

APPROVED JUN 19 2018

OFFICAL MINUTES

Chatfield Public Schools School Board ISD #227

Regular Board Meeting

Date | time 5/22/2018 6:03 PM | Meeting called to order by Scott Backer

In Attendance

Pursuant to due call and notice thereof, the regular meeting of the School Board of Independent School District No. 227, Olmsted, Fillmore and Winona Counties was held on Tuesday May 22, 2018. The meeting was called to order at 6:03 p.m. at the High School (Room #122) by Scott Backer, Board Clerk.

Roll call was taken with these members present: Backer, Jeffers, McMahon, and Priebe. Chase & Isensee were absent. All present said the Pledge of Allegiance.

Approval of Agenda

McMahon/Priebe motion for Approval of Agenda with these changes:

Add: **8. Consent**

- c. Approve the following resignation(s)/retirement(s):
 - iii. Elementary Teacher: Lori Finseth
 - iv. Preschool Teacher: Angela Grant
 - v. HS SpEd Teacher: Amy Miron
- d. Approve the following new hire(s):
 - iii. Elementary Teacher: Kelsey Gwidt
 - iv. Elementary Teacher: Angela Fitzpatrick
 - v. Middle School English Teacher: Sarah Palmer
- f. Approve the following job posting(s):
 - i. Preschool Teacher
 - ii. HS SpEd Teacher

11. New Business

- d. MSHSL 2018-2019 Resolution for Membership Renewal
- e. Region V Joint Powers Agreement

Remove: **7. Reports**

- c. Technology Integration Specialist

Motion carried 4-0

Approval of Claims & Accounts

Priebe motioned for approval of Claims & Accounts as presented. McMahon seconded. Motion carried 4-0

Reports

Student Senate/Megan Hopp & Bennett Gathje: organizing one final fundraiser – Teacher Pie-In-The Face

Principals' Reports:

- **Craig Ihrke/Elementary Principal:** May has been very busy with field trips and many activities. He thank Lori Finseth for her 26 years of service. MCA results were good but not quite as high scoring as last year. Seemed to be a trend statewide. A complete copy of his report is attached.
- **Randy Paulson/High School Principal:** Thanked Amy Miron for her years of service. Congratulated all the many accomplishments of our academic and athletic teams. Graduation is at 1:30pm Sunday May 3 in the HS Gym. A complete copy of his report is attached.

Superintendent's Report/Ed Harris: Explained the state mandate regarding lead in our water. Asked that the superintendent evaluation be completed by the June board meeting. Support staff agreement are in progress. Hopes to present these for approval in June. Chatfield has an infestation of Emerald Ash Borer according to the MN Department of Agriculture. Five trees have recently been removed. Getting a quote to treat the rest in an effort to save them. A complete copy of his report is attached.

Approval of Consent Items

McMahon/Jeffers motion to approve the Consent Items:

- a. Approve 04/16/2018 Meeting Minutes
- b. Approve Student Senate Spring Fundraiser
- c. Approve the following resignation(s)/retirement(s)
 - i. Elementary Paraprofessional: Laura Lanning
 - ii. SADD Co-Advisor: Dave Hinck
 - iii. Elementary Teacher: Lori Finseth
 - iv. Preschool Teacher: Angela Grant
 - v. HS SpEd Teacher: Amy Miron
- d. Approve the following new hire(s)
 - i. HS Paraprofessional: Judy Finseth
 - ii. HS Social Studies/STEM Instructor: Zachary Slowiak
 - iii. Elementary Teacher: Kelsey Gwidt
 - iv. Elementary Teacher: Angela Fitzpatrick
 - v. Middle School English Teacher: Sarah Palmer
- e. Approve the following Summer School hires
 - i. Special Education Teacher: Kelly Reinecke
 - ii. Special Education Paras: Christy Carr & Pam Flattum
 - iii. Kindergarten Prep Teachers: Tiffany Wilke & Cheri Vondal
 - iv. Kindergarten Prep Para: Stephanie Mensink
- f. Approve the following job posting(s)
 - i. Preschool Teacher
 - ii. HS SpEd Teacher

Motion carried 4-0

1st Reading of District Policies

Backer noted that the following district policies are before the board for their first reading. He asked the board to refer any questions they might have to Mr. Harris.

- a. 616 School District System Accountability
- b. 618 Assessment of Student Achievement
- c. 701 Establishment and Adoption of School District Budget
- d. 805 Waste Reduction and Recycling

2nd Reading of District Policies

Priebe/McMahon motion to approve the following policies:

- a. 619 Staff Development for Standards
- b. 623 Mandatory Summer School Instruction

Motion carried 4-0

New Business

- a. Board member Matt McMahon introduced the following resolution & moved its adoption:

**RESOLUTION RELATING TO THE DESIGNATION OF IDENTIFIED OFFICIAL WITH AUTHORITY FOR THE
MDE EXTERNAL USER ACCESS RECERTIFICATION SYSTEM**

BE IT RESOLVED by the School Board of Independent School District #227, State of Minnesota, as follows:

The Minnesota Department of Education (MDE) requires that school districts, charter schools or other organizations annually designate an Identified Official with Authority to comply with State Access Control Security Standard 1.0 which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The Identified Official with Authority will assign job duties and authorize external user's access to MDE secure systems for their local education agency (LEA) or organization. The Superintendent/Director recommends the Board or equivalent governing board authorize **Ed Harris, Superintendent of Schools** to act as the Identified Official with Authority for the Chatfield Public Schools ISD #227.

/s/ _____ Scott Backer



Scott Backer

School Board Clerk
Chatfield Public Schools
May 22, 2018

The motion for adoption of the foregoing resolution was duly seconded by board member Katie Priebe and upon vote being taken thereon, the following members voted in favor thereof: Backer, Priebe, Jeffers and McMahon.

The following members voted against: NONE

Whereupon said resolution was declared duly passed and adopted. Motion carried 4-0

- b. Jeffers/Priebe motion to approve the 2018-2019 Local Literacy Plan. (see attached) Motion carried 4-0
- c. McMahon/Jeffers motion to approve the Lead in Water Management Plan. (see attached) Motion carried 4-0
- d. Priebe/McMahon motion to approve the MSHSL 2018-2019 Resolution for Membership Renewal. (see attached) Motion carried 4-0
- e. McMahon/Jeffers motion to approve the Region V Joint Powers Agreement. (see attached) Motion carried 4-0

Adjournment

McMahon/Jeffers motion to adjourn at 6:34pm. Motion carried 4-0

Respectfully submitted,

/s/ 

Scott Backer, Clerk

May has been busy with many field trips, and activities.

Baker Family Bluegrass Band:

The Southeast Minnesota Bluegrass association sponsored the Baker Family Band. The K-6 students were entertained with 45 minutes of bluegrass music. This was a fantastic program.

Native American Dancers:

We celebrated student good behavior with a Lyceum of Native American Dancers. (This looked better on paper than it turned out.) The hoop dancing was awesome at the end of the performance, but that was about it unfortunately.

MCA Testing:

We completed our MCA testing. Our preliminary reports look as though our scores are still very good, but not quite as high as last year's scores. The teachers reported that the tests seemed more difficult than years past. In checking with other principals in the area, they felt the same way. Two schools that I connected with saw their scores drop slightly this year as well. It will be interesting to see what the 2018 state averages look like. Below is data from this year and the years since 2013 for Chatfield Elementary School.

Chatfield Elementary MCA Reading test 2018

Grade Level	2018 Prelim. Results	2017 Results	2016 Results	2015 Results	2014 Results	2013 Results	State Average % Standards in 2017	Percent above (+) or below (-) 2017 state average.
3	77%	79%	86%	89%	68%	43.3%	56.5%	+20.5%
4	73%	84%	85%	78%	69%	43.9%	56.8%	+16.2%
5	83%	90%	85%	74%	57%	46.3%	67.5%	+15.5%
6	84%	74%	68%	70%	73%	58.9%	63.4%	+20.6%
Agg. Avg	<u>79.25%</u>	<u>81.75%</u>	<u>81.00</u>	<u>77.75%</u>	66.75%	48.1%	<u>61.3%</u>	<u>+18.2%</u>

Reading Scores dropped slightly. We would like to be at or above 80% proficient school wide.

Chatfield Elementary MCA Math test 2018

Grade Level	2018 Prelim. Results	2017 Results	2016 Results	2015 Results	2014 Results	2013 Results	State Average % Standards in 2017	Percent above (+) or below (-) 2017 state average.
3	82%	89%	93%	91.4%	90.8%	68.7%	68.1%	+14.9%
4	75%	85%	92%	86.7%	79%	69.7%	66.7%	+8.3%
5	70%	86%	71%	73.9%	55%	47.8%	57.1%	+12.9%
6	74%	69%	70%	59.4%	67%	58.9%	55.5%	+18.5%
Agg. Avg	<u>75.25%</u>	<u>82.25%</u>	<u>81.5%</u>	<u>77.85%</u>	72.95	61.3%	<u>64.63%</u>	

Math Scores dropped a bit more. All of our teachers felt this year's test was much more rigorous.

Chatfield Elementary MCA Science test 2017

Grade Level	2018 Results	2017 Actual Results	2016 Actual Results	Percentage of Students Meeting or Exceeding Standards (2015)	Percentage of Students Meeting or Exceeding Standards (2014)	Percentage of Chatfield Students Meeting or Exceeding Standards (2013)	State Average % Meeting or Exceeding Standards in 2017	Percent above (+) or below (-) 2016 state average.
5	72%	78.1%	67.8%	54.4%	43.5%	58.1%	60%	+12%

May 2018 School Board Report submitted by Craig Ihrke

Upcoming Dates

5/28	Memorial Day—No School
5/29	Walk-a-Thon
5/29	Carnival K-6)
5/30	Spelling Bee (Grade 3)
5/30	DLT Meeting
5/30	Talent Show 4-6
5/31	Awards Assembly
6/18-22	Camp Invention
7/9-12, 7/16-19	K-Prep
7/9-12, 7/16-19	ESY Summer School
7/30-8/2, 8/6-9	ESY Summer School



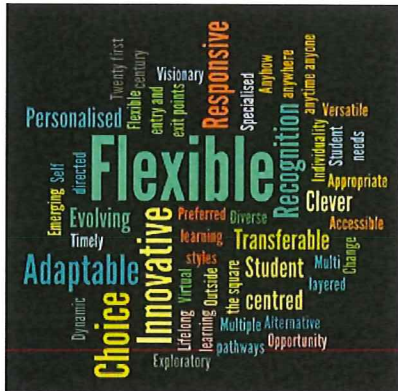
High School Board Report Go Gophers!

Achievement and Integration Budget Approved



The Achievement and Integration Budget for the 2018-19 school year has been approved by MDE.

Flex Star Students



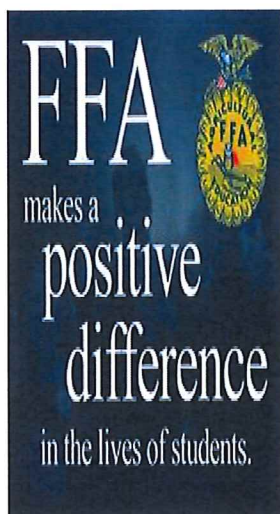
I have been informed by Jessica Hanson and Mitch Lee that all of the Flex Star students this year are interested in continuing with the program into the 8th grade.

Rube Goldberg Team Makes Us Proud At Nationals!



FIRST IN THE NATION at Chicago:
Congratulations to Coach Nora Gathje and the Rube Goldberg Team (Bennett Gathje, Nathan Meeker, Nolan Salerno, Mikaela Kohlmeyer, Jake Mandt, Travis Blohm, Carson Larrabee, Jack Tuohy, and Gage Tuohy).

Best FFA Chapter in the State:



Congratulations to Advisors Stacy Fritz and Tim Willette and all of the FFA Chapter members for receiving the Best FFA Chapter in the State. They will be representing the State of Minnesota and the Chatfield FFA Chapter at the National Convention this coming fall.

They also put on a great FFA Banquet again this year.

State Speech Meet



Congratulations to Lauren Mueller for making to State this year in Speech.

Senior Banquet



Thank you to Lindsey Olson, Lorri Lowrey, and Terri Dudek for organizing the Senior Banquet last night. Also, thank you to the Chatfield Commercial Club and the Chatfield Education Association for sponsoring and serving the meal. Thank you to the elementary school staff for hosting and helping with the set up this year!

Girls Softball Starts Strong



Congratulations to our girls' softball team and coaches for winning the conference and earning the #1 seed in the upcoming sub section tournament. Last night they beat Caledonia/Spring Grove and will be playing PEM today at 4:30 in Chatfield. Best of luck to our CHS Softball Team.

A Special Scholarship

Mary Jane Christopherson, former science teacher at Chatfield, passed away recently. Her family members provided two \$1000 scholarships (one senior boy and girl) last night in her honor. The scholarships awarded were based on the students' outstanding ability in science and their plans to pursue a career in a science field. The family members want to remain anonymous, but want to express their gratitude to the school for assisting them with this process. Mary Jane taught Chemistry, Physics and Physical Science for several years at CHS.

A Night to Remember



2018 Junior and Senior Prom: Thank you to Laura Adams and the juniors for the excellent prom and grand march this year! Congratulations to Prom King and Queen, Andy Arellano and Lexi Hanson.

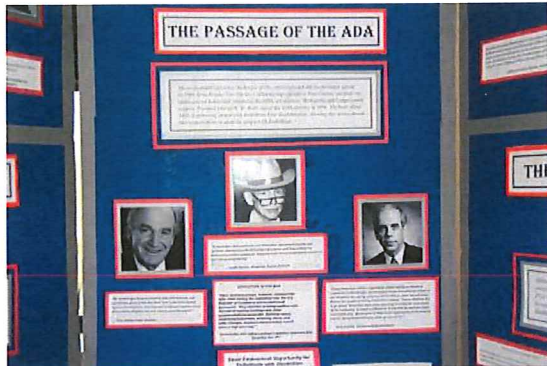
Thank you to Amy Crouch and the many volunteers and sponsors for organizing and supporting the 2018 Post Prom Party.

Band Students Show Outstanding Performance



Congratulations to Band Director Katy Schleusner and the 10 Band Students that received superior ratings. A special congrats to senior Mitchell Holets (trumpet) and sophomore Devann Harris (flute) for representing our school so well. They both received the prestigious “best in site” awards.

History Day Success



Congratulations to Isaac Rain for being a finalist and receiving Honorable Mention at the State History Day competition. With Tom Hilgren’s retirement, Isaac will be his last state history day participant.

23rd Annual Academic Banquet



Thank you to the Chatfield Lions Club and the Chatfield Staff for the setup, serving and take down of the Academic Banquet. A special thanks to the Chatfield Lions, Root River State Bank and Rick Bell State Farm Insurance for sponsoring and paying for the award recipient meals.

2018 Graduation and Practice



There is a mandatory practice for all graduating seniors on Tuesday, May 29 at 9:45, in the high school gym. Students that have a legitimate conflict need to contact Mr. Paulson so that he can review the procedures with them and give them their chair assignment in advance of the ceremony. Graduation is at 1:30 PM, on Sunday, June 3, in the high school gym. Doors will open at 12:50.

Under Construction



A special thank you to the teachers, staff, and students for their flexibility and tolerance during the construction that has gone on in our building this year.



**Please call or e-mail me if you have any questions.
Thanks!**

Randy Paulson rpaulson@chatfield.k12.mn.us

May 2018

Updated May 22, 2018



MAY 2018 AGENDA.docx
86.4 KB

Lead in Water Management Plan

As per new state mandate. To be read in May and approved in June.

Construction Update



Chatfield PS MGMT PLAN 18 Lea...
617.5 KB

Report on Finance and Facilities Committee Meeting (POSTPONED)

Budget Projection

Fund 6

LTFM

OC

Superintendent Evaluation

This should be done prior to the June 18 SB meeting

Region V Joint Powers Agreement

Simple renewal for financial services.

Local Literacy Plan

Annual renewal/resubmission. No significant changes.

MSHSL Resolution

Annual renewal.

Radon Media Story

We tested in 2014-2015. Recommend every 5 years.

Support Staff Agreement

In progress. I have tasked a group of support staff with bringing forward what they want the SB Neg Committee to consider. This should be ready for the June SB meeting.

Emerald Ash Borer (FYI)

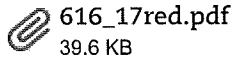
Status: 5 infected trees taken out. Getting a quote to treat the rest. MN Department of Agriculture has declared Chatfield infested. Removal window closed. May have to take out more this October/November.

SB Safety Committee

Set an early June meeting. Pay members who are off contract.

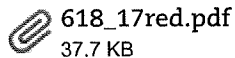
1st Readings of District Policies

616 School District System Accountability



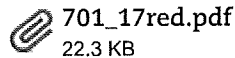
Our World's Best Workforce Plan covers the required elements of this policy.

618 Assessment of Student Achievement



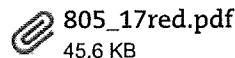
Our compliance with policy 613 covers the required elements of this policy.

701 Establishment and Adoption of School District Budget



No significant changes.

805 Waste Reduction and Recycling



We are compliant with this policy as per present practice and IEA management plans.

2nd Readings of District Policies

619 Staff Development for Standards



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22.4 KB

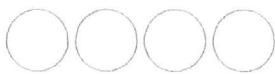
Updated terminology. No material changes.

623 Mandatory Summer School Instruction



623_17red.pdf
25.2 KB

Updated definition. No material changes.



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Management Plan for Lead-in-Water

MAY 4, 2018

Chatfield Public Schools

Management Plan for Lead-in-Water

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Appendices

- A EPA Factsheet: Lead in Drinking Water Coolers
- B Testing Schedule
- C Reducing Lead in Drinking Water: Recommended Lead Hazard Reduction Options
- D Lead-in-Water Testing Results and Locations

Chatfield Public Schools* Annual Review Form *Management Plan for Lead-in-Water

Certification

I certify that I have reviewed the information provided and accept this written management plan. With assistance from our EHS consultant, the district will implement the policies and procedures noted within this plan. The written plan is a working document that will be reviewed and revised annually, or as needed.

Print Name

Signature

Date _____

Program reviews and follow-up of program-related issues are documented below.

[illegible]

1.0 Purpose

Chatfield Public Schools is committed to providing a safe working and learning environment for employees and students. This Management Plan for Lead-in-Water was developed to reduce the potential for exposure to lead in water and to comply with Minnesota Statute 121A.335, as well as recommendations from the Environmental Protection Agency's (EPA's) *3Ts for Reducing Lead in Drinking Water in Schools: Revised Technical Guidance* (2006) and the Lead Contamination Control Act (LCCA) of 1988, Minnesota Department of Health (MDH) and Minnesota Department of Education (MDE).

Minnesota Statute 121A.335 requires public school buildings serving pre-kindergarten and kindergarten through grade 12 to test for lead in water in potable water sources (water for consumption) every 5 years. The MDH and MDE have published *Reducing Lead in Drinking Water: A Technical Guidance and Model Plan for Minnesota's Public Schools*, which presents a model plan that school districts can choose to adopt as part of the requirement of Minnesota Statute 121A.335. The *EPA 3Ts* was created by the EPA to identify and reduce lead in drinking water in schools. Lead is a metal that usually enters drinking water through the distribution system, including pipes, solder, faucets, and valves. Lead levels in water may increase when the water is allowed to sit undisturbed in the system. Exposure to lead is a significant health concern.

The *EPA 3Ts* has recommended that schools take remedial action to address lead-in-water exposure whenever lead levels exceed 20 parts per billion (ppb). The MDH and MDE have jointly provided guidance that there is no safe level of lead and that districts should work to minimize the risk of lead. MDH and MDE recommended actions are described in section 4.0 of this plan.

The *Lead-in-Water Management Plan* program contact is the Superintendent, 507-867-3240.

2.0 Water Sampling Program Development

Identified potable water sources in district facilities, including sinks and drinking fountains in kitchens, staff lounges, classrooms, home economics classrooms, and hallways, will be sampled during the school year throughout the district at least once every five years.

Prior to sampling the following takes place:

- An inventory of potable water taps is taken;
- All drinking fountains are checked to ensure the EPA has not identified them as having a lead lined tank under LCCA. This list can be found in Appendix A.
- Water outlets in restrooms, custodial closets, science labs, art rooms, and other general-purpose workrooms are not included in the sampling inventory, and should be clearly marked not for drinking.

Potable water sources are to be resampled at least once every five years, per MN Statute 121A.335, or when a fixture or water supply is repaired or replaced, or after construction activities that may impact the plumbing system. A sampling schedule is included in Appendix B.

3.0 First Draw Tap Monitoring

Water sampling of the identified cold water taps is conducted as a "first draw" sample prior to usage on the day of sampling. Sampling begins at the taps closest to building entry point of water source to prevent accidental flushing of other sample locations in the building. Normal usage of building should occur the day prior to sampling; sampling should not take place on Mondays or after non-school days.

Taps included in the first draw sampling should not be used for 6-18 hours prior to sampling. If the district cannot ensure identified taps were used the day prior to sampling, flushing will occur according to EPA protocol (2-3 minutes, 8-18 hours prior to sampling). Water samples of 250 milliliters (ml) are analyzed by an accredited testing laboratory, using EPA approved analytical methods and quality control

procedures (i.e. such as the ICP/MS EPA Method 200.8).

4.0 Maintenance Procedures

When lead content exceeds 20 ppb, fixtures should be taken out of service until the lead content can be reduced to 20 ppb or lower. While fixtures can still be used for drinking and cooking, MDH and MDE recommend actions be taken to determine the source of lead and reduce lead levels in fixtures when sampling reveals lead content between 2 and 20 ppb. A lead-in-water concentration of or less than 20 ppb (maximum) is considered acceptable by the EPA. Potable water outlets found to have greater than this concentration are repaired, replaced, or flushed.

In addition, the MDH and MDE model plan recommends routine maintenance take place to prevent and help reduce elevated lead levels in drinking water. This includes cleaning faucet aerators where lead-containing materials may accumulate on a quarterly basis and following manufacturer's recommendations for water softener settings to ensure an appropriate level of hardness. The following maintenance procedures are based on MDH/MDE recommended Lead Hazard Reduction Options, located in Appendix C:

Flushing

Flushing may be used as an alternative to repair or replacement. For any location with an elevated lead level, conduct flush sampling to determine if a longer flush will reduce lead levels to an acceptable level. If results indicate that flushing will reduce lead to acceptable levels, implement a flushing program which includes documentation of daily flushing and periodic program review.

Individual Tap Flushing

MDE and MDH suggest running each tap for 2 to 3 minutes in the morning before children arrive, and 2 to 3 minutes midday if the tap has been unused for the morning period. Periodic testing may be done prior to and after the midday flushing to ensure the lead concentrations have remained low throughout the morning hours. If they have not, the flushing time should be increased, or another option implemented.

Main Pipe Flushing

The MDH and MDE model plan explains that Main Pipe Flushing can be used if lead levels are found to be high throughout the entire school or are confined to a certain area of the school. Flushing should be completed each day school is in session. Begin by flushing the tap furthest away from the water source for at least ten minutes; then flush the tap the second furthest away and continue until all taps have been flushed. Periodic testing may be done to ensure the lead concentrations have remained low and that the flushing protocol is effective.

In addition, it is recommended to flush potable water outlets following any two-week vacancy or prior to the beginning of school in the fall, regardless of the lead levels found in the most recent sampling. As long as the fixtures are used regularly, lead levels should remain acceptable. The fixtures should be flushed when the building has been at low occupancy, for example, following school breaks.

Repair and Replace Options

Recommendations of one of the following treatment options for fixtures with lead levels approaching or exceeding the EPA action level may be considered for implementation:

- Install a National Sanitation Foundation (NSF) certified filter for lead reduction.
 - The filter selected should work by size exclusion of lead particles as opposed to lead adsorption. Filters should have tight pores (1-micron or less). NSF lists many such filters on its website.
 - Following replacement, retest the first-draw lead level after flushing the line 8-18 hours prior to testing to confirm that filter is successful in reducing lead levels.
 - Note: Point-of-Use (POU) Treatment Device systems may be subject to Department of Labor and Industry (DLI) or local administrative authority plan review and approval prior to installation. Contact DLI at 651-284-5063 for more information.

- Investigate further to determine the source of the lead responsible for an elevated lead level. Collecting multiple samples in a row can assist in determining the location of the lead-containing component (e.g. fittings for cold water supply lines). Samples should be collected upstream of the cold supply lines. Once the source is identified, remove, replace with lead-free component, and retest.
- If sampling indicates that fixture is the source of the elevated lead level, replace fixture with a "lead-free" fixture certified to NSF/ANSI 372 or NSF/ANSI 61-G. The *Reduction of Lead in Drinking Water Act* redefines "lead-free" as "not more than a weighted average of 0.25% lead when used with respect to wetted surfaces of pipes, pipe fittings, plumbing fittings, and fixtures." Effective January 4, 2014, drinking water system components sold or installed must adhere to this new requirement. A list of EPA Lead Free Certification Marks can be found here: <http://nepis.epa.gov/Exe/ZyPDF.cgi?Dockey=P100GRDZ.txt>
- Remove fixture from service by disconnecting it from the water supply and/or clearly mark water fixtures that are not for drinking or cooking.

The MDH recommends taking the following actions at 2 ppb to 20 ppb:

- Retest the sampled tap and attempt to more accurately determine the source of the lead; consider monitoring tap more frequently until the source of lead is found and removed;
- Consider the feasibility of flushing or other steps to minimize lead exposure, taking into account other actions that the school may already have in place;
- Make all test results and lead education materials accessible to community, such as on a website, or annual report, and available upon request.

5.0 Communication of Results and Follow-up Actions

Per Minnesota Statute 121A.335, a school district that has tested its buildings for the presence of lead shall make the results of the testing available to the public for review and must notify parents of the availability of the information. It is recommended that a copy of the district's Lead-in-Drinking Water Testing reports be made available to staff and the public through the district's administrative offices and district website.

Notification is accomplished by publishing a statement in the district's annual notifications that is available to staff, student, parents and the public. For example notifications, see the MDE and MDH *Education and Communication Toolkit: Reducing Lead in Drinking Water, A Technical Guidance and Model Plan for Minnesota's Public Schools*, located on the MDH website.

The MDE and MDH guidance document states in their Model Plan that School Management should:

- Assign a designated person to be the contact;
- Notify affected individuals about the availability of the testing results within a reasonable time. School employees, students and parents should be informed and involved in the communication process. Results of initial and any follow-up testing should be easily accessible along with documentation of lead hazard reduction options. Posting the information on a website is preferred, but the information should also be available to those without easily accessible internet access. Examples of other information venues are: meetings, open houses, and public notices; and
- Identify and share specific activities pursued to correct any lead problems. Local health officials can assist in understanding potential health risks, technical assistance and communication strategies.

6.0 Recordkeeping

Lead-in-water testing reports are located and available for review in the District office. See Appendix D for the most recent sampling locations and results. This includes recommendations for further action if necessary. Chatfield Public Schools retains lead-in-water records for a minimum of five years.

Appendix A

EPA Factsheet: Lead in Drinking Water Coolers

FACT SHEET: LEAD IN DRINKING WATER COOLERS

Protecting the nation's children from exposure to lead from school drinking water coolers is the primary goal of the Lead Contamination Control Act (LCCA), which was signed into law on October 31, 1988. EPA recommends that drinking water outlets--especially water coolers--in schools be tested to ensure that lead levels in the water are below 20 parts per billion.

This fact sheet will help school administrators address the problem of school water coolers that contain lead. It reflects current information as of February 1990. The information on the accompanying list will be updated periodically.

How To Identify Problems

First, identify which water coolers contain lead components; follow these steps as a minimum protocol.

- Inventory each cooler and note its brand, model, serial number, and year.
- Check the accompanying list to identify any coolers that are not lead free.
- Sample water from all outlets where lead contamination is most likely, especially coolers that are not lead free and those with lead-lined tanks. However, even coolers that are "lead free" may have high lead levels in their water due to other sources in the plumbing system and should be tested. Follow the sampling and testing protocols in the EPA booklet *Lead In Schools Drinking Water*. (See the box below, right.)
- Contact your State agency responsible for the LCCA program (see box below, right) for information and assistance on testing your water samples. Water samples should be sent only to certified laboratories that use the EPA-approved Graphite Furnace Atomic Absorption (AA) method. In some cases, the local water supplier, local or State department of health or environment, or the lab will collect and analyze the samples. In most cases, the lab will provide containers and instructions for collection. The charge for lab tests ranges from \$7 to \$30 per sample. In some States or localities, there may be funding available for testing.

What To Do If Problems Are Found

If the lead level of any fountain or outlet exceeds 20 parts per billion (ppb), take immediate action to reduce the level of contamination. Flushing outlets on a daily basis before school begins may sufficiently reduce exposures, especially if the problem is localized to a few outlets in a building. However, daily flushing may not be practical for water coolers.

Take follow-up samples from any outlet with lead levels above 20 ppb to pinpoint the source of the problem. Make sure to follow the instructions in the EPA booklet *Lead In School Drinking Water*. If you find a cooler to be the source of the lead, contact the distributor or manufacturer to determine how the problem may be corrected. If a cooler that is not lead free is responsible for high lead levels, removal may be necessary. The Consumer Product Safety Commission (CPSC) has the responsibility to issue an order to require manufacturers and importers to repair, replace or recall water coolers identified by EPA as having lead-lined tanks. Contact the CPSC Hotline (800/638-2772) to determine the status of their actions.

For More Information

Contact the State office listed below for information on identifying and correcting lead in drinking water problems. Contact the EPA Safe Drinking Water Hotline at 800/426-4791 for other information and for the booklet *Lead In Schools Drinking Water*.

Water Coolers With Lead-Lined Tanks

The following list of model numbers represents all of the drinking water coolers with lead-lined tanks that have been identified to date. The models listed here were selected because one or more of the units in that model series have been tested and found to have lead-lined tanks. These six models are made by the Halsey Taylor Company.

WM 8A
WT 8A

GC 10ACR
GC 10A

GC 5A
RWM 13A

Other Water Coolers Containing Lead

EBCO Manufacturing Company

EBCO has identified all pressure bubbler water coolers with shipping dates from 1962 through 1977 as having a bubbler valve containing lead, as defined by the LCCA. The units contain a single 50-50 tin-lead solder joint on the bubbler valve. Model numbers for those coolers in this category were not available.

The following EBCO models of pressure bubbler coolers produced from 1978 through 1981 contain one 50-50 tin-lead solder joint each:

CP3	DP7SM	DPM8H
CP10-50	DP10F	DP16M
DP20-50	CP3H	DP7S
DP13A	13P	DP7WM
DP7M	DP3RH	EP10F
DP13M-60	DP14A-50/60	CP10
CP5M	DP12N	DP20
DP14S	DPM8	DP8AH
DP5F	DP15M	C10E
CP3-50	DP5S	DP5M
7P	DP13SM	DP13M
DP3R	EP5F	CP3M
DP13A-50	CP5	DP13S
PX-10	13PL	DP7WMD
DP7MH	DP8A	WTC10
DP14M	DP10X	
DP15MW	DP15W	

Pressure bubbler water coolers manufactured by EBCO and marketed under the "Oasis" and "Kelvinator" brand names with the identified model numbers have been distributed in the U.S. In addition, EBCO indicated that "Aquarius" pressure bubbler water coolers are manufactured for distribution in foreign countries, including Canada. Although unlikely, it is conceivable that an "Aquarius" cooler with one of the model numbers listed above could have been transported into the U.S.

Halsey Taylor Company

Halsey Taylor reports using lead solder in these models of water cooler manufactured between 1978 and the last week of 1987.

WMA-I	SCWT/SCWT-A
SWA-I	DC/DHC-1
S3/5/10 D	BFC-4F/7F/4FS/7FS
S300/500/1000D	

In addition to these Halsey Taylor models, Halsey Taylor indicates that the following Haws brand coolers manufactured for Haws by Halsey Taylor from November 1984 through December 18, 1987, are not lead free because they contain two tin-lead solder joints. The model designations for these coolers are:

HC8WT	HC14W	HCBF7D
HC8WTH	HC4F	HCBF7HO
HC14WT	HC4FH	HWC7
HC14WTH	HC8F	HWC7D
HC14WL	HC8FH	HC2F
HC16WT	HC14F	HC2FH
HC4W	HC14FH	HC5F
HC6W	HC14FL	HC10F
HC8W	HCBF7	

Note: A number of water coolers have been deleted from the proposed list identifying them as not lead free. For information about these water coolers and others, refer to the January 18, 1990 Federal Register notice.

Appendix B

Testing Schedule



Lead in Water Sampling Schedule
Chatfield Public Schools

<u>School Year</u>	<u>Schools to be Sampled</u>
2014-2015	Chatfield High School Chatfield Elementary School
2015-2016	Retest as necessary.
2016-2017	Retest as necessary.
2017-2018	Retest as necessary.
2018-2019	Chatfield High School (after renovation)
2019-2020	Chatfield Elementary School

Appendix C

Recommended Lead Hazard Reduction Options


Recommended Lead Hazard Reduction Options

Lead Level At The Tap	Lead Hazard Reduction Options
<p>< 2 ppb or Non-Detected</p>  <p>2 ppb to 20 ppb*</p>  <p>> 20 ppb*</p>	<ul style="list-style-type: none"> • Lead was not detected. Tap may be used as normal; • Record result and test again in 5 years; and • Make all test results and lead education materials accessible to the community, such as on a website, or annual report, and available upon request. <p>The tap may be used for cooking and drinking water while steps are taken to reduce overall exposure. A higher number of taps with elevated results increases the urgency to implement hazard reduction.</p> <p>Options include:</p> <ul style="list-style-type: none"> • Retest the sample tap and attempt to more accurately determine the source of the lead; consider monitoring tap more frequently until the source of lead is found and removed; • Consider the feasibility of flushing or other steps to minimize lead exposure, including limiting softened water supplies to hot water taps only, taking into account other actions that the school may already have in place; • Make all test results and lead education materials accessible to the community, such as on a website, or annual report, and available upon request. <p>Action should be taken to reduce exposure. The specific action(s) taken will be dependent on individual school conditions.</p> <p>Options include:</p> <ul style="list-style-type: none"> • Remove tap from service until problem is demonstrably corrected by replacement, a flushing program, filtration, or treatment; • Do <i>not</i> use tap for cooking or drinking water; • Retest the tap and attempt to determine the source of the lead; If the tap is not replaced, consider monitoring tap more frequently, such as annually, until the source of lead is found and removed; • Implement a flushing protocol or other lead hazard reduction option; sampling should be use to evaluate effectiveness; • Make all test results and lead education materials accessible to the community, such as on a website, or annual report, and available upon request; and • Provide targeted communication and education to individuals, parents, and staff members that routinely use that tap.

* established by EPA 3Ts guidance; if EPA amends, Table 3 will be adjusted to be consistent with new value

Appendix D

Lead-in-Water Testing Results and Locations

	Chatfield Elementary 11555 Hillside Dr. SE Chatfield, MN 55923	MINNESOTA DISTRICT/SCHOOL LOCAL LITERACY PLAN	2018-2019
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I. General Information and Instructions:

Minnesota Local Literacy Plans are due July 1, 2018.

APPROVED MAY 22 2018

DISTRICT/CHARTER and SCHOOL SITE IDENTIFICATION INFORMATION

District Name and Number: Chatfield Public Schools	Phone: (507) 867-4210
Superintendent/Director: Mr. Ed Harris	Fax: 888-518-0702
Site Address: 205 Union St. NE, Chatfield, MN 55923	Email: charris@chatfield.k12.mn.us
School Name and Number: Chatfield Elementary School	Phone: (507) 867-4521
Principal/Director: Craig Ihrke	Fax: 888-518-0701
Site Address: 11555 Hillside Drive, Chatfield, MN 55923	Email: cihrke@chatfield.k12.mn.us

Local Literacy Team Members

Local Literacy Team Roles

Ed Harris	Superintendent
Craig Ihrke	Elementary Principal
Randy Paulson	7-12 Principal
Elissa Johnsrud	Reading Specialist
Randy Eckerson	School Psychologist
LuAnn Klevan	Community Ed Director
Linda Zeccardi	Special Education Teacher
Cheri Vondal	Teacher
Tracy Raaen	Teacher
Carmen Berge	Teacher
Melanie Murphy	Teacher
Mike Touhy	Chosen Valley Community Foundation

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LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of CHATFIELD ISD #227 has authorized CRAIG IHRKE at a monthly meeting on MAY 22, 2018 to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2018-2019. The LEA Representative ensures the school district maintains compliance with the appropriate federal statutes, regulations, and procedures and acts as the responsible authority in all matters relating to the review and administration of this literacy plan.



(Signature of Superintendent/Director)

5/23/18

(Date)

All Minnesota School Districts are required to develop (or revise) and implement a local literacy plan based on the five elements prescribed under MS section 120B.12:

Five requirements to be included in the local literacy plan include:

1. How you will ensure reading proficiency for all students by the end of Grade 3.
2. The process to assess students' level of reading proficiency.
3. How you will notify and involve parents.
4. How and when you will intervene with students who are not reading at or above grade level.
5. How you will identify and meet staff development needs.


All Minnesota School Districts are required to develop (or revise) and implement this local literacy plan so that teachers provide comprehensive scientifically based reading instruction consistent with PL 122A.06 subd. 4:

Comprehensive scientifically based reading instruction includes:

- Comprehension
- Vocabulary
- Fluency
- Phonics
- Phonemic Awareness

This can be accomplished as follows:

- Districts/School Sites K-3 must develop or revise a local literacy plan ~AND~
- Use the attached rubrics (appendix A) to guide your school local literacy planning

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I. GOALS AND OBJECTIVES

Chatfield Elementary School is committed to providing individual reading instruction to each student. We work collaboratively with our preschool to ensure early literacy initiatives. We are committed to intensive teacher training from the American Reading Company and implementation of the Action 100/100 book challenge, which will provide intense independent reading time coupled with individual conferencing based on Independent Reading Level Assessments. Chatfield Elementary promotes the arts, diversity, and individuality in their students and literature selection. We also use scientifically based reading curriculum (Houghton-Mifflin) using strategies that engage and motivate students. We have seen progress for all of our students and, for our free and reduced priced lunch population, but still see a gap and are working to ensure reading well by 3rd grade for all students. Our data also indicates our boys have not performed as well as our girls, but this statement is becoming less true each year. We feel the Action 100/100 book challenge has address this need with high interest books for boys and individualized instruction for all.

Our vision to have students reading well by third grade is supported by some of the following:

- Chatfield Elementary has formed professional learning communities to discuss student data and collaborate on effective methods of instruction and intervention.
- We have a very strong preschool program that feeds into our All Day Every Day Kindergarten providing a strong foundation for literacy.
- A strong volunteer base as well as a Minnesota Reading Corps Volunteer also helps provide our students with individuals to assist with reading strategies.

We believe:

Mission Statement

The mission of the Chatfield Pre-K-3 Literacy Plan is to educate all students to proficiency and beyond in order to prepare them for success in higher education, careers, and responsible citizenship through the following goals:


- Rigorous, relevant, and aligned curriculum
- Research-based instructional practices
- A common, high-quality, balanced assessment system
- A tiered system of support for all students

Vision

- The Chatfield Pre-K-3 Literacy Plan guarantees high quality literacy learning in every classroom, every day, for every student.

Literacy is the foundation for learning.

- Everyone needs to be a lifetime reader and model reading.
- Parents (significant others) play a major role in early literacy. Children who are read to regularly receive a variety of enriching experiences through literature.
- Teachers should value and use students' prior knowledge and experiences to enhance literacy.
- Students expand their world view through reading and writing; it touches the heart and teaches the mind.

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Everyone can learn to read.

- Teachers should use a variety of teaching strategies to accommodate all children.
- Teachers must intervene early to ensure all students' success.
- Professional development is critical to a literacy program.
- Reading and writing instruction should emphasize a balanced approach to teaching and should include: phonics, reading strategies, authentic writing, vocabulary building, and comprehension in all genres.
- Students must learn to access and use a variety of information.

The more students read & write, the better they become; time on task is critical.

- Everyone can learn to enjoy reading and writing.
- Teachers must read to students daily.
- Students should be reading meaningful text daily.
- Students must write meaningful text every day.
- Teaching reading and writing is the responsibility of all teachers, parents and community leaders.


5 Key Areas of Focus:

1. **Curriculum** = Implement a rigorous, relevant, standards-based curriculum.
2. **Instruction** = Employ engaging, research-based instructional practices; this includes attention to classroom environment.
3. **Assessment** = Utilize a common, high quality, balanced assessment system while ensuring assessment literacy: FastBridge benchmarks and the NWEA map primary are used to determine proficiency...see next section for further explanation.
4. **Professional Development** = Deepen research-based instructional knowledge and practice.
5. **Intervention** = Provide a tiered system of support for all students.

II. ASSESSMENT PROCESS

Screening Tools. All Chatfield elementary students (K-6) are tested Fall, Winter and Spring using the NWEA MAP (Northwest Evaluation Assessment – Measures of Academic Progress) testing suite. *Proficiency will be achieved if students are at or above the 25th percentile nationally at the students' current grade level for each of the measures tested.* Preschool students are assessed for pre-literacy skills. All Kindergarten students are benchmark tested Fall, Winter and Spring using the FastBridge Tests of Early Literacy that are appropriate for the benchmark period. All first grade students are Fall benchmarked using the appropriate FastBridge tests of Early Literacy and then FastBridge Oral Reading Fluency for Winter, Spring. All second and third grade students are tested Fall, Winter and Spring using the FastBridge test or Oral Reading Fluency. Using the American Reading Companies Action 100/100 Book Challenge program, all Chatfield elementary students will be screened in the fall to discover what their independent reading level is and will be assigned a color level based on that assessment. After all benchmarks are scored, each grade level team will meet to discuss students' independent reading level scores, NWEA and FastBridge screening data.

Diagnostic. The teachers will conference with students daily as other students work on skills related to their color level. Teachers will use the IRLA (Independent Reading Level Assessment Framework) to track student

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independent reading progress daily and diagnose areas of concern. Changes to a student's Color Level are reported in a school wide data management system called SchoolPace and will be tracked on the school Data Wall.) Student progress will also be tracked by how many steps they read each day at school and at home. STEPS is a count of: 1 step = 15 minutes of engaged reading at school; 1 step = 15 minutes of engaged reading at home logged by their parent.

Teachers will use the data to select the students to be considered eligible for our ADSIS (Alternative Delivery of Specialized Instructional Services) Reading Research Program. The ADSIS Reading Research Program is a program where ADSIS teachers use research labs for project-based learning to stimulate, challenge, and empower students to become experts in their chosen topic within a shared unit of study. The labs are designed with a multi-disciplinary approach that combines reading, writing, and discussion, culminating in a Final Project: a student-authored and illustrated book.

After the winter benchmarks are completed each grade level team will meet with the ADSIS team to determine if students are meeting grade level. *Proficiency will be achieved if students are at or above the 25th percentile nationally at the students' current grade level.* Upon reaching the proficient level, students will graduate from the program. The team will also determine students who need to continue, and those who meet initial eligibility for the ADSIS Reading Research Program. In the spring, after the benchmarks are scored, each grade level team will meet with the ADSIS team to determine who will graduate from the program, who will continue and who will be recommended for our summer intervention programs.

Using these research based assessment tools allows us to use the data to apply appropriate research based interventions.


Results are communicated to parents after administration through parent teacher conferences.

Progress Monitoring:

Throughout the school year, teachers will be conferencing with students during their independent reading time to determine their appropriate reading level. Teachers will also determine which students are in need of small group and intensive one-on-one interventions. Teachers will gather students with similar needs into temporary small groups of 2 or 3 students for targeted instruction. Below-level readers will receive more time in small groups than on-level readers. Teachers will provide one-to-one expert coaching for students who are not making adequate progress. The teacher will use a variety of auditory, kinesthetic, visual, social and other strategies to accelerate individual progress. Where individual students are not making accelerated progress, as assessed using the IRLA, alternative methods – including changing the one-to-one coach-are tried. New strategies and methods will be tried until the student's progress accelerates as desired.

Student and classroom achievement levels will be tracked using the Common Core State Standards. The average rate of reading growth will be documented for each classroom and each student, every day. The web-based student data-tracker provides real-time dashboards for all and tracks the:

- Average rate of reading growth of every student, classroom, and school in real time, every day.
- Common Core State Standards for Language Arts for each student has mastered.
- Level of text complexity each student is currently able to handle.

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Communication:

Teachers will communicate with students by conferencing with them on a weekly basis during their independent reading time in ways that enable them to monitor their own progress and promote the development of personal achievement.

Teachers will collaborate with parents by asking parents to sign on as Home Coaches and by having parents agree to working with their child for half an hour each night using the proposed home academic routines. Support systems and materials will help parents provide an academically successful home environment. Parent workshops and take-home materials will help establish home reading routines. Parents will understand where their children are in reading and how to help and think and talk about nightly reading, using Common Core State Standards Skill Cards.

III. PARENTAL INVOLVEMENT

As part of our Action 100/100 Book Challenge initiative, parents are asked to sign a "Home Coach Contract" to become Home Coaches for their child(ren).


Parent information is provided at "before school conferences" where parents and students confer individually with the child's teacher. Parents can also gain information from the school website.

Support systems and materials will be provided to help parents promote an academically successful home environment. Thirty minutes of reading is required every night of all students. Parent workshops and take-home materials establish home reading routines. Professional Development trainers will train parents how to provide reading opportunities for their child at home at the Parent Information Night. Among other things, parents will learn how to:

- Eliminate distractions by turning off TV, cell phone, computer and games for 30 minutes every night
- Understand where their children are in reading and how to help
- Think and talk about nightly reading, using Skill Cards.

Information about our Action 100/100 Book Challenge initiative will be posted on our school website with timelines for collaborating with parents on understanding data and existing supports. Additionally, videos will be made this summer to help parents understand what we expect from them as "at home coaches". We will also provide an avenue for families and community members to express their needs and concerns and to provide a clear pathway for families to stay informed of ways they can support their child's literacy development.

Chatfield Elementary will partner with community and faith based organizations to provide literacy opportunities for parents and caregivers of youth prior to school entry, after the school day and beyond. Also, we will educate and provide information to parents and caregivers on how to effectively interact with their child when using technology to advance literacy outside of school.

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IV. INTERVENTIONS AND SUPPORTS

Layered Levels of Support:

First Level of Support – Classroom:

Chatfield Pre-K-3 teachers will align our curriculum to the Minnesota State Standards for English Language Arts (2010) using a process to define the essential benchmarks that need to be mastered at each grade level in order for our students to be reading at grade level by the end of third grade.

Teachers will provide high quality literacy rich classroom environments to foster positive classrooms and excellent learning experiences for all students at their individual level. Our core curriculum, Houghton-Mifflin, is a research based curriculum that will be augmented by our Action 100/100 Book Challenge materials.

Teachers will use a range of research-based instructional interventions for any student at risk of not learning how to read.

Accountability for learning will be shared among our elementary principal and the teaching staff for high levels of achievement among all students, regardless of ability.

Teachers and the principal will be provided with job-embedded professional development through the use of a Literacy Coach and an on-site Reading Specialist who will provide coaching on literacy practices and interventions.


As a part of our curriculum, our Action 100 program will provide 30 minutes of independent reading time for the majority of students while instructors work on specific skills within small groups and or individually as needed.

There will be explicit communication of district expectations for high levels of achievement among all students and regular and systematic follow-up with teachers with focused conversations on what achieving high levels will take.

Teachers will use data driven decision making and problem solving processes at the school, classroom and individual student levels to make educational decisions.

Second Level of Support:

Students in grades 1-6 qualifying for an additional level of support (below the 25th percentile nationally in either the NWEA measures of academic progress, or FastBridge (benchmark data) will be placed in a project-based learning program built on the Common Core Standards. Students will work with a highly qualified teacher each day for thirty minutes. Students will use Social Studies and or Science topics of study to enhance their vocabulary, core knowledge, and reading skills. Students will be stimulated, challenged, and empowered to become experts in their chosen topic within a shared unit of study based on the social studies and/or science curriculum. The program is designed with a multi-disciplinary approach that combines reading, writing, and discussion culminating in a Final Project: a student-authored and illustrated book. Students will:

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- Demonstrate mastery of the Common Core Standards.
- Read widely in the theme at their independent reading levels.
- Write daily in a variety of formats.
- Acquire technical vocabulary.
- Develop problem-solving and critical thinking skills.
- Draft, revise, edit, publish, and present a final project.

Third Level of Support:

Some students may qualify for Title One or special education services which provide additional small group and or individual intensive instruction. Students below the 15th percentile nationally in our benchmarks of NWEA and FastBridge will be considered for third level support. A member of the Minnesota Reading Corps will also be provided for students who are reading just below grade level.

V. PROFESSIONAL DEVELOPMENT

Paraprofessionals, Preschool teachers, Elementary teachers and the principal will participate in, and benefit job embedded professional learning communities. These professional development opportunities are built into the regular school schedule, with consistent opportunities to learn about new research and practices in reading.

K-3 teachers will be provided with weekly and monthly opportunities to meet and reflect upon new ideas. The Student Assistance Team will meet bi-weekly to address student needs. A multi-tiered system of support is in place to meet the needs of all students. Staff will be trained to effectively recognize students' diverse needs and provide them what they need for their individual literacy development.

Chatfield Elementary is striving to create a culture of literacy with a culture of collaboration that supports the school-wide efforts to drive cultural changes and develop district-wide accountability that supports literacy development in all students.

2018-2019 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE

APPROVED MAY 22 2018

RESOLVED, that the Governing Board of School District Number 227, County of Olmsted, State of Minnesota delegates the control, supervision and regulation of interscholastic athletic and fine arts events (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the high school(s) listed below (name all high schools in the district):

Chatfield H.S.

is/are authorized by this, the Governing Board of said school district or school to:

1. Make new application for membership in the Minnesota State High School League; School Enrollment (9-12):

OR;

✓ Renew its membership in the Minnesota State High School League; and,

2. Participate in the approved interschool activities sponsored by said League and its various subdivisions.

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

Signing the Resolution for Membership affirms that this Governing Board has reviewed the WHY WE PLAY training video which defines the purpose of education-based athletic and activity programs and will assist school communities in communicating a shared common language as it relates to the value of these said programs.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Code of Student Conduct violations for students participating in activity programs by member schools.

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

Signed: [Signature]
Clerk/Secretary - Local Governing Board

Signed: [Signature]
Superintendent or Head of School

Date:

Date:

District Office Address, City, Zip: 205 NE Union St Chatfield MN
55923

School Superintendent's Phone: 507-867-7110 School Superintendent's Email: eharris@chatfield.k12.mn.us

RETURN ONE COPY TO THE MSHSL NOT LATER THAN AUGUST 31, 2018
Retain one copy for the school files.

5/23/18
Scanned to L Johnson

Rec'd by
Lynne Johnson
5/23/18 (over)

**2018-2019 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE**

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives

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

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

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

208.02 Designated Activity Representatives

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

208.03 Local Advisory Committee

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

Please complete and return this form with your school's 2018-2019 Resolution for Membership. If the school board is responsible for more than one (1) high school, please complete a form for EACH high school.

Chatfield High School

Name of School (Please Print)

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Lanny Isensee, Vice Chair

Designated School Board Member
(Please Print)

Ed Harris, Superintendent

Designated School Representative
(Please Print)

lannyisensee@chatfield.k12.mn.us

Email Address

eharris@chatfield.k12.mn.us

Email Address

208.02 ACTIVITY REPRESENTATIVES

Dan Schindler, Activities

Boys' Sports

(Please Print)

Director

Same

Speech

(Please Print)

dschindler@chatfield.k12.mn.us

*Mailing Representative (Please Print)

Same

Girls' Sports

(Please Print)

Same

Music

(Please Print)

* The Mailing Representative is the person to whom all mailings from the League office will be sent. Schools usually name the activity director as the primary recipient of the mailings or email messages.

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

Board Member (Please Print)

Student (Please Print)

Parent (Please Print)

Faculty Member (Please Print)



JOINT POWERS AGREEMENT

This agreement entered into on the dates indicated below by Independent School Districts of Region V, State of Minnesota, hereinafter referred to as member districts, witness that:

WHEREAS, Minnesota Statutes, Section 123A.23 authorizes the member districts to organize pursuant to Minnesota Statutes, Section 471.59 to provide computer services to school districts.

WHEREAS, the parties to this agreement have as their purposes the provision of computer services for member districts, and

WHEREAS, Minnesota Statutes, Section 471.59 authorizes the member districts to jointly or cooperatively exercise any power common to the contracting parties,

NOW THEREFORE, the parties to this agreement, pursuant to the authority and in accordance with the conditions specified in Minnesota Statutes, Sections 123A.23 and 471.59, hereby agree as follows:

I. ESTABLISHMENT OF REGION V COMPUTER SERVICES COOPERATIVE

That hereby there is established Region V Computer Services Cooperative under the Joint Powers Act of the State of Minnesota and it shall operate under the name and title of Region V Computer Services.

II. PURPOSE OF AGREEMENT

The purpose of this agreement shall be to provide, by cooperative effort, computer and support services for member districts of Region V Computer Services.

III. ACCOMPLISHMENT OF PURPOSE

The development and continuance of the services provided by Region V Computer Services shall be accomplished by the Region V Governance Board, which shall administer the funds and exercise its authority in such a way as to accomplish the purpose of this agreement as set forth in Article II.

IV. GOVERNANCE BOARD

Section A. The Governance Board shall consist of eight (8) representatives elected by member districts in accordance with the following guidelines:

1. School districts are separated into three (3) categories determined by Governance Board action.
2. School districts shall remain in those categories unless moved by Governance Board action.
3. Each category shall be represented by two members. In addition, two members shall be elected at-large. Eligible candidates must be a superintendent, a designated district-level administrator, or a school board member.
4. No two members of the Governance Board can be from the same school district.
5. Member school districts will vote for candidates representing their category and for at-large candidates.

Section B. Terms of the Governance Board shall be for four (4) years. The terms of representatives elected from the same category shall not expire in the same year. The election process shall be conducted through a mail ballot.

V. ANNUAL MEETING

The regular May meeting of the Governance Board will serve as the Annual Meeting of the Cooperative and will have available informational material regarding the next fiscal year's budget and fees.

VI. GOVERNANCE BOARD RESPONSIBILITIES

Section A. To adopt and maintain bylaws to govern the operation of the Cooperative. Districts shall be notified of any proposed changes to the bylaws one month in advance of final Governance Board action.

Section B. To conduct regular meetings, and such other special meetings as requested by the Executive Director, the Chairman, or two (2) other members of the Governance Board.

Section C. To provide for a thorough and continuing system of reporting to and communicating with the Superintendent of each member school district.

Section D. To employ an Executive Director who shall be responsible to the Governance Board for the administration of the Cooperative, to provide the Executive Director with timely evaluations of his or her performance, and to employ other such personnel as deemed necessary.

Section E. To let contracts and to make purchases in conformance with the laws applicable to contracts and purchases of independent school districts in the State of Minnesota. All contracts on behalf of the Governance Board shall be executed in accordance with the bylaws.

Section F. To provide an effective and efficient program and an appropriate system of record keeping of Board action.

Section G. The Governance Board shall have the power to contract with a Region V district member to act as a fiscal agent on behalf of the Cooperative. In accordance with the adopted budget, the fiscal agent shall maintain records, disburse funds, and accept receipts.

Section H. To establish and collect membership dues.

Section I. To establish and collect charges for its services to member districts. The Cooperative can establish a schedule of fees for services to other school districts outside the region, and private schools that do not qualify to be members, if the Cooperative has the capacity to offer services to those schools without diminishing services to member districts.

Section J. To accept gifts, apply for and use grants or loans of money or other property from any organization enter into agreements required in connection therewith and hold, use, and dispose of such moneys or property in accordance with the terms of the gift, grant, loan, or agreement relating thereto.

VII. FINANCIAL SUPPORT

Section A. The fiscal year shall commence on July 1.

Section B. Membership dues are established by the Governance Board annually. Fees for services will be determined for each member district when the district contracts for those services.

Section C. The Governance Board shall have the authority to adopt and revise the budget to reflect changes in revenues and/or expenditures, and it shall have the authority to fix cost-sharing charges for all members in an amount sufficient to provide the funds required by the budgets of the Cooperative. It shall advise the school district superintendent of each member, on or before May 1 of each year or within ten (10) days of any revisions, of the amounts of such charges.

Section D. Payment of charges for dues and services as established by the Governance Board are due upon receipt of a statement from the Cooperative. In the event of a bona fide dispute between the member and the Governance Board as to the amount which is due and payable, the member shall nevertheless make such payment in order to preserve its status as a member, but such payment may be made under protest and without prejudice to its right to dispute the amount of the charge and to pursue any legal remedies available to it.

Section E. Nothing contained in this document shall prevent the Governance Board from charging other regions, private schools, or school districts outside the region, or any other organization, for services rendered on such basis as the Governance Board shall deem appropriate.

Section F. Funds may be expended by the Governance Board in accordance with procedures established in law for the expenditure of funds by school districts.

Section G. Periodic reports of all receipts and disbursements made by the Governance Board shall be furnished to each member. The Governance Board shall provide for accounting procedures which will result in strict accountability for all funds received.

VIII. ADDITION OF MEMBER DISTRICTS

Any public school district may become party to this agreement and may participate in the activities of the Cooperative upon such terms and conditions as the parties hereto may approve. If the Cooperative denies membership to any district, the district may appeal the denial to the Commissioner of Education.

IX. TERMINATION OF SERVICES

Section A. Any member may, at any time, give written notice of its intent to discontinue its use of a specific service. Any such termination of service shall be conditioned upon the following:

1. A member must give written notice of its intent to discontinue a specific service on or before February 1 of the current fiscal year, but cannot terminate service until the end of the fiscal year.
2. Upon effective termination of a specific service, the member shall continue to be responsible for all of the unpaid obligations that it has accrued in connection with the provision of this service by the Cooperative.

Section B. Any member who effectively terminates service without giving the appropriate written notice shall continue to be responsible for all fees and charges for that service as established by the adopted budget of the Cooperative for the fiscal year in question.

X. WITHDRAWAL

Section A. Any member may at any time give written notice of withdrawal. However:

1. A member must give notice of withdrawal on or before February 1 of the current fiscal year but cannot withdraw until the end of the fiscal year.
2. Upon effective withdrawal the member shall continue to be responsible for all of its unpaid obligations that it has accrued under this agreement.

Section B. A member withdrawing from membership at a time when such withdrawal does not result in dissolution of the organization shall forfeit its claim to any assets of the organization except that it shall have access to any software developed for its use while it was a member. However, if the organization is dissolved within twelve (12) months after the effective date of a member's withdrawal, that member will share in the dissolution rights and responsibilities described in Article XI of this document. If a withdrawing district disputes the terms and conditions of the distribution of assets upon withdrawal, appeal may be made to the Commissioner of Education who will resolve the dispute in accordance with this agreement and any other factors required to be considered by law.

XI. DISSOLUTION

Section A. The Cooperative shall be dissolved whenever there is a recommendation for dissolution made by the Governance Board and a majority of the member districts vote for dissolution through a mail ballot following a Special Meeting.

Section B. In the event of dissolution, the Governance Board shall determine the measures necessary to effect the dissolution and shall provide for the taking of such measures as promptly as circumstances permit and subject to the provisions of this agreement.

Section C. Upon dissolution, the remaining assets, after payment of all obligations, shall be distributed among the then existing members in proportion to their contributions, as determined by the Governance Board, provided that computer software prepared for such members shall be available to them, subject to such reasonable rules and regulations as the Governance Board shall determine.

Section D. If, upon dissolution, there is an organizational deficit, such deficit shall be charged to and paid by the members and former members as defined in Article X on a pro rata basis only in regard to services rendered on their behalf.

Section E. In the event of dissolution the following provisions shall govern the distribution of the computer software owned by the Cooperative:

1. All such software shall be an asset of the Cooperative.
2. A member or former member may use (but may not authorize reuse by another) any software developed during its membership upon:
 - a. Paying any unpaid sums due.
 - b. Paying the costs of reproducing such software and documentation.
 - c. Complying with reasonable rules and regulations of the Governance Board relating to the use of such software. Such rules and regulations may include a reasonable time within which such software must be taken by any member or former member desiring to do so.

XII. LIABILITY

Section A. For the purpose of the Minnesota Municipal Tort Liability Act (Minnesota Statutes, Chapter 466), member districts, and the Governance Board are a single cooperative governmental unit. The employees and officials of the Cooperative are deemed to be employees (as defined in Minn. Stat. §466.01, subd. 3) of the Cooperative only while acting within the scope of their official duties under this agreement.

Section B. The total liability for the Cooperative, including the member districts, and the Governance Board shall not exceed the limits on governmental liability for a single member district. The limits of liability for some or all of the member districts may not be added together.

XIII. CHANGES TO JOINT POWERS AGREEMENT

This Joint Powers Agreement may be amended by the affirmative vote of a majority of the voting member districts through an electronic mail ballot or at any special meeting of the membership, provided that the substance of the proposed amendment shall have been submitted in writing, to all delegates, at least seven (7) days prior to such meeting.

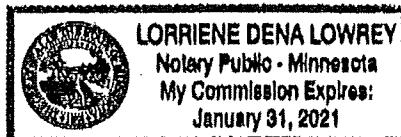
XIV. RATIFICATION

IN WITNESS WHEREOF, the undersigned school district has caused this agreement to be signed and delivered on its behalf and remits herewith dues for first year membership.

Dated 5/22/18 Independent School District No. 227
Olmsted County, Minnesota

By [Signature] Chairperson
[Signature] Clerk

IN THE PRESENCE OF



[Signature]