Respectfully Yours,

*Linda M. Richter*

Linda M. Richter

**ISD 2190 - BOARD OF DIRECTORS'**  
**AGENDA ANALYSIS**

**AGENDA ITEM** 6.1.1 – Reports – Status of 2015-2016 Calendar Construction  
**MEETING DATE** March 9, 2015

**BOARD ACTION Required** \_\_\_\_\_  
**SCHEDULED REPORT** \_\_\_\_\_  
**INFORMATION Supplied or presented**     X    

**BACKGROUND/RATIONALE:**

Delayed due to other business of school operation. Will be presented for adoption at the April meeting.

This delay will not meet the timeline established by MDE but there are no consequences for missing the April 1, 2015 submission of the 2015-2016 school calendar.

**PRESENTER(S):** Dr. Clark

**COMMITTEE:**

**EXECUTIVE DIRECTOR’S RECOMMENDATION:**

# YELLOW MEDICINE EAST MIDDLE/HIGH SCHOOL



STATE OF THE SCHOOLS REPORT

# STATE OF THE SCHOOL REPORT

- Report on Items of Focus
  - Attendance, Mental Health, Discipline, etc.
- Report of Items of Strength
  - Teacher Evaluation, Q-Comp, PBIS, WBWF, etc.
- Action Planning
  - How do we get there?

# ITEMS OF FOCUS

## Student Attendance

- 8 signed attendance contracts and 51 active students with 18 or more absences (12% of students are at-risk for not meeting district attendance)
- RARB ~ Restorative Attendance Review Board ~ 8
- Referred to the County for Truancy ~

## Student Discipline

- **Examples of why we are having conversations**
  - **Insubordination: Student Violations of Handbook, etc**
  - **Attendance Violation Letter ~ parent/student notification at 6, 8, and 10 and tardies**
    - **Higher than expected**
- **Chemical Violations: Two students on Expulsion Agreements**
  - **in lieu of recommendation of expulsion administration agreed to work with student/parents**

# ITEMS OF FOCUS

## School Resource Officer

- 22 calls in 8 days in January with
  - 3 referrals to family services
  - 1 to the legal system
- 21 calls in 10 days in February with
  - 3 referrals to family services
  - 2 to the legal system.
  - These figures do not include students that stopped by my office or stopped me in the hall needing to talk to someone.
- 2014 ~ over 114+ calls to the Yellow Medicine East School Buildings

**Date Range:**

9/2/2014 to 3/2/2015

<b>Violation</b>	<b>Number</b>
Attendance Violation Letter	3
Bullying	161
Bus Violation	16
Cell/MP3 used during school hours	1
Documentation	5
Dress code violation	63
Electronic Device	3
Excessive Tardies/Absences	5
Fighting/Assault	24
Harassment	31
Inappropriate behavior/conduct	7
Insubordination	1
Misbehavior in hallways	168
Skipped assigned detention	1
Skipping school assembly	3
Skipping school classes	1
Theft/Vandalism	1
Threatening	4
Tobacco/Chemical Violation	2
Weapon Possession/including toys	14
	2

# ITEMS OF FOCUS

## Student Mental Health/At-Risk Needs

### Out of Home/Out of School Placements

- Crisis Center - 5
- Hospitalization (mental health reasons) - 7
- Prairie Lakes - 2
- Outpatient Treatment (substance abuse) - 2
- Inpatient Treatment (substance abuse) - 1
- Woodlands Partial Hospitalization Program (all day) - 4
- Suicide Plans - 8 (4 of them attempted)
- School Linked Mental Health - 17 grades 6-12 currently receiving therapy and/or skills and 2 more are on the wait list
- Shelter Care - 2
- Pregnancies - 2 this year (known) - several other referrals for pregnancy tests
- Belview Level 4- 2 (transitioning back)
- North Central Learning Center (Willmar) - 2

## MN Survey Results

- **Healthier, Happier, Safer: Adolescent Health & Academic Equity**
  - **Yellow Medicine County Chemical Coalition**
  - **Community Wheel**
    - **Tribal**
    - **Medical**
    - **Private Industry**
    - **Business**
    - **Law Enforcement**
    - **Faith**
    - **Youth**
    - **Families**
- **Five County Inputs Collaborative**

# ITEMS OF FOCUS

## Curriculum Overview

- The Middle/High School Maps
  - Out of Date
- Assessments
  - No building grading scale or expectations
    - Total Points vs. Measuring what students know
    - SLEDS Report
    - MCA Data
- Unauthorized Credits
  - Giving out questionable credits
- Alternative Learning Options
  - Packets
  - Open enrollment
  - Transportation

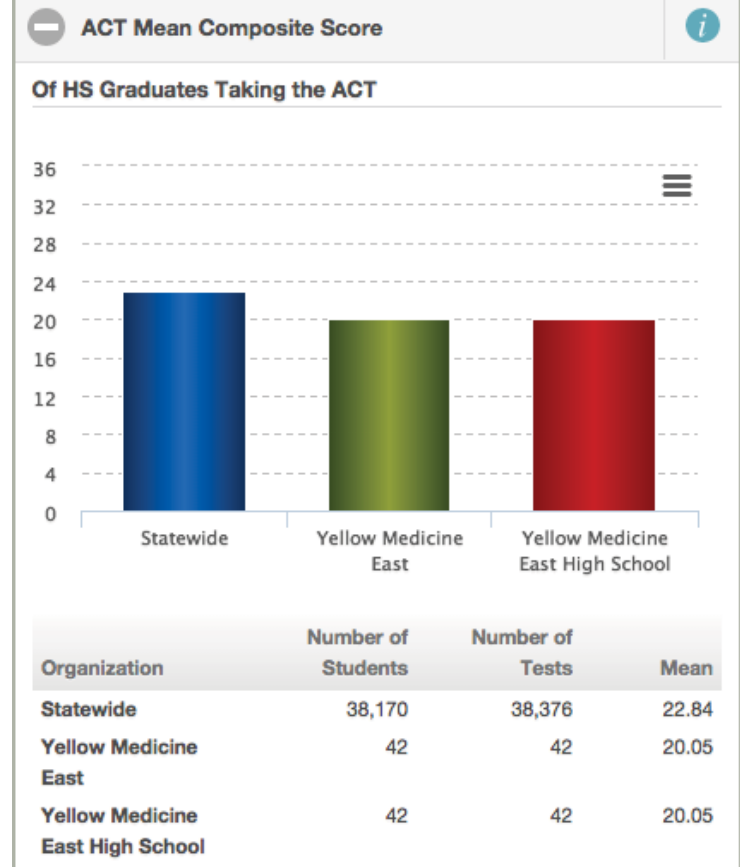
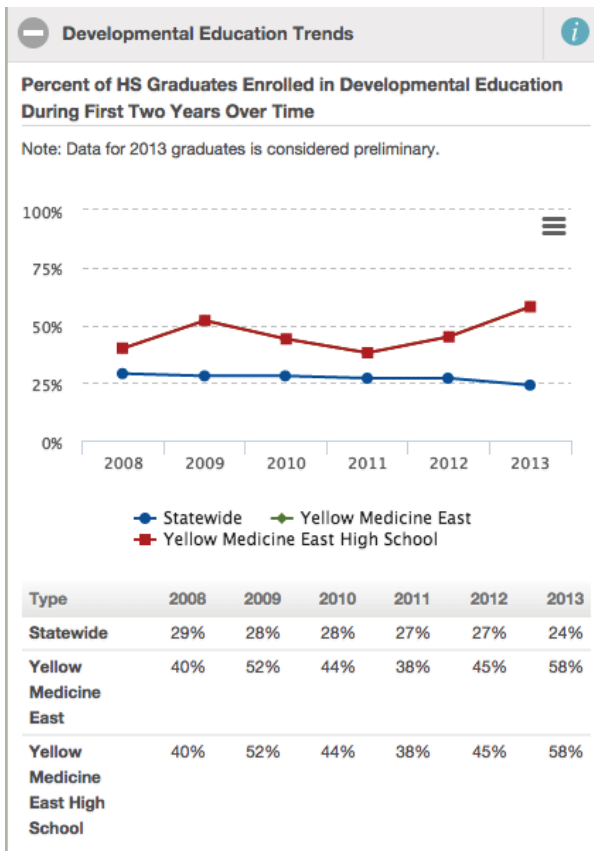
## Student Curricular Rigor

- Courses have the same value as other classroom electives
  - Classroom Aides
  - Elementary Aides
  - Office Aides
  - Senior Priv's
  - Expectations of OJT

## Senior Attendance in Non Rigor Classes

- Example #1
  - Aide, Privs = 27%
- Example #2
  - Privs, Aide, 2 Hours OJT ~ Non Rigor = 54%

# ITEMS OF FOCUS



# ITEMS OF FOCUS

MATH - MCA- III PROFICIENCY Spring 2014 Test Results	MRVED Member	Grade 6		Grade 7		Grade 8		Grade 11		Grades 3-8		Rank
		Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Out of 8
<b>BENSON</b>	<b>Yes</b>	<b>51.6%</b>	<b>48.4%</b>	<b>37.9%</b>	<b>62.1%</b>	<b>68.0%</b>	<b>32.0%</b>	<b>58.3%</b>	<b>41.7%</b>	<b>100.0%</b>		<b>#N/A</b>
DAWSON-BOYD #378	Yes	50.0%	50.0%	50.0%	50.0%	51.1%	48.9%	59.5%	40.5%	100.0%		#N/A
LAKEVIEW #2167	Yes	24.1%	75.9%	49.0%	51.0%	57.9%	42.1%	52.1%	47.9%	100.0%		#N/A
LQPV #2853	Yes	32.8%	67.2%	55.8%	44.2%	42.9%	57.1%	60.0%	40.0%	100.0%		#N/A
MONTEVIDEO #129	Yes	51.7%	48.3%	52.8%	47.2%	49.0%	51.0%	58.2%	41.8%	100.0%		#N/A
ORTONVILLE #2903	Yes	37.1%	62.9%	44.2%	55.8%	71.0%	29.0%	43.2%	56.8%	100.0%		#N/A
RCW #2890	Yes	48.5%	51.5%	59.0%	41.0%	55.6%	44.4%	91.4%	8.6%	100.0%		#N/A
YME #2190	Yes	58.7%	41.3%	71.9%	28.1%	79.7%	20.3%	64.0%	36.0%	100.0%		#N/A
STATE (MN)		42.9%	57.1%	42.9%	57.1%	40.3%	59.7%	49.4%	50.6%	100.0%		
Benson Rank (out of 8)			6		1		6		4			#N/A
Benson Average Rank (out of 8)												4

READING - MCA-III PROFICIENCY Spring 2014 Test Results	MRVED Member	Grade 6		Grade 7		Grade 8		Grade 10		All Grades		Rank
		Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Not Proficient	Proficient	Out of 8
<b>BENSON</b>	<b>Yes</b>	<b>33.9%</b>	<b>66.1%</b>	<b>55.2%</b>	<b>44.8%</b>	<b>72.0%</b>	<b>28.0%</b>	<b>43.3%</b>	<b>56.7%</b>	<b>100.0%</b>	<b>0.0%</b>	<b>1</b>
DAWSON-BOYD #378	Yes	31.8%	68.2%	26.5%	73.5%	46.7%	53.3%	45.9%	54.1%	100.0%		1
LAKEVIEW #2167	Yes	43.1%	56.9%	49.0%	51.0%	57.4%	42.6%	48.6%	51.4%	100.0%		1
LQPV #2853	Yes	37.3%	62.7%	60.8%	39.2%	44.2%	55.8%	72.9%	27.1%	100.0%		1
MONTEVIDEO #129	Yes	54.0%	46.0%	57.8%	42.2%	42.3%	57.7%	44.8%	55.2%	100.0%		1
ORTONVILLE #2903	Yes	47.1%	52.9%	61.9%	38.1%	64.5%	35.5%	47.9%	52.1%	100.0%		1
RCW #2890	Yes	57.6%	42.4%	53.8%	46.2%	61.1%	38.9%	41.7%	58.3%	100.0%		1
YME #2190	Yes	52.2%	47.8%	62.1%	37.9%	71.4%	28.6%	57.1%	42.9%	100.0%		1
STATE (MN)		39.0%	61.0%	44.0%	56.0%	44.2%	55.8%	39.9%	60.1%	100.0%	0.0%	
Benson Rank (out of 8)			2		4		8		2			1
Benson Average Rank (out of 8)												4

# ITEMS OF STRENGTH

## Conversations with Students and Families

- Notifications and early interventions on Student Attendance
  - Clarifying expectations from District, County and State Statutes
  - We expect students to be here EVERYDAY
    - Research Supports: The more they are in front of staff the more they learn
  - Attendance Contracts
    - Signed Agreement
- PACT for Families
  - RARB ~ Early Interventions
  - SRO ~ Support all students

## School Resource Officer ~ Grant

- Having many positive conversations with students on behavior, attendance and sidewalk lawyers
- Interventions with students before action is taken
  - Attendance
  - Legal System
- Presence
  - Middle and High School students feel comfortable
  - Approachable
- Building Level Support
  - Social Worker
  - Staff
  - Student
  - Administration

# ITEMS OF STRENGTH

## Involving Students to talk about Behavior

- Positive Behavior Interventions Systems (PBIS)
  - Looks at areas of school discipline, school rules and motto, environment, etc.
  - Data Driven
    - SET Data is collected
      - administrators, staff, students, etc.
    - Student's Created Rubric
    - PBIS Team is assembled to review data
      - Needs to look at the data
      - Action planning with benchmarks

## School Leadership Conference

- Yellow Medicine County Chemical Health Coalition
  - Student leaders trained in leadership
  - Examples of how to make the students, school and communities a better place
    - Needs action planning and collection of data
- Developmental Assets Survey
  - Looks at supports for student both in about out of school
    - Needs action planning and collection of data

# ITEMS OF STRENGTH

## Conversations with Students about Mental Health

- Outstanding Social Worker Team
  - Works and meets with students
  - Available
- Woodland Centers ~ School Linked Mental Health

## At-risk Student Behavior ~ Chemical

- MDE Grant: Healthier, Happier, Safer: Adolescent Health & Academic Equity
- Chemical Health Coalition on Family and Community involvement with our Youth

## School Discipline

- Has been steady
  - Reasons ~ Fair, consistent, clearly communicated, Love and Logic, etc.
  - Adults making a connection with students
    - Advisory
    - Revisit the expectations for students
      - adults
      - students
  - SRO is being utilized in a positive manner

# ITEMS OF STRENGTH

## Curriculum Movement

- Q-Comp, World's Best Workforce and Teacher Evaluation
  - Created Measurable Building Goals
  - Focuses on Educational Research
  - Focuses on Student Data
    - Reflection has allowed us to Action Plan for 2015 ~ 2016

## Action Planning for 2015 ~ 2016

- Developed a Site Team to communicate and make decisions
- MRVED (30 Days) to Map 6 ~ 12 Curriculum to State and National Standards
  - 1990 Map for today's roads

## GQ: What do they need to know? ~ Curriculum

- Essential Learning Outcomes
  - What Students should know...
  - I can statements.....
    - 34% increase in student learning

## GQ: How do we know they know? ~ Assessment

- Creation and Implementation of Rubrics
  - Standards Linked
  - Essential Learning Outcomes
- Local Benchmarking Assessments
  - Grading what kids know; not grading practice
- State and National Assessments
  - Test Prep
  - Know what is on the assessments

# ITEMS OF STRENGTH

## Student Registration

GQ: What do we do if they do? ~ Differentiation

Looking at Student Data:

- Accelerated Pathway
- Expanded College and Career Options
  - More College Now
  - Vocational Career Academies
- YME College and Career Pathways
  - Post-High School to 4-Year
    - ACT, PLAN, EXPLORE
  - Ramp Up for Readiness

GQ: What do we do if they don't? ~ RTI

- Academy
  - Supporting students
- Other Supports:
  - ICU, BUZZ Club, Building Bridges, Activities, Athletics, Community Education



# Bert Raney Elementary School

School Board Meeting - 3.2015



At a glance...



# Physical Building

- 3 floors
  - Main Floor: ECFE, Head Start, Gym, Office, Social Worker, 4 SPED classrooms, 1 Reading Recovery classroom, 3-Kindergarten classrooms and 4-1st grade classrooms
  - Upper Floor: 3-3rd grade classrooms, 2-4th grade classrooms, 1-4/5 classroom, 2-5th grade classrooms, 2 SPED classrooms, library, bookroom/Reading Corp, 1 SPED office, 1 Woodland Center room
  - Lower Floor: Music classroom, cafeteria, Title classroom, ELL classroom, and computer lab

# Staff Members

- 70 Approximate Total Staff at BRE
  - YME - Certified: 24
  - YME - Non-Certified: 11
  - MVCC - Certified: 12
  - MVCC - Non-Certified: 17
  - School Nurse - 1
  - Office Staff - 2
  - Social Worker - 1
  - Visiting Specialists: 2
  - Does not include HeadStart or ECFE

# Staff Members

- Certified staff with more than 10 years of experience: 64.2%
- Approximately 38% have Master's Degrees



[http://rc.education.state.mn.us/#staffing/orgId--12190010000\\_\\_p--f](http://rc.education.state.mn.us/#staffing/orgId--12190010000__p--f)

# Student Demographics

## 2014-15

- American Indian/Alaskan Native: 67, 17.5%
- Asian/Pacific Islander 10, 2.6%
- Black, not of Hispanic origin 4, 1%
- Hispanic 55, 14.4%
- White, 247, 64.5%

[http://rc.education.state.mn.us/#demographics/orgId--12190010000\\_\\_p--1](http://rc.education.state.mn.us/#demographics/orgId--12190010000__p--1)

# Student Demographics 2014-15

- Limited English Proficient 13, 3.4%
- Special Education 91, 23.8%
- Free or Reduced-Price Lunch 193, 50.4%



[http://rc.education.state.mn.us/#demographics/orgId--12190010000\\_p--1](http://rc.education.state.mn.us/#demographics/orgId--12190010000_p--1)

Data at a glance...

# BRE – ALL – MCA Math

	2010 II	2011 III	2012 III	2013 III	2014 III
BRE Proficiency	55.4%	48.8%	51.9%	49.4%	53.7%
State Proficiency	65.9%	57.8%	65.4%	62.6%	61.4%
	-10.5%	-9%	-13.5	-13.2	-7.7%

## BRE – ALL – MCA Reading

	2010 II	2011 II	2012 II	2013 III	2014 III
BRE Proficiency	54.3%	62.4%	60.3%	40.0%	44.0%
State Proficiency	72.3%	74.6%	76.0%	57.8%	59.1%
	<b>-18%</b>	<b>-12.2%</b>	<b>-15.7%</b>	<b>-17.8</b>	<b>-15.1%</b>



## BRE – SPED – MCA Math

	2010 II	2011 III	2012 III	2013 III	2014 III
BRE Proficiency	23.9%	24.2%	23.1%	15.2%	16.7%
State Proficiency	32.6%	29.1%	36.6%	33.8%	31.4%
	<b>-8.7%</b>	<b>-4.9%</b>	<b>-13.5%</b>	<b>-18.6%</b>	<b>-14.7%</b>

## BRE – SPED – MCA Reading

	2010 II	2011 II	2012 II	2013 III	2014 III
BRE Proficiency	23.1%	28.6%	32.1	9.4%	6.5%
State Proficiency	36.7%	40.4%	43.7%	27.3%	28.1%
	-13.6%	-11.8%	-11.6%	-17.9%	-21.6%



# Minnesota Department of Education

- Identifies elementary schools who are receiving Title funds into one of 5 categories:
  - Priority, Focus, Continuous Improvement, Celebration Eligible and Reward.
  - Bert Raney has been identified as a Focus School

# Minnesota Department of Education

- What do the categories mean?
  - Priority - lowest 5% of schools
  - Focus - next 10% of schools
  - Continuous Improvement - 25% of Title schools not identified as Focus or Priority
  - Celebration Eligible - 25% of schools just below Reward Schools
  - Reward - top 15% of Title schools

# Minnesota Department of Education

- What does being a Focus School mean for BRE?
  - Assigned a school advocate
  - Visits 1-2 times per month
  - Works with BRE Administrator & BRE Leadership Team
  - Various forms of documentation and professional development are required with this label



## Bert Raney Elementary School Goals

- The percentage of all students in grades 3-5 at Bert Raney Elementary School enrolled by October 1 who are proficient on the Reading MCA will increase from 43.9% in 2014 to 48.9% in 2015.
- The percentage of all students in grades 3-5 at Bert Raney Elementary School, enrolled by October 1 who are proficient on the Mathematics MCA will increase from 54% in 2014 to 57% in 2015.

## Bert Raney Elementary School Goals

- The percentage of SPED students in grades 3-5 at Bert Raney Elementary School enrolled by October 1, 2014, who are proficient on the Reading MCA will increase from 6.3% in 2014 to 10% in 2015.

The percentage of SPED students in grades 3-5 at Bert Raney Elementary School enrolled by October 1, 2014, who are proficient on the Math MCA will increase from 16.1% in 2014 to 21.1% in 2015.



# Strengths

- We have an incredible staff who are dedicated and serve our students every day
- Active Leadership Team
- Staff members being trained on Charlotte Danielson's Framework for Instruction
- Via QComp, we have a consultant, Gene Stukel, who has assisted with peer observations
- Active and engaged PLCs within our building, that focus on grade level needs, setting goals, reviewing student work, and collaborating among staff members
- SRO

# Strengths

- Integrating Framework of Literacy into the classrooms
- Full-time Social Worker and School Nurse
- PBIS Program
- Actively involved in our Integration Grant activities
- A strong physical education and music program for all K-5 students
- Being trained in the use of FAST testing for student assessment
- Gifted and Talented opportunities for students currently in grades 2-5
- Of course - we have the BEST students!

# What Next?

- Continue to work with our school advocate and our Leadership Team to identify our curriculum needs and strengthen them for both general education and SPED
- Continue to work with our school advocate, Leadership Team, and our Staff Development Committee to offer staff development that is relative to our goals

Bert Raney Elementary School

March 2015

Mrs. Hansen

**BRE – ALL – Math**

	2010 II	2011 III	2012 III	2013 III	2014 III
BRE Proficiency	55.4%	48.8%	51.9%	49.4%	53.7%
State Proficiency	65.9%	57.8%	65.4%	62.6%	61.4%

**BRE – ALL – Reading**

	2010 II	2011 II	2012 II	2013 III	2014 III
BRE Proficiency	54.3%	62.4%	60.3%	40.0%	44.0%
State Proficiency	72.3%	74.6%	76.0%	57.8%	59.1%

**BRE – FRP – Math**

	2010 II	2011 III	2012 III	2013 III	2014 III
BRE Proficiency	39.6%	33.6%	34.0%	34.4%	34.1%
State Proficiency	48.8%	39.1%	47%	43.6%	42.2%

**BRE – FRP – Reading**

	2010 II	2011 II	2012 II	2013 III	2014 III
BRE Proficiency	40%	53.3%	40.4%	29.0%	31.8%
State Proficiency	54.7%	58.3%	59.8%	38.1%	39.5%

**BRE – LEP – Math**

	2010 II	2011 III	2012 III	2013 III	2014 III
BRE Proficiency	0	7.7%	18.2%	30.8%	10.0%
State Proficiency	38.1%	27.1%	32.8%	28.8%	27.3%

**BRE – LEP – Reading**

	2010 II	2011 II	2012 II	2013 III	2014 III
BRE Proficiency	10.0%	25%	21.1%	30.8%	22.2%
State Proficiency	32.7%	37.6	37.7%	16%	16.4%

**BRE – SPED – Math**

	2010 II	2011 III	2012 III	2013 III	2014 III
BRE Proficiency	23.9%	24.2%	23.1%	15.2%	16.7%
State Proficiency	32.6%	29.1%	36.6%	33.8%	31.4%

**BRE – SPED – Reading**

	2010 II	2011 II	2012 II	2013 III	2014 III
BRE Proficiency	23.1%	28.6%	32.1	9.4%	6.5%
State Proficiency	36.7%	40.4%	43.7%	27.3%	28.1%

**BRE – Hispanic – Math**

	2010 II	2011 III	2012 III	2013 III	2014 III
BRE Proficiency	37.5%	23.8%	25.9%	42.9%	36.4%
State Proficiency	46%	33.2%	41%	38.6%	38.2%

**BRE – Hispanic – Reading**

	2010 II	2011 II	2012 II	2013 III	2014 III
BRE Proficiency	20.8%	31.6%	34.8%	33.3%	34.8
State Proficiency	48.5%	53.1%	54.3%	34%	35.5%

**BRE – American Indian – Math**

	2010 II	2011 III	2012 III	2013 III	2014 III
BRE Proficiency	19.4%	26.5%	29.7%	31.3%	38.7%
State Proficiency	42.7%	32.3%	41.4%	37.2%	36.5%

**BRE – American Indian – Reading**

	2010 II	2011 II	2012 II	2013 III	2014 III
BRE Proficiency	19.4%	47.1%	41.2%	25.0%	19.4%
State Proficiency	42.7%	54.4%	56.1%	34.2%	36.1%

**BRE – Caucasian – Math**

	2010 II	2011 III	2012 III	2013 III	2014 III
BRE Proficiency	64.1%	57%	63.6%	57.4%	62.9%
State Proficiency	71.2%	64.8%	72.8%	70%	68.9%

**BRE - Caucasian – Reading**

	2010 II	2011 II	2012 II	2013 III	2014 III
BRE Proficiency	62.3%	69.7%	70.8%	57.4%	62.9%
State Proficiency	79.1%	80.8%	82.5%	70%	66.8%

**Acronyms**

- SPED Special Education
- LEP English Learners
- FRP Free/Reduced Priced Lunch

**Bert Raney Elementary School**

Board Report - March 2015

Lisa A. Hansen, BRE Principal



**Enrollment**

July						August						September					
K	17	17	17		51	K	16	18	18		52	K	17	19	19		55
1	18	19	19	20	76	1	17	19	19	20	75	1	19	19	19	20	77
2	18	19	20		57	2	19	19	20		58	2	19	20	20		59
3	19	20	20		59	3	19	20	20		59	3	18	20	21		59
4	24	25	10		59	4	23	25	10		58	4	25	25	10		60
5	22	22	14		58	5	21	22	14		57	5	22	21	14		57
<b>Total</b>					<b>360</b>	<b>Total</b>					<b>359</b>	<b>Total</b>					<b>367</b>
October						November						December					
K	15	18	18		51	K	15	18	18		51	K	15	18	18		51
1	17	19	19	19	74	1	17	19	19	19	74	1	16	19	19	19	73
2	19	19	20		58	2	18	19	20		57	2	18	19	21		58
3	18	20	21		59	3	17	20	21		58	3	16	20	21		57
4	25	25	10		60	4	24	25	10		59	4	24	25	10		59
5	23	23	14		60	5	23	23	14		60	5	23	23	14		60
<b>Total</b>					<b>362</b>	<b>Total</b>					<b>359</b>	<b>Total</b>					<b>358</b>
February						March											
K	15	17	18		50	K	15	17	18		50						
1	18	19	19	20	76	1	18	19	19	20	76						
2	18	18	21		57	2	17	18	21		56						
3	18	19	21		58	3	18	19	21		58						
4	25	26	10		61	4	25	27	10		62						
5	22	23	14		59	5	23	23	14		60						
<b>Total</b>					<b>361</b>	<b>Total</b>					<b>362</b>						

1. Read Across America Activities
2. February 13<sup>th</sup> – Staff Development
3. MCA preparation and test window
4. Preschool Screening – Fall/Spring – Approximately 94 children were screened
5. Elementary Concerts: Grades K-2 on 3/12/15 at 6:30PM; Grades 3-5 on 3/17/15 at 6:30PM
6. Excel Program
  - a. 3<sup>rd</sup>-5<sup>th</sup> grade students / March-April
  - b. Starts March 10<sup>th</sup>
  - c. Approximately 30 students
7. Kindergarten Kickoff
  - a. March 10<sup>th</sup> 5-7PM – will include a scavenger hunt, classroom visits, presentations for parents, and a meal for the parents and incoming KDGN students

*“Be the change you wish to see in the world.” ~Ghandi*



# Achievement and Integration Revenue FY 2016 Budget Worksheet

Use this worksheet to list proposed expenditures of FY 2016 Achievement and Integration revenue. Address general questions on budget submission to the Office of Equity and Innovation, 651-582-8462. Return this completed worksheet by March 15, 2015 to mde.integration@state.mn.us.

**Electronic submission is required. Please submit using the file name *AI Budget [Your District Name] FY2016*.**

**District Name:** Yellow Medicine East  
**District ISD Number:** 2190  
**Superintendent:** Dr. Rick Clark  
**Collaborative:** Yellow Medicine Integration Collaborative

**Document prepared by:** Robin Henderson  
**Phone:** 320-564-40830#104  
**E-mail:** [rhenderson@isd2190.org](mailto:rhenderson@isd2190.org)

If you have been notified by MDE that your district has one or more Racially Identifiable Schools in your district, please list those schools here:

<b>Initial Integration Revenue expenditures</b> (all FIN 313 expenditures)	\$ 105,216.70
<b>Total Incentive Revenue expenditures</b> (all FIN 318 expenditures)	\$ 8,522.00
<b>TOTAL REVENUE</b>	<b>\$ 113,738.70</b>

**Directions:** Please use the AI Budget Guide to create this budget. Budget worksheets are organized around budget ratios explained in the guide. Use the space within each tabbed page to write budget narratives. Add additional pages and delete any you do not use. Proposed expenditures that align with budget guidelines may be approved for programs and activities included in a district's Achievement and Integration plan approved by MDE. Consult the Budget Guide for details on allowable expenses.

### **CERTIFICATION STATEMENT**

*We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2016 Achievement & Integration Revenue budget that was approved by the school board.*

**Board Approval Date** \_\_\_\_\_

**School Board Chair** \_\_\_\_\_ **Date** \_\_\_\_\_

**Superintendent** \_\_\_\_\_ **Date** \_\_\_\_\_

**Approved Initial Revenue:** \_\_\_\_\_ **Approved Incentive Revenue:** \_\_\_\_\_

**MDE Approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## FY 2016 Achievement and Integration Budget Worksheet

**District Number:** 2190

**District Name:** Yellow Medicine East

**80% Direct Services to Students**

On this worksheet please list all proposed expenditures for Direct Services to Students. At least 80% of a district's proposed expenditures must be used for approved programs providing direct services to students. See the current AI budget guide for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative
	ORG	PROG	FIN	OBJ			
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.
Academic Support Specialist	005		313	144	\$21,694.80		Academic Support Specialist Salary
Academic Support Specialist FICA	005		313	210	\$1,659.65		FICA for Academic Support Specialist
Academic Support Specialist PERA	005		313	214	\$1,627.11		PERA for Academic Support Specialist
Academic Intervention Specialist Salary	005		313	143	\$18,589.50		Academic Intervention Specialist Salary
Academic Intervention Specialist FICA Benefit	005		313	210	\$1,422.09		FICA Academic Intervention Specialist
Academic Intervention Specialist TRA Benefit	005		313	218	\$1,394.21		TRA Academic Intervention Specialist
Academic Intervention Specialist Dental Benefit	005		313	235	\$240.00		DENTAL Benefit Academic Intervention Specialist
Academic Intervention Specialist Health Insurance Benefit	005		313		\$2,524.98		HEALTH Benefit Academic Intervention Specialist
Academic Intervention Specialist Life Benefit	005		313	230	\$39.42		LIFE Benefit Academic Intervention Specialist
<b>TOTAL</b>					<b>\$49,191.76</b>	<b>\$0.00</b>	

*Notes or Comments:*

### FY 2016 Achievement and Integration Budget Worksheet

 District Number: 

 District Name: 
**80% Direct Services to Students**

On this worksheet please list all proposed expenditures for Direct Services to Students. At least 80% of a district's proposed expenditures must be used for approved programs providing direct services to students. See the current AI budget guide for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative
	ORG	PROG	FIN	OBJ			
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.
YME Success Coach Salary	005		313	110	\$19,482.00		Success Coach Salary
YME Success Coach FICA Benefit	005		313	210	\$1,490.00		YME Success Coach Benefits
YME Success Coach PERA Benefit	005		313	214	\$1,461.00		YME Success Coach Benefits
YME Success Coach 4	005		313		\$336.00		YME Success Coach Benefits
YME School Success support for Students & Families Salary	005		313	170	\$1,660.00		Success Support Salary
YME School Success support for Students & Families FICA	005		313	210	\$127.00		Success Support FICA
YME School Success support for Students & Families PERA	005		313	214	\$124.50		Success Support PERA
YME Ramp Up To Readiness Coordinator Salary	005		313	185	\$1,530.00		Ramp Up Coordinator Stipend
YME Ramp Up To Readiness Coordinator FICA	005		313	210	\$117.04		Ramp Up Coordinator FICA
YME Ramp Up To Readiness Coordinator TRA	005		313	218	\$114.75		Ramp Up Coordinator TRA
<b>Total</b>					<b>\$26,442.29</b>	<b>\$0.00</b>	



**FY 2016 Achievement and Integration Budget Worksheet**

District Number:  District Name:

**80% Direct Services to Students**

On this worksheet please list all proposed expenditures for Direct Services to Students. At least 80% of a district's proposed expenditures must be used for approved programs providing direct services to students. See the current AI budget guide for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative
	ORG	PROG	FIN	OBJ			
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.
YMIC Academic Goal #1 Classroom Partnerships & YME Instruction	005		313	185	\$2,000.00		EXCEL, After School, Instruction
YMIC Academic Goal #1 Classroom Partnerships & YME supplies	005		313	430	\$1,200.00		EXCEL, After School, supplies
YMIC Integration Goal #1 Career & College Readiness Classroom Partnership & YME supplies	005		313	405	\$1,520.00		MCIS \$870, MCIS Jr. \$350, MCIS Test Prep \$300
YMIC Integration Goal #1 Career & College Readiness Classroom Partnership & YME supplies	005		313	430	\$8,335.00		SMSU College Day \$480, MN West C & C Day \$300, College & Career Campus Visits, YME Career & College Day, Accuplacer & Supplies \$2,000., YMIC Art \$1,000., YMIC Youth Frontiers \$750., YMIC Diary of Anne Frank \$725., Jeffers YME & Ivanhoe 6th Gr. \$300., YMIC 4th Gr. \$480., YME/Lakeview Music \$2,000. 3rd Gr. YME/DBY \$300.,
YMIC Summer School	005		318	185	\$3,500.00		INCENTIVE REVENUE - <b>Salaries</b> - YME & RCW 6-8 Summer Program July 2015- June 30, 2016
YMIC Summer School	005		318	210	\$267.75		INCENTIVE REVENUE - <b>Staff Benefits</b> - YME & RCW 6-8 Summer Program July 2015- June 30, 2016
YMIC Summer School	005		318	218	\$267.75		INCENTIVE REVENUE - <b>Staff Benefits</b> - YME & RCW 6-8 Summer Program July 2015- June 30, 2016
YMIC Summer School	005		318	170	\$600.00		INCENTIVE REVENUE - <b>Salaries Support Staff</b> - YME & RCW 6-8 Summer Program July 2015- June 30, 2016
YMIC Summer School	005		318	210	\$45.90		INCENTIVE REVENUE - <b>Staff Benefits Support Staff</b> - YME & RCW 6-8 Summer Program July 2015- June 30, 2016
YMIC Summer School	005		318	214	\$45.00		INCENTIVE REVENUE - <b>Staff Benefits Support Staff</b> - YME & RCW 6-8 Summer Program July 2015- June 30, 2016
YMIC Summer School	005		318	430	\$2,300.00		INCENTIVE REVENUE - <b>Supplies</b> YME & RCW 6-8 Summer Program July 2015-June 30, 2016
YMIC Summer School	005		318	430	\$1,500.00		INCENTIVE REVENUE - <b>Contracted Services</b> YME & RCW 6-8 Summer Program July 2015-June 30, 2016
<b>TOTAL</b>					<b>\$21,581.40</b>	<b>\$0.00</b>	

Notes or Comments:

## FY 2016 Achievement and Integration Budget Worksheet

District Number: District Name: **20% Professional Development**

On this worksheet please list all proposed expenditures for professional development. No more than 20% of the budget may be spent on PD costs included in a district's MDE-approved plan. See the current AI Budget Guide for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative
	ORG	PROG	FIN	OBJ			
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.
Staff Development Salaries	005	640	313	185	\$1,450.00		Staff Development Training for Ramp Up To Readiness, Family Engagement, ACT Prep, YMIC Classroom Partnerships
Staff Development FICA	005	640	313	210	\$110.92		Staff Benefits
Staff Development TRA	005	640	313	218	\$108.00		Staff Benefits
Staff Development Subs	005	640	313	145	\$2,400.00		Subs for Integration events
Subs Fringe Benefits FICA	005	640	313	210	\$183.60		Sub Benefits
Subs Fringe Benefits TRA	005	640	313	218	\$180.00		Sub Benefits
Travel	005	640	313	366	\$435.73		Staff Travel
Staff Supplies	005	640	313	401	\$800.00		Staff Supplies
<b>TOTAL</b>					<b>\$5,668.25</b>	<b>\$0.00</b>	

Notes or Comments:

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.

**FY 2016 Achievement and Integration Budget Worksheet**

 District Number: 

 District Name: 
**10% Admin/Indirect Costs**

On this worksheet please list all Administrative/Indirect proposed expenditures for your FY16 budget. No more than 10% of the budget may be spent on Admin/Indirect costs included in a district's MDE-approved plan. See the current AI Budget Guide for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative
	ORG	PROG	FIN	OBJ			
Provide a short description of the expenditure.					List the total amount budgeted for this line item	Resubmit form with actual FY16 expenditures by 12/1/16	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.
YMIC/YME Integration Coordinator Salary	005		313	110	\$8,000.00		The YMIC coordinator organizes YMIC meetings and classroom partnership activities, communicates with member districts, communicates with MDE and oversees the budget for YME.
YMIC Integration Coordinator FICA	005		313	210	\$646.00		YMIC Coordinator benefits
YMIC Integration Coordinator 403 B	005		313		\$460.00		YMIC Coordinator benefits
YMIC Integration Coordinator PERA	005		313	214	\$633.00		YMIC Coordinator benefits
YMIC Integration Supplies	005		313	401	\$500.00		YMIC Coordinator Supplies
YMIC Integration Coordinator Travel	005		313	366	\$300.00		YMIC Coordinator Travel
.3% To MDE					\$316.00		MDE Administrative
<b>TOTAL</b>					<b>\$10,855.00</b>	<b>\$0.00</b>	

Notes or Comments:

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item	Resubmit form with actual FY16 expenditures by 12/1/16	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.



FY 2016 Achievement and Integration Budget Worksheet

District Number:

District Name: Yellow Medicine East

**10% Admin/Indirect Costs**

On this worksheet please list all Administrative/Indirect proposed expenditures for your FY16 budget. No more than 10% of the budget may be spent on Admin/Indirect costs included in a district's MDE-approved plan. See the current AI Budget Guide for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative
	ORG	PROG	FIN	OBJ			
Provide a short description of the expenditure.					List the total amount budgeted for this line item	Resubmit form with actual FY16 expenditures by 12/1/16	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.
<b>Total</b>					<b>\$0.00</b>	<b>\$0.00</b>	

Notes or Comments:



FY 2016 Achievement and Integration Budget Worksheet

District Number:

District Name:

**80% Direct Services to Students**

On this worksheet please list all proposed expenditures for Direct Services to Students for your district's Racially Identifiable School(s). At least 80% of a district's proposed expenditures must be used for approved programs providing direct services to students. See the current AI Budget Guide for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative
	ORG	PROG	FIN	OBJ			
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.
<b>TOTAL</b>					<b>\$0.00</b>	<b>\$0.00</b>	

Notes or Comments:



FY 2016 Achievement and Integration Budget Worksheet

District Number:  District Name:

**20% Professional Development**

On this worksheet please list all proposed expenditures for professional development for your district's Racially Identifiable School(s). No more than 20% of the budget may be spent on PD costs included in a district's MDE-approved plan. See the current AI Budget Guide for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative
	ORG	PROG	FIN	OBJ			
Provide a short description of the expenditure.					List the total amount budgeted for this line item	Resubmit form with actual FY16 expenditures by 12/1/16	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.
<b>TOTAL</b>					<b>\$0.00</b>	<b>\$0.00</b>	

Notes or Comments:



FY 2016 Achievement and Integration Budget Worksheet

District Number:

District Name: Yellow Medicine East

**10% Admin/Indirect Costs**

On this worksheet, please list all Administrative/Indirect proposed expenditures for for your district's Racially Identifiable School(s). No more than 10% of the budget may be spent on Admin/Indirect costs included in a district's MDE-approved plan. See the current AI Budget Guide for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative
	ORG	PROG	FIN	OBJ			
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.
<b>TOTAL</b>					<b>\$0.00</b>	<b>\$0.00</b>	

Notes or Comments:



## Achievement and Integration Plan July 1, 2014 – June 30, 2017

*This plan reflects requirements included in the current achievement and integration statutes and desegregation/integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180).*

District ISD# and Name: Yellow Medicine East ISD 2190  
District Status: RI  
Name of Collaborative: Yellow Medicine Integration Collaborative  
Superintendent's Name: Al Stoeckman  
Phone: 320.564.4081  
E-mail: [astoeckman@isd2190.org](mailto:astoeckman@isd2190.org)

District Office Address: 450 9<sup>th</sup> Ave.  
Street Address: above  
City, State, ZIP: Granite Falls, MN 56241

Document prepared by:  
Name: Robin Henderson  
Title: Integration Coordinator  
Phone: 320.564.4081, Ext 104  
E-mail: [rhenderson@isd21980.or](mailto:rhenderson@isd21980.or)

Board Approval Date: 04.14.14

### Integration Collaborative Member Districts

List all districts in your integration collaborative and their integration status: RI=Racially Isolated district, RIS=Racially Identified School, RI/RIS=Racially Isolated district and Racially Identified School, A=Adjoining district, V=Voluntary district.

Note: If your district is eligible for this program solely because you have one or more racially identifiable schools within your district, you are not currently required to participate in an integration collaborative and may delete the text boxes below.

1. Yellow Medicine East ISD 2190 (RI)
2. Canby ISD 891 (A);
3. Dawson-Boyd ISD 378 (A);
4. Lakeview ISD 2167 (A)
5. Minneota ISD 414 (A)
6. Renville County West ISD 2890 (A)
7. Ivanhoe ISD 403 (V)

## **Achievement Goal 1: Reduction of Achievement Gap through Increased Achievement**

**Goal Statement:** The proficiency GAP at Yellow Medicine East between American Indian, Hispanic, and Free/Reduced Meal students enrolled the full academic year for grades 3, 5, 8, and 11 tested on MCAs will *DECREASE* by 3-6% within our three-year window (see Table B), by *INCREASING* the proficiency of these same student groups by a range of 1%-9% in Math, and 1%-15% in Reading within the same time frame (see Table A).

### **Strategy A: Academic Intervention Specialist/Academic Support Specialist**

Through the use of Academic Intervention Specialists as well as Academic Support Specialists, Yellow Medicine East students performing below proficiency on MCAs will be targeted for individualized re-teaching so that they can gain the skills needed to attain proficiency. Academic Support specialists will monitor and record student progress.

We will attain our proficiency increases and gap decreases through the use of the following entities or tools: YME Academy (to service lowest performing 7-12 students in the district). In addition, PBIS programming (Positive Behavior Interventions and Supports) will encourage positive and productive behavior in student learning. The YME Success Coach will oversee all efforts, staffing, and events.

### **Strategy B: Family Engagement Programs**

Family Engagement is a key component to student success, as documented in numerous studies such as those conducted by the Harvard Graduate School of Education (HGSE). Prof. Karen Mapp, Lecturer at HGSE, synthesized 51 studies pertaining to school-family-community relationships that were studied across diverse cultures and age ranges. Researchers concluded that there is a positive correlation between family partnerships and student outcomes. Students whose families had consistent and positive relationships with their school had higher rates of attendance, post-secondary planning, and overall achievement. According to Prof. Mapp, "Identifying needs and assets early on builds trust and encourages more families to be involved in their child's school, and helps schools recognize what unique resources their families have to offer."

It is with this thought in mind that Yellow Medicine East will pursue the planning and execution of a comprehensive Family Engagement Program that will build deeper partnerships with families. Our Family Engagement (FE) Program will be based in consistent and solid training and based in best practices such as those articulated by and will be school-wide. FE programming will become a part of the culture of school and it is with this thought in mind that we will enact programming developed by the Center on School, Family, and Community Partnerships, which is headed by Joyce Epstein, Ph.D., and the National Network of Partnership Schools at Johns Hopkins University.

The primary activities of this plan component will be built upon the edifice of FE training, which is expected to be offered by the Minnesota Department of Education, and best practices. According to MDE, this training is expected to be available by summer, 2014. By adopting and implementing FE planning, the YME achievement gap will decrease and overall achievement will increase.

	<b>YME Achievement Goal: 1</b> Strategy A and Strategy B	
<b>YME Strategy A</b>	Timeline	Key Indicators of Progress
A.A.1. Academic monitoring and support of lowest-performing students.	2014-2017	Increased academic achievement on MCAs Spring, 2015, and 2016
A.A.2. Targeted interventions designed to increase student achievement	2014-2017	Annual reduction of existing gap between White and Indian, and White and Hispanic students in YME ISD 2190 Annual reduction of non-FRP to FRP achievement gaps in each participating district
A.A.3. Implement PBIS strategies for positive and productive student behavior and encourage development of 21 <sup>st</sup> century skills	2014-2017	Student surveys will demonstrate the acquisition of the skills
A.A.4. Implement After School Program for lowest performing students in grades 3-5	2014-2017	Students attending After School Program will increase their achievement in MCAs
<b>YME Strategy B</b>		
A.B.1. Family Engagement Programming: Attend FE training offered by MDE	2014-2015	Training of YME FE Program Coordinator
A.B.2. Adopt Joyce Epstein programming at YME	2015-2017	Development and implementation of programming
A.B.3. Train all YME Certified/Support Staff	2015	100% of Certified/Support staff will receive training on YME FE Program
A.B.4. Certified/Support staff will initiate family contacts on an ongoing basis	2015-2017	Academic achievement of students as measured by MCAs will increase as directed by approved rubric

## YELLOW MEDICINE EAST ISD 2190

### A. Proficiency INCREASE: MATH

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
<b>YME ISD 2190</b>	RI					
<i>All students</i>		42.8%	45%	47.2%	49.3%	6.5%
<i>Protected Class</i>		17.3%	20%	22.7%	25.4%	8%
<i>American Indian</i>		25%	27.7%	30.4%	33.1%	8%
<i>Hispanic</i>		13.3%	16%	18.7%	21.4%	8%
<i>White</i>		50.6%	52.3%	54%	55.7%	5%
<i>Non-FRP</i>		55%	56.7%	58.4%	60.1%	5%
<i>FRP</i>		29.1%	31.8%	34.5%	37.2%	8%

### A. Proficiency INCREASE: READING

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
<b>YME ISD 2190</b>	RI					
<i>All students</i>		43.7%	48%	51%	54%	9%
<i>Protected Class</i>		27%	31.3%	35.6%	39.9%	13%
<i>American Indian</i>		28.1%	32.4%	36.7%	41%	13%
<i>Hispanic</i>		27.1%	31.4%	35.7%	40%	13%
<i>White</i>		50.5%	52.8%	55.1%	57.4%	7%
<i>Non-FRP</i>		55.3%	57.6%	59.9%	62.2%	7%
<i>FRP</i>		31.2%	34.2%	37.2%	40.2%	9%

### B. GAP DECREASE: MATH

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
<b>YME ISD 2190</b>	RI					
<i>Protected Class</i>		33.3%	27.8%	22.2%	16.65%	50%
<i>American Indian</i>		25.6%	21.3%	17%	12.7%	50%
<i>Hispanic</i>		37.3%	28.1%	21.9%	15.7%	50%
<i>FRP</i>		25.9%	21.6%	17.3%	13%	50%

### B. GAP DECREASE: READING

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
<b>YME ISD 2190</b>	RI					50%
<i>Protected Class</i>		23.5%	19.6%	15.7%	11.8%	50%
<i>American Indian</i>		22.4%	18.7%	15%	11.3%	50%
<i>Hispanic</i>		23.4%	19.5%	15.6%	11.7%	50%
<i>FRP</i>		24.1%	20.1%	16.1%	12.1%	50%

## **YME Integration Goal 1 Pathways to Post-Secondary Career and College Readiness**

Goal Statement: YMIC member Districts will help build career- and post-secondary readiness through student participation in rigorous STEAM coursework (science, technology, engineering, art, and math). In addition, programmatic implementation of shared events will build a committed bridge striving toward post-secondary education, including visits to local college campuses, shared opportunities for college preparatory experiences (such as ACT preparation, use of MCIS, Ramp-Up, Youth Frontiers and other training), and special efforts to reach out to underserved populations. In addition, every ninth grade student within the districts will have a vetted career and college readiness plan on file with Success Coaches. Families will play an integral role in the planning of their children's post-secondary careers. FAFSA Night and Family Information Sessions will educate parents about the multitude of opportunities available to their children as well as necessary preparation for and demands and responsibilities their children will encounter in college.

### **Strategy A:**

Students who plan to matriculate at any post-secondary institute will be strongly encouraged by teachers and school leadership to enroll in the most challenging STEAM-based courses that the district has to offer. These will include science, technology, engineering, art, and mathematics courses, as well as PSEO, College Now, and CTE. In addition, school leadership will examine the potential for online IBO courses.

### **Strategy B:**

The need for an educated workforce that is able to successfully navigate our increasingly multicultural world has never been more acute. It is therefore critical that schools provide necessary training and guidance so that students can build the tools needed for educational and professional success. By jointly implementing the Pathways to Post-Secondary Career and College Readiness Program, YMIC districts will create equal access to and awareness about post-secondary educational and career opportunities for all students and their families. The average income for families living in our districts is 18% lower than that of the State of Minnesota. Our partners' counties' combined average poverty rate is 11%, with Yellow Medicine County's being the highest at 12.2% in 2011 (U.S. Census). Thus, students who participate in Pathways to Post-Secondary Career and College Readiness will be better prepared to either matriculate at an institution of higher learning or be better equipped to enter the workforce.

Yellow Medicine East will build and implement a comprehensive four-year college and workforce readiness program, beginning with students in grades 6-12 participating in Ramp Up to Readiness and MCIS profile-building. Students will build college and work profiles and will meet with the Success Coach, who will monitor their progress. Juniors will participate in all college visits, meet with on-campus college recruiters, and attend all events sponsored by YME, such as FAFSA and Family Information Night, and take associated tests such as PLAN, EXPLORE, and ASVAB.

Finally, students will take the online ACT class that is a collaborative effort by YMIC member districts. Students will first take a baseline ACT test and their subsequent performance measured following the course.

	YME/YMIC Integration Goal Pathways to Post Secondary Career and College Readiness	
<b>YME Strategies A</b> <b>REGULAR FUNDS STRATEGY</b>  I.A.1. Increase participation in rigorous courses, i.e., PSEO, College Now, CTE	<u>Timeline</u>  2014-2017	<u>Key Indicators of Progress</u>  Participation Number of students that qualify
I.A.2. STEAM Courses Increase number of YME seniors and juniors taking an extra math, science or art.	2014-2017	Participation Number of students that enroll
1.B.1 School wide College & Career Readiness Program, including development of 21 <sup>st</sup> Century Skills	2014-2017	<ol style="list-style-type: none"> <li>1. All 9<sup>th</sup> grade students will have a Career &amp; College Plan on file.</li> <li>2. All YME students in grades 6-12 will participate in Ramp Up To Readiness. A .25 credit will be earned each year by the students for participation.</li> <li>3. YME Students in grades 6-12 will have an MCIS account and complete their designated grade level checklist.</li> <li>4. YME student will participate in the YME College &amp; Career Day</li> <li>5. YME Juniors &amp; Seniors will meet with the YME Success Coach for Career &amp; College Planning.</li> </ol>

<p>I.B.2. Coordinated college campus visits for students in the member districts of the Yellow Medicine Integration Collaborative. YMIC Coordinator assigned tasks.</p>	<p>2014-2017</p>	<p>Participation with and 100% attendance from YMIC Districts.</p> <ol style="list-style-type: none"> <li>1. Career &amp; College Day, MN West (9<sup>th</sup>)</li> <li>2. SMSU Career Expo (10<sup>th</sup>)</li> <li>3. SMSU College Fair (11<sup>th</sup>)</li> <li>4. SMSU College Experience (11<sup>th</sup>)</li> <li>5. Youth Frontiers (9<sup>th</sup>)</li> <li>6. SMSU Planetarium &amp; SMSU campus visits (4<sup>th</sup>)</li> </ol>
<p>I.B.3 Success Coach on staff at YME to assist with all aspects of Career &amp; College Readiness.</p>	<p>2014-2017</p>	<ol style="list-style-type: none"> <li>1. Coordinate registration for all YME PSEO students</li> <li>2. Work with Ramp Up To Readiness Committee and Coordinator on implementation.</li> <li>3. Coordinate all YMIC Career &amp; College events.</li> <li>4. Work with FE committee.</li> <li>5. Individual conferences for YME juniors and seniors.</li> <li>6. Parent engagement- Focus Groups, C &amp; C help sessions.</li> </ol>
<p>I.B.4 Success Coach Support Specialist</p>	<p>2014-1017</p>	<ol style="list-style-type: none"> <li>1. Assist Success Coach in planning events, developing student profiles, recording data and assisting with media and communications with YME students and families. Implementation of Remind 101.</li> </ol>

<b>INCENTIVE REVENUE STRATEGY I.B.5: ACT Preparation Class</b>	2014-2017	Six districts within YMIC will participate in this integration goal with a projected number of students that will participate.
College Readiness will encompass an integrated ACT Prep class available to all districts vis ITV or Online.	We will not seek Incentive Revenue for this project. For FY16	

To assist all students in obtaining the highest ACT score possible, the YMIC will offer an elective ACT Test Preparation course. This course will be a nine-week (one quarter course) that is taught online. Like most ACT preparation courses, this course will assist students in learning test taking strategies and test taking vocabulary. In addition, this course will help students create an individualized study plan based on the results of their first ACT exam. Finally, the course will provide fundamentals in math, reading (including academic vocabulary), science and essay writing. In 2014-15, we will pilot the course in the second semester. It will be a part of regular student registration packets in 2015-16.

<b>INCENTIVE REVENUE STRATEGY I.B.6: SUMMER SCHOOL</b> Summer opportunity focused on standards in the areas of Science, Technology, Engineering, Arts and Math co-planned and facilitated with adjoining district.	2014-2015	YME & RCW will jointly offer a one -week Summer School for their 3-8 <sup>th</sup> graders. There will be a projected number of students that will participate.
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To assist all students in stronger mastery of STEAM skills, the MIC will offer an elective summer experience. This course will be a one-week opportunity from 8:30 – noon. This course will begin with a smaller time frame and will consider extending days in future years. The course will provide students with activities to enrich and enhance their knowledge of STEAM skills as well as working on non-fiction ELA standards. In 2014-2015 we will pilot the experience in the summer. Yellow Medicine East and Renville County West will team up to offer a hands-on, academic integrated experience during the July 2015 and June of 2016. Students will be working within the STEM academic framework to explore Energy and the Environment, Medical Detectives, Flight and Space, and Green Architecture. These experiences will be held on the

campuses of MN West, SMSU ~ Marshall, YME and RCW.

### What is Ramp Up to Readiness?

Ramp-Up to Readiness™ is a school-wide guidance program that helps students in grades 6 through 12 reach the following goals by the end of high school:

**Academic Readiness:** The ability to succeed in first-year, credit-bearing courses at a technical college, a community college or a four-year college or university

**Admissions Readiness:** The ability to meet admissions requirements at a range of postsecondary institutions

**Career Readiness:** The ability to identify careers that match personal, financial, and other goals and an understanding of the skills, credentials, and experiences required to succeed in those careers

**Financial Readiness:** The ability to cover the cost of the first term of study at a postsecondary institution through savings, loans, and financial aid

**Personal and Social Readiness:** The ability to set educational goals, make and monitor progress toward them, and create relationships with peers and adults that support academic success

Ramp-Up helps students achieve these goals by engaging students in a flexible, dynamic curriculum that can be taught in two ways:

- Through advisories that meet for at least one class period each week

or

- Through a Ramp-Up course that students take for one term each year

The advisory-based version of the Ramp-Up curriculum requires students to complete 28 lessons per year. Those lessons are designed to be taught in a single course period, but each lesson can be extended if additional advisory time is available. Schools that adopt the course-based version of Ramp-Up can take advantage of a broad range of supplemental lessons that enhance and extend student learning.

Whichever option a school chooses, a suggested scope and sequence helps the school organize the Ramp-Up curriculum in ways that meet the needs of its students and that reflect the realities of its schedule and calendar.

### Ramp Up to Readiness Standards

#### Academic Readiness

The student has the knowledge and skills to do first-year, credit-bearing, college-level work.

A student who has reached this goal can:

1. Demonstrate mastery of the knowledge and skills required for college-level work in English, mathematics, reading, science, and writing as outlined in the ACT readiness standards, available at <http://www.act.org/standard/>
2. Score at or above the ACT college readiness benchmarks on the EXPLORE, PLAN, and ACT tests, available at <http://www.act.org/education/benchmarks.html>
3. Think critically, demonstrated through the ability to Gather, Analyze, Synthesize, and Present information
4. Use effective study strategies
5. Evaluate and revise academic work to ensure accuracy and achieve precision

#### Admissions Readiness

The student has completed all requirements for admission to the type of postsecondary education that is a match for their goals, interests, and abilities.

A student who has reached this goal can:

1. Describe the purpose of and opportunities offered by postsecondary education in the United States today
2. Explain the main types of postsecondary institutions in the U.S. and the differences among them
3. Identify the type of postsecondary institution that could be a good match for the student's academic, career, and personal goals
4. Outline the admissions requirements for the type of postsecondary institution that the student plans to attend
5. Plan for and successfully complete the process of applying to at least three postsecondary institutions that are a good match for the student's academic, career, and personal goals

#### Career Readiness

The student understands how education increasingly determines income and opportunity in the global knowledge economy and knows which types of jobs in the future will need skilled workers, will pay enough to support a family, and might be a good match for their interests and abilities.

A student who has reached this goal can:

1. Describe the ways that globalization and technology-driven change are reshaping the workplace and society today and predict ways that those forces will affect his or her professional future
2. Understand and illustrate the great and growing connection between the highest level of education a person completes and his or her later income and quality of life
3. Identify careers and jobs that pay enough to support a family with at least a “middle-class” lifestyle, provide opportunities for advancement within the field, and are likely to be in demand over the next two decades
4. Identify the knowledge, skills, and habits and the credentials and/or degrees required to enter and succeed in a range of careers
5. Identify one or more careers that could be a good match for the student’s talents, interests, and abilities

#### Financial Readiness

Students will be able to cover the cost of one term of study at a postsecondary institution through savings, loans, work-study, and financial aid.

A student who has reached this goal can:

1. Create a personal budget and make decisions based upon it
2. Identify the current and projected cost of study at each of the main types of postsecondary institutions in Minnesota
3. Explain the major ways that families cover the costs of postsecondary education
4. Produce a realistic plan to cover the cost of at least the first term of study at the postsecondary institution of the student’s choice through savings, employment, loans, grants, scholarships, and other means
5. Complete the process of applying for needed financial aid

#### Personal/Social Readiness

The student knows how to set educational goals, make progress toward those goals, and create relationships with peers and adults that support the achievement of those goals.

A student who has reached this goal can:

1. Set personal goals and continually monitor progress toward reaching them
2. Operate from a growth mindset, believing that his/her basic abilities can be developed through hard work and persistence
3. Seek help from adults and peers and use other strategies to overcome obstacles on the road to achieving important goals
4. Create and maintain positive relationships with teachers, professors and other adults in positions of responsibility and authority
5. Understand college culture and the practices and habits needed to succeed in higher education, such as skills in time management, studying, working cooperatively, responsible risk taking, and self-advocacy

#### The Research Behind Ramp Up to Readiness:

An array of studies and other evidence have been used to develop the Ramp-Up to Readiness™ program. Examples include:

- In the 21st-century economy, completion of a postsecondary credential or degree is the best—and in many cases the only—path to a middle- or upper class income and standard of living (Goldin and Katz, 2008).
- By 2018, 63 percent of all jobs in the United States and 70 percent in Minnesota will require postsecondary education and training (Carnevale, Smith, and Strohl, 2010).
- The rest of the world is investing in postsecondary success while college completion rates in the United States have been relatively flat. As a result, although the United States ranked 3rd in college graduation rates among the developed countries of the world in 1998, in 2001 we ranked 5th and in 2006 we ranked 10th (Bowen, Chingos, and McPherson, 2009).
- The vast majority of teenagers today aspire to obtain high-paying jobs and to attain high-levels of status within society as adults. One major study found that more than 90 percent of high school seniors expect to attend college and more than 70 percent expect to work in professional jobs. Those students often, however, do not understand what they need to do to reach those objectives (Schneider and Stevenson, 1999).
- American students receive highly confusing and contradictory information about what it takes to gain access to and succeed in college. Consequently, many make decisions and put forward levels of effort that undermine their chances of succeeding in higher education (Kirst and Reeves Bracco, 2004).

- The content of many high school courses is misaligned with what students need to know and be able to do in college, which leads many students to believe that they are much readier for postsecondary success than, in fact, they actually are (Conley, 2005).
- Many students believe that how hard they work in high school has little relevance to their future careers (Rosenbaum and Person, 2003).
- When students believe that intelligence is not fixed and adopt a growth mindset, they choose more challenging tasks and work harder at them (Dweck and Master, 2009).
- Career guidance can have its largest impact in the middle grades (Hughes and Karp, 2004).
- Students who develop formal plans for college and a career are much more likely to take the high school classes that will prepare them for success in higher education and the workforce (Orfield and Paul, 1994).
- Nonacademic factors such as motivation, self-discipline, and self-confidence have a significant impact on academic performance in college (ACT, 2007).
- High-skill jobs that do not require a college degree but that pay well and offer opportunities for advancement require levels of knowledge and skill in mathematics and reading that are similar to the levels required for success in credit-bearing first-year courses (ACT, 2006).
- Many high school students choose colleges for which they are academically overqualified or under qualified (Roderick, 2008).
- The demographic groups that are growing fastest within our preK–12 schools are those that have the least experience preparing for and making the transition to higher education: students of color and low-income students. Given that gap, those students and families will need enhanced and ongoing support from schools and community organizations (McMurray, 2006).
- An expert panel convened by the U.S. Department of Education’s Institute for Education sciences identified the following strategies as recommendations for helping more students successfully navigate the path from high school to college. Ramp-Up helps schools implement each of these strategies in powerful, yet practical, ways:
  - Through courses and curricula that prepare students for college-level work, and ensure that students understand what constitutes a college-ready curriculum by 9th grade

- o With assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified
- o By surrounding students with adults and peers who build and support their college going aspirations
- o Through engaging and assist students in completing the critical steps for college entry
- o By increasing families' financial awareness, and helping students apply for financial aid (Tierney et al., 2009)

## **Creating Efficiencies and Eliminating Duplicative Programs**

All YMIC initiatives planned for 2014-2017 are a continuation of past integration practices or new programming.

### **Community Planning:**

provides our guiding purpose and together, we have worked to ensure not only the success of our programming, but also the growth of a stable foundation that will continue to inspire for years to come.

The means by which this is accomplished is the growth of our stakeholders. Our member districts as well as community representatives cover a It is a well known notion that success attracts participation and attention, and we have seen the effects of this truism with the YMIC. The leadership of our stakeholders broad spectrum of represented and underrepresented groups, as well as several community-based organizations. Our three yearly meetings provide ample opportunity for interaction as well as organization and guidance. In short, without the participation and belief of our stakeholders, the YMIC would be rudderless. Efforts have been made to be transparent to all stakeholders through presentation at a public school board meeting in the spring.

### **Multi-District Collaboration Council:**

1. Yellow Medicine East ISD 2190 (RI)

2. Canby ISD 891 (A);
3. Dawson-Boyd ISD 378 (A);
4. Lakeview ISD 2167 (A)
5. Minneota ISD 414 (A)
6. Renville County West ISD 2890 (A)
7. Ivanhoe ISD 403 (V)

**ISD 2190 - BOARD OF DIRECTORS'**  
**AGENDA ANALYSIS**

**AGENDA ITEM** 7.1

**MEETING DATE** March 9, 2015

**SUBJECT** Recommendation for Reduction of Programs and Personnel

**BOARD ACTION Required** X

**SCHEDULED REPORT** \_\_\_\_\_

**INFORMATION Supplied or presented** X

**BACKGROUND/RATIONALE:**

The administration and Finance Committee have been working on the challenges of creating a zero based budget for Fiscal 2016. The process has involved review of current programs, effectiveness in meeting a number of students needs, efficiency of operations and previously committed expenditures.

The Finance Committee and Superintendent recommend the board accept the presented reductions for the purpose of establishing a zero budget (equal revenue and expenditures)

Based upon the best estimates of the administration, YME enrollment numbers, and the MDE "What If" formula sheets; the current year operation cost plus existing expenditure requirements indicates a deficit of approximately \$527,000 for next year.

The Finance Committee worksheet is attached for your preparation of this agenda item.

The Finance Committee and administration have used a small portion of the undesignated/unreserved fund balance to achieve a zero budget reduction schedule.

The personnel reductions in March are members of EM-YME and are probationary staff. It is professional to notify these people in a timely manner for purposed of due process and for their search of new employment.

The board may consider a return of personnel and programs after the budget is constructed in late spring. At this time the Governors' budget requests a one (1) percent increase in General Education Aid. The House and Senate Budget Bills contain four (4) and three (3) percent respectively.

It is necessary to consider the worst-case scenario until such time as the Education Omnibus Bill is signed into law at the end of session!

We will be prepared to answer questions as they arise.

**PRESENTER(S): Finance Committee, Finance Officer and Superintendent**

**COMMITTEE: Finance Committee**

**EXECUTIVE DIRECTOR'S RECOMMENDATION:**

Finance Committee and Superintendent recommend the work of the committee be considered and approved as presented.

From  
Fund Balance

Building	Quantity	Description	Comment	Cost estimate	Yes or No
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Bert Raney					
BRE	1.0 fte	Elementary teacher	Reading Recovey/Data Coach reassigned	51,100	Yes
BRE	.5 fte	Classroom Instructor	Reduction to 1.0 FTE teacher	23,600	Yes
BRE	.5 fte	Classroom Instructor	Reduction to 1.0 FTE teacher	23,600	Yes
BRE	1 fte	Paraprofessional	Fewer regular education students assisted	20,000	Yes
BRE	1 fte	Paraprofessional	No regular education students assisted	20,000	Yes
BRE		Admin Travel		250	Yes
BRE		Library Supplies		700	Yes
					139,250

MS/HS					
HS/MS	1 fte	English Teacher		40,500	Yes
HS/MS	1 fte	6th Grade Teacher		82,650	Yes
HS/MS	1 fte	Liaison - 504 (DR)		37,900	Yes
HS/MS	1 fte	Media Supervisor (RH)	\$9000 budget w/o cut	29,400	Yes
					190,450

∞

Activities					
Activities		Transportation	Activities reduction (new conference)	3,000	Yes
Activities	1	Equipment Manager (DL)	3/4 of Budget - Some time needed per TK	9,000	Portion TBD
Activities		One Act Play	Already reduced on FY15 Budget adjustments	-	
					12,000

District					
District		Board contracts (Hilde/E Baily/Disclosure Reporting)		7,000	Yes
District		Storage Rent	Contract terminated	600	Yes
District		Clarkfield rent	Contract terminated	3,400	Yes
					11,000

<b>Sub-Total</b>					352,700
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174,800

District	144 Days	Part-Time Superintendent	\$90,000 plus FICA	48,500	48,500
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<b>Grand Total</b>					401,200
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126,300

<b>Projected Deficit</b>					527,500
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**Early Retirement Potential**

<b>Amount</b>	<b>Name</b>	<b>New Teacher</b>	<b>Potential Difference</b>
84,493.00	Ginger Baldwin	40,000.00	44,493.00

Member [redacted] introduced the following resolution and moved its adoption:

**RESOLUTION RELATING TO THE TERMINATION AND NONRENEWAL  
OF THE TEACHING CONTRACT OF [redacted],  
A PROBATIONARY TEACHER.**

WHEREAS, [redacted] is a probationary teacher in Independent School District No. 2190.

BE IT RESOLVED, by the School Board of Independent School District No. 2190, that pursuant to Minnesota Statutes 122A.40, Subdivision 5, that the teaching contract of [redacted], a probationary teacher in Independent School District No. 2190, is hereby terminated at the close of the current 2014-2015 school year due to the financial constraints of the District.

BE IT FURTHER RESOLVED that written notice be sent to said teacher regarding termination and non-renewal of his/her contract as provided by law, and that said notice shall be in substantially the following form:

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**NOTICE OF TERMINATION AND NON-RENEWAL**

NAME  
ADDRESS  
CITY, STATE ZIP

Dear NAME,

You are hereby notified that at a regular meeting of the School Board of Independent School District No. 2190 held on March 16, 2015, a resolution was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract due to the financial constraints of the District. Said action of the board is taken pursuant to M.S. 122A.40, Subdivision 5.

Respectfully,

SCHOOL BOARD OF  
INDEPENDENT SCHOOL DISTRICT NO. 2190  
YELLOW MEDICINE EAST

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Sharon Rupp, Clerk

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The motion for the adoption of the foregoing resolution was duly seconded by [redacted]

and upon vote being taken thereon, the following voted in favor thereof: [redacted]

and the following voted against the same: [redacted]

whereupon said resolution was declared duly passed and adopted.

# YELLOW MEDICINE EAST – ISD 2190

Serving the communities of Clarkfield, Echo, Granite Falls, Hanley Falls, Hazel Run & Upper Sioux

Dr. Rick Clark, Ed.D., Interim Superintendent

450 9<sup>th</sup> Avenue - Granite Falls, MN 56241

Phone: 320-564-4081 - Fax: 320-564-4781



March 17, 2015

Mr./Ms. \_\_\_\_\_

Address \_\_\_\_\_

City, State Zip \_\_\_\_\_

Dear \_\_\_\_\_:

You are hereby notified that at a **regular** meeting of the School Board of Independent School District No. 2190 held on **March 16, 2015**, a resolution was adopted by a majority roll call vote to terminate your contract effective at the end of the current school year and not to renew your contract due to the financial constraints of the District. Said action of the board is taken pursuant to M.S. 122A.40, Subdivision 5.

Respectfully,

SCHOOL BOARD OF  
INDEPENDENT SCHOOL DISTRICT NO. 2190  
YELLOW MEDICINE EAST

---

Sharon Rupp, Clerk

Enclosure: resolution

---

YME MIDDLE/HIGH SCHOOL  
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**ISD 2190 - BOARD OF DIRECTORS'**  
**AGENDA ANALYSIS**

**AGENDA ITEM** 7.2 Discussion – Authorization of an Operation Levy Referendum  
**MEETING DATE** March 9, 2015  
**SUBJECT** District Finance

**BOARD ACTION Required** \_\_\_\_\_  
**SCHEDULED REPORT** \_\_\_\_\_  
**INFORMATION Supplied or presented**  X

**BACKGROUND/RATIONALE:**

The district has a referendum levy scheduled to expire in 2016. The district requires the current levy, at minimum, and should consider a levy question that continues a reliable revenue source for a period of time.

**PRESENTER(S):** Dr. Clark

**COMMITTEE:**

**EXECUTIVE DIRECTOR’S RECOMMENDATION:**

Direct the administration to:  
Determine a recommendation value for a referendum question.

Provide the board of education a presentation of information concerning such referendum, at the April Meeting.

Work with Springsted, Inc in the development of a strategic plan for the passage of said referendum levy question.

Develop the referendum resolution for the May board meeting.

**ISD 2190 - BOARD OF DIRECTORS'**  
**AGENDA ANALYSIS**

**AGENDA ITEM** 7.3 Overnight trip policy  
**MEETING DATE** March 9, 2015  
**SUBJECT** Overnight Travel Policy

**BOARD ACTION Required** \_\_\_\_\_  
**SCHEDULED REPORT** \_\_\_\_\_  
**INFORMATION Supplied or presented**     X    

**BACKGROUND/RATIONALE:**

The district does not currently have a policy on school-sponsored travel. This important student activity requires a governing practice/policy that is applied to all such activities.

**PRESENTER(S):** **Dr. Clark**

**COMMITTEE:**

**EXECUTIVE DIRECTOR'S RECOMMENDATION:**

Assign the administration the task of creating a model policy or policies for Policy Committee review and presentation to the board.

**ISD 2190 - BOARD OF DIRECTORS'**  
**AGENDA ANALYSIS**

**AGENDA ITEM** 7.4  
**MEETING DATE** March 9, 2015  
**SUBJECT** Report on Current Status of Superintendent Search

**BOARD ACTION Required** \_\_\_\_\_  
**SCHEDULED REPORT** \_\_\_\_\_  
**INFORMATION Supplied or presented**  X

**BACKGROUND/RATIONALE:**

The board of education will close the application window on March 17, 2015. The board had indicated their interest in establishing interviews and appointment with negotiations completed in early April so the process of budgeting and referendum planning can be undertaken on July 1, 2015 with the start of the new superintendents' tenure.

The board must establish a committee for candidacy review, extend invitations for interviews and complete appointment and negotiations prior to the April 13, 2015 board meeting or set a special meeting for the purpose of approving the contract of the chosen candidate.

**PRESENTER(S):** Dr. Clark

**COMMITTEE:** Full Board of Education

**EXECUTIVE DIRECTOR'S RECOMMENDATION:**

The board shall establish the number of persons on the interview committee.

The board shall establish the demographic make-up of the interview committee.

The board shall establish the members of the Negotiating committee. (Recommend the current members of the Negotiations Committee (Tim Opdahl, Dawn Odegard and Sharon Rupp)

The board shall determine the need for completion of the process prior to the April meeting or establish a special meeting date for board approval of superintendent contract.

\* The superintendent does not recommend waiting until the May 11, 2015 meeting to complete the approval of the superintendent contract.

MEMORANDUM OF UNDERSTANDING  
OPPORTUNITY FOR EXTENDED LEAVE OF ABSENCE

February 23, 2015

The School Board of Independent School District No. 2190, Yellow Medicine East, will grant a <sup>one</sup> ~~one~~ time opportunity to teachers interested in making application for an extended leave of absence.

REQUIREMENTS AND RESTRICTIONS

1. The incentive is available for all teachers who meet the plan's eligibility requirements and whose application is received in the District Office prior to **3:30 pm on Monday, May 18, 2015.** *May 18*
2. To be eligible for the extended leave of absence incentives, the teacher must have completed at least fifteen (15) full years of teaching experience in Independent School District 2190 by June 30, 2015 and be at least 55 years of age by June 30, 2015.
3. Teachers must be actively teaching for ISD 2190 during the 2014-15 school year and complete the 2014-15 school year.
4. Teachers in receipt of a public retirement plan retirement annuity during the month preceding the termination of qualified employment are not eligible for the leave of absence incentive.
5. Independent School District 2190 makes no representations as to whether a teacher who is placed on an extended leave of absence will receive credit for Minnesota Teacher's Retirement Association (TRA) benefits. It is the individual teacher's responsibility to ascertain TRA benefits and eligibility. The School District will assist in the completion and submittal of the required paperwork.
6. Appropriate statutory language for M.S. 122A.46 applies for teachers requesting an extended leave of absence.

EXTENDED LEAVE OF ABSENCE PLAN

- structure* ?
1. Teachers, both full and part-time, who are eligible, must submit a request for an extended leave of absence from the School District. This leave must begin with the 2015-2016 school year and be received in the District Office by May 18, 2015 by 3:30p.m. The School Board will consider Extended Leave of Absence requests of three (3) to five (5) years in duration.
  2. For an eligible teacher, who is granted an extended leave of absence, the School District will pay all of the teacher's contributions and the employer's contributions to TRA for a period of up to five (5) years. The payment will be calculated on the teacher's full 2014-15 salary received from ISD 2190 (ISD 978). The payments will be made as required by TRA.
  3. An eligible teacher who is granted an extended leave of absence under this offering will also be eligible to continue participation in the School District's group health and hospitalization, dental, and life insurance programs provided the teacher requests the coverage. The School District benefit shall be in an amount of **\$10,000** per year. Based on the insurance policy guidelines these payments will be made to the school district's insurance provider(s) on a monthly basis.
  4. Any teacher who chooses to retire during their extended leave of absence in accordance with this Memorandum of Understanding and who meets the eligibility requirements for retirement

*As permitted  
by Iowa law  
no tax credit*

benefits as provided in Article XI of the Master Agreement, shall receive all retirement benefits pursuant to Article XI of the Master Agreement. *2013 - 2015*

#### OTHER REQUIREMENTS AND RESTRICTIONS

- 9/structure*
1. The benefits will be prorated for the teachers based on their 2014-15 FTE who are contracted for less than full time during the 2014-2015 school year.
  2. If the teacher retires or resigns during the extended leave agreement, the monthly extended leave incentives will immediately cease to be paid by the School District (on the effective date of the retirement/resignation).
  3. If the teacher returns to teach in the School District during or at the end of the Extended Leave of Absence, the teacher will be required to immediately reimburse all funds paid on the teacher's behalf during the leave and will not be eligible for continued benefits under this leave of absence incentive plan. Payment to the School District must be made in full prior to the start of the school year in which the employee is returning before a teaching position will be assigned to the teacher.
  4. If a full-time TRA position is accepted by the teacher with another school district during the leave of absence, the extended leave incentives will immediately cease on the first day of employment and benefits will not be reinstated at a later date.
  5. If a part-time TRA position is accepted by the teacher with another school district during the leave of absence, ISD 2190 will receive the refund from TRA for the employer and the employee contributions for salaries earned each year. The monthly insurance premium benefit paid by ISD 2190 will be reduced by the FTE employed at the other school district (not to include on call substitute teaching).
  6. If a non-TRA full time position is accepted by the teacher which offers comparable or better insurance benefits to the employee than ISD 2190, insurance premium benefits paid by the School District on behalf of the employee will terminate on the date the employee is eligible for insurance.
  7. ~~The teacher is to notify ISD 2190 of any regular employment accepted during the leave of absence.~~
  8. This offer expires on May 18, 2015 at 3:30 p.m.
  9. This offer does not constitute a reopening of the Master Agreement or negotiations.
  10. This offer shall not be construed as past practice.

*R ?*

**MEMORANDUM OF UNDERSTANDING  
OPPORTUNITY FOR EXTENDED LEAVE OF ABSENCE**

July 8, 2014

The School Board of Independent School District No. 2190, Yellow Medicine East, will grant a one-time opportunity to teachers interested in making application for an extended leave of absence.

**REQUIREMENTS AND RESTRICTIONS**

1. The incentive is available for all teachers who meet the plan's eligibility requirements and whose application is received in the District Office prior to **3:30 p.m. on Monday, July 21, 2014.**
2. To be eligible for the extended leave of absence incentives, the teacher must have completed at least fifteen (15) full years of teaching experience in Independent School District 2190 by June 30, 2014 and be at least 55 years of age by June 30, 2014.
3. Teachers must be actively teaching for ISD 2190 during the 2013-14 school year and complete the 2013-14 school year.
4. Teachers in receipt of a public retirement plan retirement annuity during the month preceding the termination of qualified employment are not eligible for the leave of absence incentive.
5. Independent School District 2190 makes no representations as to whether a teacher who is placed on an extended leave of absence will receive credit for Minnesota Teacher's Retirement Association (TRA) benefits. It is the individual teacher's responsibility to ascertain TRA benefits and eligibility. The School District will assist in the completion and submittal of the required paperwork.
6. *Appropriate statutory language for M.S. 122A.46 applies for teachers requesting an extended leave of absence.*

**EXTENDED LEAVE OF ABSENCE PLAN**

1. Teachers, both full and part-time, who are eligible, must submit a request for an extended leave of absence from the School District. This leave must begin with the 2014-15 school year and be received in the District Office by July 21, 2014 by 3:30 p.m. The School Board will consider Extended Leave of Absence requests of three (3) to five (5) years in duration.
2. For an eligible teacher, who is granted an extended leave of absence, the School District will pay all of the teacher's contributions and the employer's contributions to TRA for a period of up to five (5) years. The payment will be calculated on the teacher's full 2013-14 salary received from ISD 2190 only. This salary amount includes both the base salary and any supplemental salary paid during the 2013-14 school year from ISD 2190. The payments will be made as required by TRA.
3. An eligible teacher who is granted an extended leave of absence under this offering will also be eligible to continue participation in the School District's group health and hospitalization, dental, and life insurance programs provided the teacher requests the coverage. The School District benefit shall be in an amount of up to \$7,500.00 per year. Based on the insurance policy

guidelines these payments will be made to the school district's insurance provider(s) on a monthly basis.

4. Any teacher who chooses to retire during their extended leave of absence in accordance with this Memorandum of Understanding and who meets the eligibility requirements for retirement benefits as provided in Article XI of the Master Agreement, shall receive all retirement benefits pursuant to Article XI of the Master Agreement.

#### OTHER REQUIRMENTS AND RESTRICTIONS

1. The benefits will be prorated for teachers based on their 2013-14 FTE who are contracted for less than full time during the 2013-2014 school year.
2. If the teacher retires or resigns during the extended leave agreement, the monthly extended leave incentives will immediately cease to be paid by the School District (on the effective date of the retirement/resignation).
3. If the teacher returns to teach in the School District during or at the end of the Extended Leave of Absence, the teacher will be required to immediately reimburse all funds paid on the teacher's behalf during the leave and will not be eligible for continued benefits under this leave of absence incentive plan. Payment to the School District must be made in full prior to the start of the school year in which the employee is returning before a teaching position will be assigned to the teacher.
4. If a full-time TRA position is accepted by the teacher with another school district during the leave of absence, the extended leave incentives will immediately cease on the first day of employment and benefits will not be reinstated at a later date.
5. If a part-time TRA position is accepted by the teacher with another school district during the leave of absence, ISD 2190 will receive, from the employee, the refund issued to the employee from TRA for the employee contributions for salaries earned each year. The monthly insurance premium benefit paid by ISD 2190 will be reduced by the FTE employed at the other school district (not to include on call substitute teaching).
6. If a non-TRA full-time position is accepted by the teacher that offers comparable or better insurance benefits to the employee than ISD 2190, insurance premium benefits paid by the School District on behalf of the employee will terminate on the date the employee is eligible for insurance.
7. The teacher is to notify ISD 2190 of any regular employment accepted during the leave of absence.
8. This offer expires on July 21, 2014 at 3:30 p.m.
9. This offer does not constitute a reopening of the Master Agreement or negotiations.
10. This offer shall not be construed as past practice.

IN WITNESS WHEREOF, the parties have executed this Memorandum of Understanding.

INSTRUCTOR:

Name: \_\_\_\_\_

YELLOW MEDICINE EAST EDUCATION ASSOCIATION  
GRANITE FALLS, MN

By: \_\_\_\_\_  
It's President

INDEPENDENT SCHOOL DISTRICT # 2190  
GRANITE FALLS, MN

By: \_\_\_\_\_  
It's Chairperson

By: \_\_\_\_\_  
It's Clerk

# YELLOW MEDICINE EAST – ISD 2190

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Rick Clark, Ed.D., Interim Superintendent

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## **Resolution to establish and maintain a minimum unreserved/undesignated fund balance.**

It is the purpose of this resolution to establish and maintain a minimum unreserved/undesignated fund balance for the purpose of efficient and effective school district operation.

Whereas ISD 2190 is established for the education of children to their highest potential, it is incumbent upon the district to be financially stable for that purpose. And,

Whereas ISD 2190 requires a monthly cash flow of approximately one (1) million dollars per month the district must have undesignated/unreserved funds to fulfill those financial commitments. And,

Whereas ISD 2190 cannot rely upon a consistent and sustainable finance flow from the State of Minnesota. And,

Whereas ISD 2190 has experienced and will continue to experience declining student enrollment, And,

Whereas ISD 2190 is required to organize itself in a fashion that minimizes the need to restructure annually. And,

Whereas the Revised 2014-2015 Budget is \$9,073,040,

The board of education formally adopts a minimum undesignated/unreserved fund balance of 12 percent for the purposes indicated above. The adoption of a 12 percent reserve, as of the February 2015 budget is \$1,088,765.00

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**PACT for Families – 21<sup>st</sup> Century Community Learning Center  
Cohort 5&6 Advisory Council Meeting  
Thursday, February 19, 2015 - KCHHSB Room 2045**

**1. Welcome, introductions, updates**

*Richard Shrupp*, Renville County West High School Principal; *Debb Sheehan*, PACT for Families Director and Grant Supervisor; *Brian Gauer*, BOLD High School Principal; *Mark Miley*, Willmar Middle School Principal; *Ian Graue*, Grant Coordinator; *Jason VanEngen*, ECHO Charter School Administrator; *Bob Tews*, Cedar Mountain School Superintendent; *Bruce Kiehn*, Eden Valley-Watkins High School Principal; *Jolene Borka*, PACT for Families Finance/Benefits; *Paul Schmitz*, Willmar High School Principal; *Ryan Luft*, Yellow Medicine East High School Principal

**a. Agenda and minutes approval** - approved by consensus.

**b. Updates from your center: What are your highlights, concerns, plans for summer?**

Cedar Mountain – junior high sports are done so the program has seen an influx of students. The biggest concern is attendance and retention.

RCW – things are going well with steady numbers. The hope is that now that sports seasons are coming to an end that numbers will increase. An English teacher has joined the program. Field trips are being considered for the summer. The biggest concern lately has been discipline, as programming is more unstructured than the traditional classroom settings. Also, an art teacher is the person running the program, so a lot of activities are art-based, which doesn't appeal to all the students.

ECHO – Jason (new Director) is new to 21<sup>st</sup> Century, so he's been learning all about the program. Open gym started on Sundays.

Willmar Senior High – the favorite part of the year so far was the advisory meeting with parents and kids and seeing the vision of what this 21<sup>st</sup> Century Community Learning Center could be. The biggest concern is numbers and transportation. Many students do not have access to their own transportation so it's been a challenge to carve out time and funds to transport the students.

EV-W – things are going well; two parent nights were very well attended. Summer programming has begun and tentative plans are to keep the schedule similar to last year, i.e. sixteen hours per week in June and July, running Mondays, Tuesdays and Wednesdays. The biggest concern recently is that numbers have been really high, so it's a challenge to get around and touch base with all of the participants.

Willmar Middle School – recently hosted over 100 people for an evening event; having staff buy-in and programming ties in well to other school initiatives going on. Numbers are well above the stated goal, so a challenge is to ensure that there are enough adults to staff the program.

BOLD – numbers have dropped, have had some struggles getting up and running, but there has been a meeting with students to come up with ideas for activities.

YME – numbers are high, retention numbers are high; things seem to be going great. Have begun summer activities discussion, and hope to partner with RCW on some events.

**c. Growing Leaders video**

<http://growingleaders.com/newprofessionalsvideoseriest/video-4-ian/>

**2. Discussion items for School Administrators**

**a. Financial update**

Hours and budget chart (attached) – cohort 5 seems to be on track or underspent; it is the expectation with cohort 6 that all the first-year funds will not be expended, but they can be carried over into year two. Discussion was held on how to best allocate carryover dollars to benefit the programs. Different ideas were suggested, and a day-long training event was the idea that council members agreed upon. Willmar High School offered to host the event. Two stated goals for the day were: 1) To recruit staff – get them to think out of the box and get them to want to be involved; and 2) Give current and potential new staff ideas on activities to have in programs. We could offer payment for prep time to those who would like to lead a breakout session. Breakout topics could include training on iPad use and how to use them to address grant

goals; and recruitment, retaining, and marketing the program to staff as well as students. A flyer could be created to distribute to district staff, including the intent of the day, make it seem low-key, relevant and engaging to staff. This will be brought to coordinators at their next meeting to have them choose a date. A coordinator for the event may need to be hired. Other suggestions for using extra dollars: transportation, family engagement nights, field trips.

Extra funds report from cohort 5: <http://goo.gl/6vTwIR>.

**b. Using MCAs for assessing academic improvement**

Since results cannot be shared, it was concluded that grades will continue to be the measurement of choice for assessing academic improvement.

**c. Access to grades and other data for coordinators**

Have individual conversations with building principals to have this discussion, so the coordinators can get MARSS and grade data *for program participants only* to enter into EZ Reports.

**d. Community Center concept update**

Discussion on using community associations such as FFA or 4-H to help with activities and filling hours was held.

**e. Recruiting of teachers and other adults with work experience**

We have written into the grant application that the centers will be supervised by a licensed teacher; however, this does not mean that every sessions needs to be *taught* by a licensed teacher. Non-certified staff, volunteers or parents with certain skill sets can lead sessions.

**3. Updates from Ian**

**a. Attendance hours summary** – Attached.

**b. MDE monitoring visit March 6, 2015**

**c. Including 21<sup>st</sup> CCLC information in school website**

The council suggested holding a contest for kids to create a “trailer” for 21<sup>st</sup> Center programming. They can use pictures and videos, write the storyboard, etc. Ian and Debb will follow up with coordinators.

**d. YPQA**

Local 4-H staff have been trained how to use this tool. Council members have no problem with having them do site visits to evaluate programming.

**e. April 14/15 Ignite-STEM meeting**

We need one more person from each cohort to attending this training in the Cities. Council members suggested bringing it back to coordinators, as it’s more a question for them rather than this committee.

**f. Fall Quarterly reports** – <http://goo.gl/KnQHka>

**4. Other Business**

**a. Next Meeting;** April 16; 9:00 to 11:00am; Room 2055.

*Minutes respectfully submitted by Shawna Steffen, PACT for Families Office Manager*

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**Attendance Summary By Center Cohort 5**  
**PACT for Families Collaborative**

Start Date: 06/01/2014

End Date: 01/30/15

Site	Duplicate Students	Unduplicated Students	Participant Goal	Avg. Daily Attendance	Avg. Days Attended	Avg. Hrs Attended	Program Days	Total Weeks	Avg Days Per Wk	Program Hours	Total Scheduled Days
Building Bridges (YME)	1,377	32	35	10	43.03	85.63	140	31	5	416:25	142
Cougar Connection (CM)	1,365	39	30	14	35.00	107.24	96	28	3	356:15	99
InVision (RCW)	1,308	59	46	14	22.17	66.50	96	25	4	312:45	112
L.E.A.D (EVW)	1,601	38	35	16	42.13	133.67	101	27	4	363:00	101
<b>Total no Participants</b>		<b>168</b>	<b>146</b>								

**Total Hours (compulsory) Goal: 420**

**Attendance Summary By Center Cohort 6**  
**PACT for Families Collaborative**

Start Date: 09/01/2014

End Date: 01/30/15

Site	Duplicate Students	Unduplicated Students	Participant Goal	Avg. Daily Attendance	Avg. Days Attended	Avg. Hrs Attended	Program Days	Total Weeks	Avg Days Per Wk	Program Hours	Total Scheduled Days
BOLD	647	32	38	9	20.22	47.99	70	18	4	108:00	73
D.E.L.T.A. Cardinals (WMS)	1,502	103	75	26	14.58	24.39	57	17	3	128:55	60
IEd (WHS)	1,637	92	100	24	17.79	24.27	67	18	4	98:25	70
Rockets Learning Center (ECHO)	1,007	37	40	13	27.22	61.58	77	21	4	175:45	103
<b>Total no Participants</b>		<b>264</b>	<b>253</b>								

**Total Hours (compulsory) Goal: 420**

**Cohort 5 Budget and Hours comparison at end of 2<sup>nd</sup> quarter (November 30<sup>th</sup>)**

Center	Hrs to November 30 <sup>th</sup>	% Hrs of 420 hr goal	% Budget utilized	% of Staff Budget Lines
<b>Building Bridges</b>	311:00	74.0	43	57.3
<b>Cougar Connection</b>	303:45	72.3	53	56.1
<b>InVision</b>	244:30	58.2	53	47.0
<b>L.E.A.D.</b>	298:30	71.0	32.0	31.9

6 months of programming = 50% of total year.

**Cohort 6 Budget and Hours comparison at end of 2<sup>nd</sup> quarter (December 31<sup>st</sup>)**

Center	Hrs to December 31 <sup>st</sup>	% Hrs of 315 hr goal**	% Budget utilized	% of Staff Budget Lines
<b>BOLD</b>	73:20	17.4	No information	
<b>D.E.L.T.A.</b>	96:25	22.9	15.7	17.0
<b>iEd</b>	73:55	17.5	15.0	12.8
<b>Rockets L.C.</b>	115:15	27.4	24.12	27.8

\*\* based on 9 months of programming...probably should be based on 10 months of programming =350 hours.

6 months of programming = 50% of total year.

Most centers only had 3 months of programming = 37.5% (Oct-May =8 months)



This initiative is made possible with a grant from the Minnesota Department of Education using federal funding, CDFA 84.287c, 21<sup>st</sup> Century Community Learning Centers

# YELLOW MEDICINE EAST – ISD 2190

*Serving the communities of Clarkfield, Echo, Granite Falls, Hanley Falls, Hazel Run & Upper Sioux*

Rick Clark, Ed.D., Interim Superintendent

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**TO:** YME School Board Members  
**FROM:** Dr. Rick Clark, Ed.D., Interim Superintendent  
**DATE:** March 4, 2015  
**SUBJECT:** School Calendar – Make up Days for February 10 & March 3

Monday, April 6, 2015 (Easter Monday) will be used to make up the student contact day missed February 10, 2015 due to icy roads.

Friday, May 29, 2015 will be used to make up the student contact day missed March 3, 2015 due to blizzard conditions.

There is no need to officially change the calendar as April 6 & May 29 were listed as possible make up days when the calendar was adopted by the Board in April 2014.

---

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See page 2

**MSBA Capitol Connections**

*The Minnesota School Boards Association's mission is to support, promote and enhance the work of public school boards and public education. (E-mail blombard@mnmsba.org to subscribe to this e-mail list.)*

**MSBA at the Capitol — MSBA advocates for its No. 1 priority: an increase to basic funding formula**

Posted on February 26, 2015

**MSBA's Denise Dittrich** and more than a dozen school officials testified Wednesday in support of two separate bills proposing a boost in education spending for Minnesota public school students.

**Sen. John Hoffman's MSBA-drafted SF 163** and **Sen. Greg Clausen's SF 541** were both introduced during Wednesday's **Senate Education Committee** meeting.

**The MSBA bill, SF 163**, would increase the basic funding formula for school districts by \$300 per pupil. This would bring the total per-pupil expenditure to \$6,131 by fiscal year 2016.

**SF 541** is a similar bill, calling for an increase in the basic funding formula by 4 percent in fiscal years 2016 and 2017. This would lead to formula allowances of \$6,064 per pupil in fiscal 2016 and \$6,307 in fiscal 2017.

**Further, Sen. Clausen's bill proposes annual inflationary increases to the basic funding formula for fiscal 2018 and beyond.**

"Minnesota is ranked 24th in student investment in the nation," Clausen said. "We want to shift funding away from local levies and back to the state. We want to provide predictable funding."

**Dittrich — MSBA's Associate Director of Government Relations — thanked the bills' authors and co-authors and told the committee that getting an increase on the funding formula is MSBA's No. 1 legislative priority this session.**

Follow

**"This is one of the most important things we are going to make this legislative session,"** Dittrich said. **"In the previous 13 years. Five of those years the increase was less than inflation for 11 of those years that we could not live up to our obligation. The basic education funding cannot be ignored or should not be**

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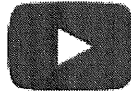
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**Dittrich added that this additional programming and class size**

**school boards maintain their current level of funding high-quality teachers.**

Watch the video below for footage of **Sen. Hoffman's** and **Sen. Clausen's** testimony. (Video courtesy of John Kaul.)



**Osseo Area Superintendent Kate Maguire** urged the committee to provide “predictable and sustainable funding” for education.

Many other school district officials also stepped up to provide similar strong and compelling testimony, including: **Kirby Ekstrom** (North Branch Area School Board member and **MSBA Board Director**), **Deb Henton** (North Branch Area superintendent), **Dan Pyan** (South Washington County director of finance), **David Law** (Anoka-Hennepin superintendent), **Joseph Brown** (Fairmont Area superintendent), **Sue Nelson** (Fairmont Area business manager), **Jane Berenz** (Rosemount-Apple Valley-Eagan superintendent), **Jeff Solomon** (Rosemount-Apple Valley-Eagan director of finance) and **Gregory Hein** (Elk River Area business manager)

**Sen. Eric Pratt** — a former **Prior Lake-Savage Area** School Board member — said he was encouraged by these funding-increase proposals. Pratt mentioned there is “bipartisan opposition” to the less-than-desired 1 percent funding increases **Gov. Mark Dayton** has proposed in his education budget plan.

**Committee chair Sen. Chuck Wiger** laid over both bills for possible inclusion in the Senate omnibus education bill. Wiger said there would be additional discussion about these bills in the near future.

\*\*\*

**Sen. Kari Dziedzic** also introduced **SF 398** Wednesday. This bill would provide funding for collaborative urban educator recruitment and training programs at Concordia University (St. Paul), the University of St. Thomas, Hamline University and Augsburg College. Each institution must prepare a detailed report regarding the funds used for the Legislature by January 15 of each year. The report must include the number of teachers prepared as well as “the diversity of each cohort of teachers produced.”

The bill was laid over for possible inclusion in the Senate education omnibus bill.

\*\*\*

Another bill that was laid over after some discussion was **Sen. Melissa Wiklund’s SF 558**.

Wiklund's proposal would give school districts or cooperatives the option to allocate up to 50 percent of its compensatory revenue to school sites according to a plan adopted by the school board.

"This would increase school board flexibility, allowing school board decide how best to allocate the money," Wiklund said.

**Bloomington Assistant Superintendent Chris Lennox** testified in support of the bill. "This bill would provide us with more flexibility ... to close the gaps and educate our children," he said.

**Richfield Superintendent Steve Unowsky** and **Rosemount-Apple Valley-Eagan Superintendent Jane Berenz** also testified in favor of this proposed legislation.

Pratt also spoke positively about this bill as another local-control tool. "The best decisions are made close to the classroom," he said.

\*\*\*

**Sen. Hoffman's SF 564** would amend school lunch aid law. The bill proposes that the state must pay school districts (and other participants) taking part in the national school lunch program 16 cents (up from 12.5 cents) for each full-paid and free-student lunch and 56 cents (up from 52.5 cents) for each reduced-price lunch served to students.

**Minnetonka Director of Nutrition Jane Bender** said that while new federal regulations have helped add quality and nutrition to school meals (through produce and whole grains), it has also led to additional costs.

The bill was laid over for possible inclusion in the Senate education omnibus bill.

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This entry was posted in [2015 Legislative Session](#) and tagged [basic education formula](#), [Chris Lennox](#), [collaborative urban educator recruitment](#), [compensatory revenue](#), [Dan Pyan](#), [David Law](#), [Deb Henton](#), [Denise Dittrich](#), [funding](#), [funding formula](#), [Gov. Mark Dayton](#), [Gregory Hein](#), [Jane Bender](#), [Jane Berenz](#), [Jeff Solomon](#), [Joseph Brown](#), [Kate Maguire](#), [Kirby Ekstrom](#), [MSBA](#), [school lunch](#), [Sen. Chuck Wiger](#), [Sen. Eric Pratt](#), [Sen. Greg Clausen](#), [Sen. John Hoffman](#), [Sen. Kari Dziedzic](#), [Sen. Melissa Wiklund](#), [Steve Unowsky](#), [Sue Nelson](#). Bookmark the [permalink](#).

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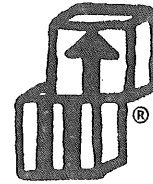
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**PRAIRIE FIVE**

**HEAD START**

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Darcy Kleven  
Head Start Director

OPTIONS: Combination - "Investing in People, Building Community"

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To: Parents of Five Year olds/Special Education Staff  
From: Darcy Kleven, Prairie Five Head Start Director *DJK*

The Office of Head Start (OHS), the Administration for Children and Families (ACF) and the Department of Health and Human Services (HHS) have released the final rule on the 45 CFR Part 1305 which will ensure the neediest children and families benefit from Head Start services first. The effective date is March 12, 2015.

This new rule dictates that Head Start programs can no longer enroll children who are five prior to September 1 of the enrolling school year. In the past, five year olds with IEP's could be enrolled in the Head Start program. This is also no longer allowed under the final ruling.

This information is being sent to program parents of five year olds and special education staff to ensure there's sufficient time for appropriate placement to be found for five year olds who for various reasons will not be enrolled in Kindergarten.

Most communities have several options for five year olds who are not going on to Kindergarten with either sliding fee scales or scholarships.

Prairie Five Head Start needs to follow all federal laws in order to ensure continued funding.

If we can assist you in finding other preschool options for 5 year olds in your community, please call the office at 1-800-443-4283.

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**Re: Graduation Rates**

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**Rick Clark** <rclark@isd2190.org>

Fri, Mar 6, 2015 at 12:27 PM

To: Denise Streich &lt;dstreich@isd2190.org&gt;

Add this email to agenda correspondence

On Mar 6, 2015 11:41 AM, "Cassellius, Brenda (MDE)" <[brenda.cassellius@state.mn.us](mailto:brenda.cassellius@state.mn.us)> wrote:

Yellow Medicine East  
Interim Superintendent Rick Clark  
450 9th Ave  
Granite Falls, MN 56241-1399

Dear Interim Superintendent Rick Clark,

I am reaching out to congratulate you on your district's success in attaining a 90 percent graduation rate. This is a commendable accomplishment.

As you know, Minnesota has a goal to reach a 90 percent graduation rate by the year 2020. Your district not only demonstrated a 90 percent graduation rate overall but also has no student group below 90 percent. I want to congratulate you and your staff for your tireless efforts to make sure students are put on a path for success in college or career.

The 2020 goal is possible with a collective and collaborative statewide effort to make sure every student receives the support they need in order to obtain a high school diploma. I am pleased to share with you once again that Minnesota students are graduating at higher rates than ever, and we continue to narrow statewide gaps between student groups.

Together, we have made progress. Since 2011, Minnesota's statewide graduation rate has increased by four percentage points. Some of our biggest improvements have come from students of color, English learners and students in poverty. The rate for Hispanic students is up 12 percent since 2011; while the Black graduation rate has increased over 10 percentage points in the same time period. We have increased the percentage of students in poverty graduating from high school by over seven points in the past three years, and the graduation rate for English learners has improved by more than 11 percent. This could not have been done without the great work of educators like yourself.

The below link provides district-by-district graduation rate data for students overall and for every student group. It is important to note that a district must have at least 10 students for reporting purposes in the graduating cohort. This number is raised to 20 students for accountability purposes, including Adequate Yearly Progress (AYP) and Multiple Measurements Rating (MMR).

The file has nine tabs, one for each student group, including All Students, American Indian, Asian, Hispanic, Black, White, LEP, Special Education, and FRP. Trend data from 2012, 2013 and 2014 is provided, and you will see that your district's 2014 graduation rate in each tab is at or above the 90 percent 2020 goal.

With the new adjusted cohort graduation rate calculation, it is more important than ever to properly track and code students in MARSS. Please remind those individuals in your district who report students in MARSS to ensure every single student is coded correctly. Your careful attention to MARSS reporting will ensure that we generate the most accurate graduation rate data possible.

Again, please accept my sincere congratulations on this remarkable accomplishment to reach a 90 percent four-year graduation rate for all student groups. I encourage you to continue on the path to ensure every Minnesota student graduates from high school prepared for success in career and college. Thank you for your continued leadership in this important work.

Sincerely,

Brenda

[http://education.state.mn.us/mdeprod/idcplg?IdcService=GET\\_FILE&dDocName=059575&RevisionSelectionMethod=latest&Rendition=primary](http://education.state.mn.us/mdeprod/idcplg?IdcService=GET_FILE&dDocName=059575&RevisionSelectionMethod=latest&Rendition=primary)

# YELLOW MEDICINE EAST – ISD 2190

Serving the communities of Clarkfield, Echo, Granite Falls, Hanley Falls, Hazel Run & Upper Sioux

Rick Clark, Ed.D., Interim Superintendent  
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Phone: 320-564-4081 - Fax: 320-564-4781



## MEMO

Date: March 16, 2015  
To: Board of Education  
From: Dr. Rick Clark, Interim Superintendent  
RE: Amendment to the Agenda for March 16, 2015  
CC: File, Board Minutes

At 7:45 am this date a Grievance Hearing was held in the Office of the Superintendent with EM-YME officers and Uniserve representative present. The question was “What remedy of situation is the EA requesting?”

- It is the EA contention that Marit Rheinheimer has met the criteria for tenure and was incorrectly placed on the Yellow Medicine East – 2014-2025 Seniority List. This list was board approved on October 13, 2014.
- A review of employment records indicates that Marit Rheinheimer had met the employment qualifications in 2011-2012 with 92 days of service. The requirement for employment classification of “counting the year” was 60 days in 2011.
- A review indicated that Marit Rheinheimer had met the employment requirements in 2013 with 130 days of service.
- Therefore, it is the determination of the Superintendent that criteria established by Minnesota Statute 122A and Terms of Master Agreements (2011-2013 and 2013-2015) were met for purposes of employment tenure.
- As a result the Seniority List will be added to the agenda, Consent Agenda, for amendment and acceptance.
- As a result the removal of Marit Rheinheimer from the Agenda is required.
- As a result the change of Roxanne Tanner from half time non-renewal to full non-renewal will be announced for change at the meeting.
- As a result of the Grievance and subsequent hearing, the use of Consent Agenda cannot be used, as the term “non-controversial” no longer is applicable.

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