

APPROVED JAN 10 2019

OFFICIAL MINUTES

Chatfield Public Schools School Board ISD #227

Regular Board Meeting

Date | time 12/17/2018 7:00 PM | Meeting called to order by Jerry Chase

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 Monday December 17, 2018. The meeting was called to order at 7:01 p.m. at the High School Forum Room by Jerry Chase, Board Chair

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

Approval of Agenda

Isensee/Backer motion for Approval of Agenda with these changes:

Add:

10. Consent

- c. Approve Head Cross Country Coach new hire/Jayna Harstad
- d. Approve Asst Cross Country Coach job posting

Motion carried 4-0

Approval of Claims & Accounts

Karyl Lyon presented claims & accounts in Priebe's absence. Backer/Isensee motion to approve as presented.

Motion carried 4-0

Truth & Taxation Hearing

Superintendent Ed Harris presented the Truth & Taxation Report. He recommended the board certify the levy for FY 2019 - \$2,9995,390.85. The complete report is attached.

World's Best Work Force Report

Superintendent Ed Harris presented the World's Best Work Force Report assisted by the Elementary Principal Shane McBroom & High School Principal Randy Paulson. This is an annual report communicates plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous school year. The state this year combined this report with annual Achievement & Integration Progress Report. The A & I is a preliminary analysis on goal progress and related data on student achievement. Both principal's are continually looking at all the pieces (difference of each grade level & each individual) of the puzzle when it comes to increasing scores. The complete report is attached.

Reports

Principals' Reports:

- **Shane McBroom/Elementary Principal:** He thanked Mrs. MacLeod & Mr. Simpson for their work on the Holiday Concert. Both the morning and evening concerts were well attended. Books for Bikes will be presenting a bike to a winner from each grade K-6. The elementary building has been practicing several ALICE scenarios. He & Mr. Harris have been reviewing an agreement with EdVisions; they will assist with construction of an action plan and provide professional development for educating his staff on Personalized Learning. The 3rd grade presented on this last month. A complete copy of his report is attached.
- **Randy Paulson/High School Principal:** He congratulated our Triple A recipients Larissa Martin and Jack Tuohy. A new mentor program is being introduced for grades 9-12 for students who are struggling academically and/or may have other needs. This pairs a teacher up with a student to meet as often as needed to help that student get through their struggle. The new Culture Crew Group has been meeting to learn about how to improve the culture at our school. Flex Time (7th period) for grades 9-12 started up smoothly. Mr. Chase commented on how liked that the PLC time is being used so well. A complete copy of his report is attached.

Superintendent's Report/Ed Harris: Mr. Harris thanked the High School staff & students and Gwen McCauley/Taher for all their efforts in planning and support for the Open House. He then thanked Jerry Chase for his 15 years of service to district. He reminded the board of the committee restructuring that will need to happen in January. Also at the January meeting talks will begin on how to fill the open school board spot. Construction is winding down with a net positive in funding. He will call a construction committee meeting to discuss the needs and how the extra dollars could be spent. He and Katie will head to the Twin Cities in January to attend some MSBA workshop training. A complete copy of his report is attached.

Approval of Consent Items

Jeffers/Backer motion to approve the Consent Items:

- a. Approve 11/19/2018 Regular Meeting Minutes
- b. Approve School Board resignation/Jerry Chase
- c. Approve Head Cross Country Coach new hire/Jayna Harstad
- d. Approve Asst Cross Country Coach job posting

Motion carried 4-0

1st Reading of District Policies

Chase 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. 418 Drug Free School
- b. 421 Gifts to Employees & School Board Members
- c. 504 Student Dress and Appearance
- d. 613 Graduation Requirements
- e. 616 School District System Accountability

2nd Reading of District Policies

Backer/Isensee motion to approve the following policies:

- a. 406 Public & Private Personnel Data
- b. 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse

- c. 419 Tobacco-Free Environment
- d. 603 Curriculum Development
- e. 604 Instructional Curriculum

Motion carried 4-0

New Business

- a. Isensee/Jeffers motion to certify the final levy – FY 2019: \$2,995,390.85. Backer presented the levy as follows:

Whereas, Pursuant to Minnesota Statutes the School Board of Chatfield Public School District, Chatfield Minnesota, is authorized to make the following tax levies for general purposes:

Maintenance (General Fund) (includes Referendum) -	\$1,200,615.20
Community Service -	\$ 80,296.30
Debt Service -	\$1,714,479.35
TOTAL PROPOSED SCHOOL TAX LEVY	\$2,995,390.85

Now Therefore, Be it resolved by the School Board of Chatfield Public School district, Chatfield, Minnesota, that the levy to levied in 2018 to be collected in 2019 is set at \$2,995,390.85. The clerk of the Chatfield Public School Board is authorized to certify the proposed levy to the County Auditor of Olmsted County, Fillmore County and Winona County, Minnesota.

Motion carried 4-0

- b. Backer motioned to introduce and approve:

RESOLUTION DISCONTINUING & REDUCING EDUCATION PROGRAMS AND POSITIONS

WHEREAS, the School Board of Independent School District No. 227 adopted a resolution on December 17, 2018 directing the administration to make recommendations for reductions in programs and positions, and

WHEREAS, said recommendations have been received and considered by the school board,

BE IT RESOLVED, by the School Board of Independent School District No. 227, as follows:

That the following programs and positions, or portions thereof, be discontinued:

1. Elementary Education
2. Secondary Education

WITNESS MY HAND officially as such recording officer the 17th day of December 2018.

/s/ Scott Backer

Scott Backer, School District Clerk
Chatfield Schools, District #227

Jeffers seconded the motion. Motion carried 4-0

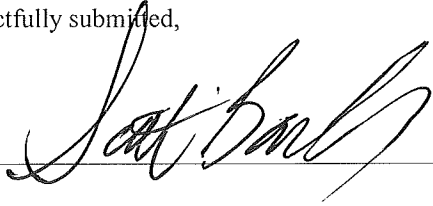
- c. Notary Lorri Lowrey witnessed Backer & Isensee accept their office. McMahon will stop in to her office this week to complete this. Backer, Isensee & McMahon were all re-elected in last month's general election.

Adjournment

Isensee/McMahon motion to adjourn at 8:02pm. Motion carried 4-0

Respectfully submitted,

/s/

A handwritten signature in cursive script, appearing to read "Scott Backer", written over a horizontal line.

Scott Backer, Clerk



Chatfield Public School District

2018 Payable 2019 Truth In Taxation Public Meeting

Time: 7:00 p.m.

Date: December 17, 2018

at the

Chatfield High School - Forum Room

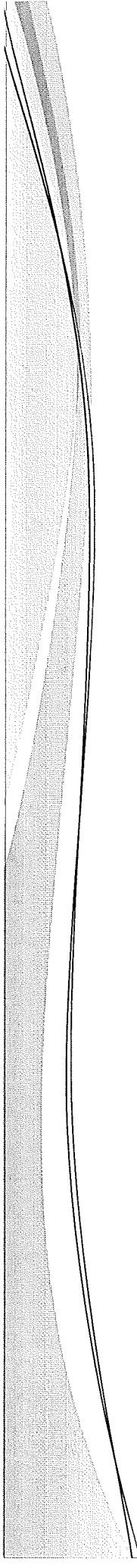
205 Union St NE

Chatfield, MN 55923

Truth in Taxation Law

Minnesota's Truth in Taxation Law requires that cities, counties and school districts follow certain steps before adopting a tax levy for the following year.

- The law requires a mailed notice to each property owner in the county, which describes the tax levies proposed by the city, county and school district and what percent increase (decrease) such a levy would mean in dollars.
- School districts are required to hold a single meeting in which the public is allowed to speak and the budget and levy is discussed. This meeting may be part of a regularly scheduled meeting but must occur after 6:00 P.M.
- The meeting date and location must be provided at the same time or prior to certifying the proposed property tax levy. The meeting date must be between November 25 and December 27.
- You are here tonight as part of the school district's public meeting process.



Requirements of the Truth in Taxation Public Meeting

1. Discuss proposed property tax levy for taxes payable 2019
2. Provide and discuss information on the current budget (2018-2019).
3. Public must be given a reasonable amount of time to comment on the proposed property tax levy and budget and to ask questions.

- Minnesota Statute 275.065

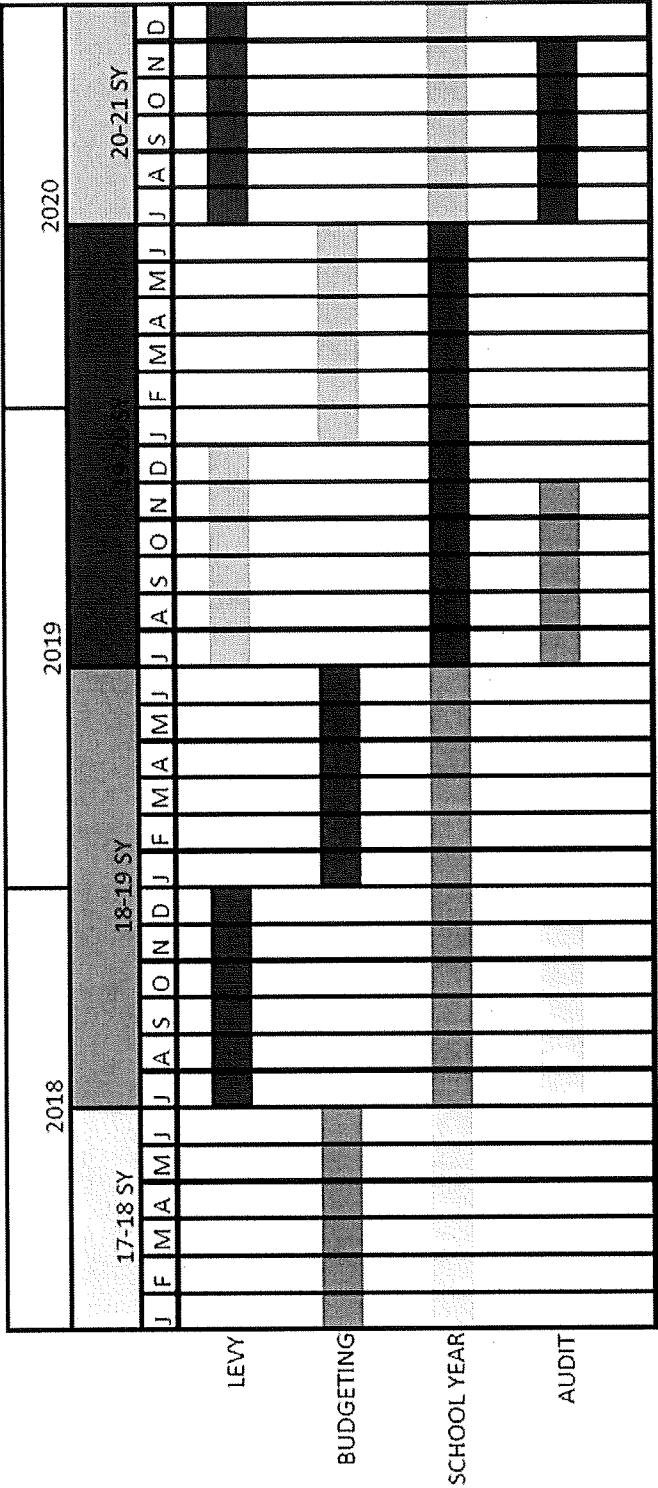


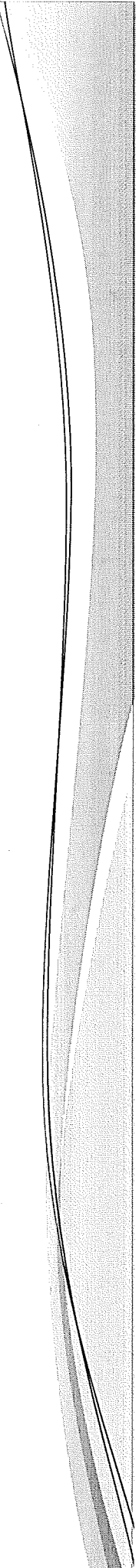
Points to Remember

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

- Minnesota Statute 275.065

Levy Cycles





Chatfield Public School District

School District Budget

Current School Year

2018-2019

Fund Accounting Overview

All school districts' budgets are divided into separate funds, as required by law.

For our District, there are 4 funds:

1. GENERAL FUND (Fund 01)

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

Fund Accounting Overview

2. FOOD SERVICE (Fund 02)

- School Breakfast and Lunch Program

3. COMMUNITY SERVICE (Fund 04)

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

4. DEBT SERVICE (Fund 07)

- Based on annual debt retirement schedules for the district's outstanding bonded indebtedness. Annual levy is for the payment of principal and interest on bonds as due.

Chatfield Public School District

2018-2019 BUDGET OVERVIEW

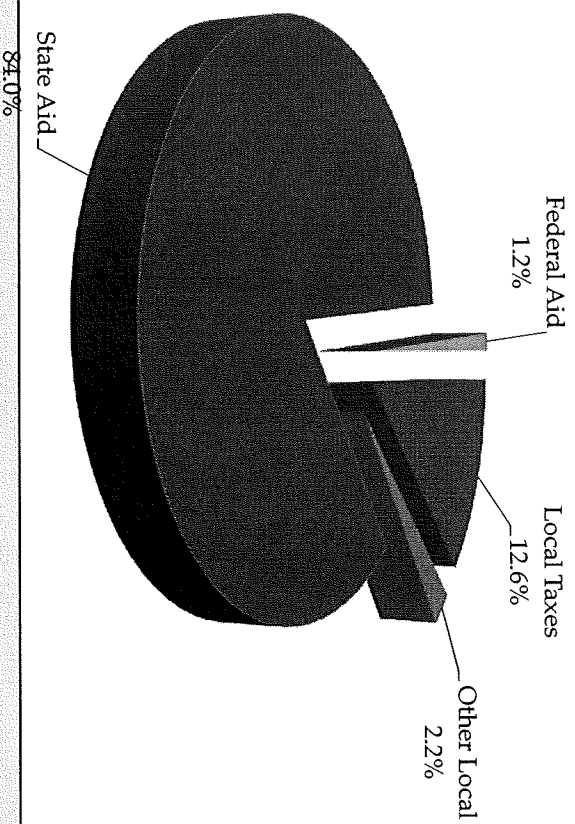
REVENUES

	17-18	18-19	Percent
	Actual	Budget	Change
General Fund	9,346,365	9,264,918	-0.87%
Food Service	363,950	415,182	14.08%
Community Service	560,315	593,831	5.98%
Debt Service	<u>1,827,131</u>	<u>1,869,706</u>	<u>2.33%</u>
Totals	<u>\$ 12,097,761</u>	<u>\$ 12,143,637</u>	<u>0.38%</u>

Chaffield Public School District

General Fund Revenue Budget

Where Do Our School Revenues Come From?



Chatfield Public School District

2018-2019 BUDGET OVERVIEW EXPENDITURES

	17-18 Actual	18-19 Budget	Percent Change
General Fund	9,535,303	9,839,336	3.19%
Food Service	390,930	420,668	7.61%
Community Service	579,074	594,495	2.66%
Debt Service	<u>2,335,804</u>	<u>1,851,575</u>	<u>-20.73%</u>
Totals	<u>\$ 12,841,111</u>	<u>\$ 12,706,074</u>	<u>-1.05%</u>

Chatfield Public School District

HOW ARE GENERAL FUND DOLLARS SPENT?

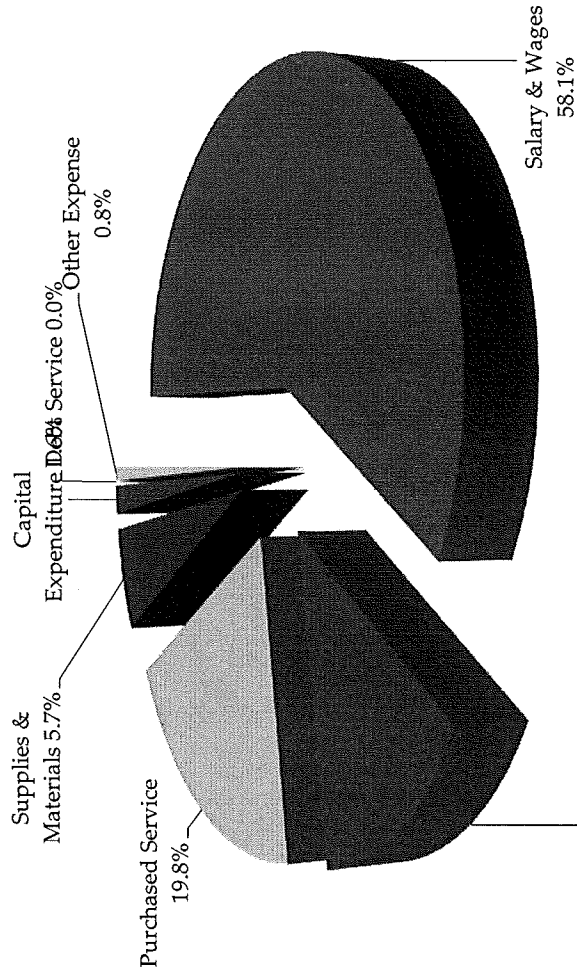
Expenses incurred in the operation of the district are paid from the General Fund. The following schedule relates how the dollars allocated to the General Fund are spent:

District & School Administration	8.8%
District Support Services	5.8%
Regular Instruction	44.8%
Vocational Instruction	1.5%
Special Education Instruction	14.9%
Instructional Support Services	4.2%
Pupil Support Services	7.9%
Sites-Buildings, Equipment	11.5%
Fiscal and Other	0.7%
	<u>100.0%</u>

Chatfield Public School District

General Fund Expenditure Budget

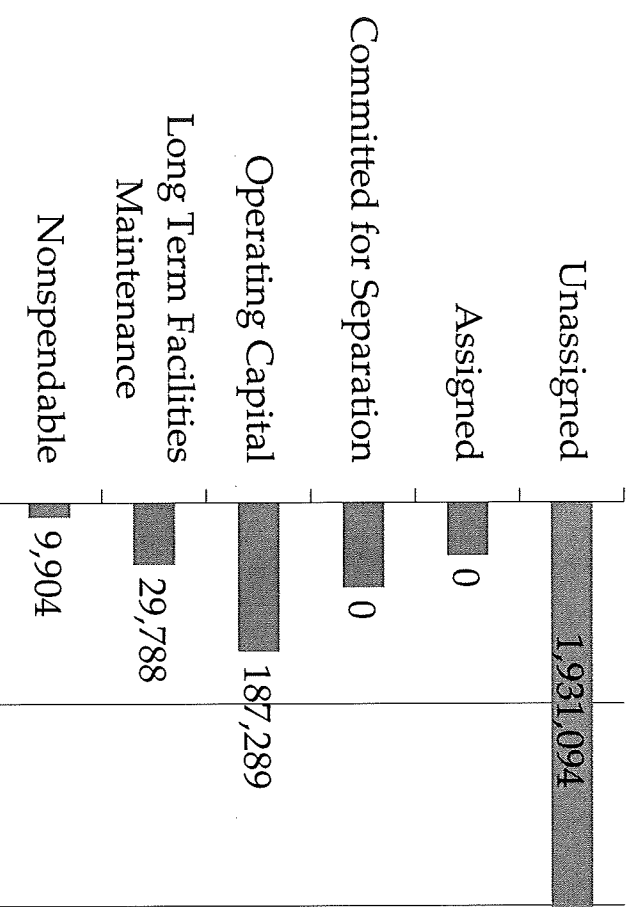
What Do Our Expenditures Pay For?



Employee
Benefits 14.0%

Chaffield Public School District


Components of the Projected General Fund Balance at June 30, 2019





Chatfield Public School District

School District Levy

- 2018 Payable 2019
 - 2019-2020 School Year
 - Fiscal Year 2020
- 



Chatfield Public School District

Authority for School Levies

A School District Tax Levy must be either:

- Set by State Formula
- Or-
- Voter Approved

Chatfield Public School District

Factors Impacting Tax Change

Issues Driven by Legislative Decisions:

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

Issues Determined by District Voters:

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

Chaffield Public School District

Factors Impacting Tax Change (*cont.*)

Local Factors:

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

Chatfield Public School District

How will your 2019 school taxes be spent?

Percent

General Fund

Provides additional funding for district instructional programs by means of the approved excess referendum. Provides funds for operating capital expenses, building/land lease, and Health & Safety costs:

40.08%

Community Education Fund

Levy for Community Education Programs:

2.68%

Debt Service

Levy for repayment of principal and interest on district debt:

57.24%

Total Levy Before Credits:

100.0%

Chaffield Public School District

LEVY LIMITATION AND CERTIFICATION 2018 Payable 2019

Comparison of Certified Payable 2018 Levy with Proposed Payable 2019 Levy

GROSS LEVIES BY FUND	ACTUAL 17 PAY 18	PROPOSED 18 PAY 19	DOLLAR DIFFERENCE	PERCENT DIFFERENCE
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General Fund	1,113,551.45	1,200,615.20	87,063.75	7.82%
Community Services	92,311.47	80,296.30	(12,015.17)	-13.02%
Debt Redemption	1,700,526.13	1,714,479.35	13,953.22	0.82%

Total	2,906,389.05	2,995,390.85	89,001.80	3.06%
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Chatfield Public School District

Major Changes to Levy Categories

Category	Pay 2018	Pay 2019	Change
General Fund			
Operating Capital	62,553.96	65,914.84	3,360.88
Judgement	-	-	-
Long Term Facilities	106,088.90	119,023.84	12,934.94
Referendum Voter App	766,784.42	800,777.34	33,992.92
Equity and Transition	92,456.25	119,154.47	26,698.22
Other General Fund	85,667.92	95,744.71	10,076.79
Sub-Total	1,113,551.45	1,200,615.20	87,063.75
Community Service	92,311.47	80,296.30	(12,015.17)
Debt Service	1,700,526.13	1,714,479.35	13,953.22
Total Change			89,001.80

Chatfield Public School District

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

- Changes in market values, classification or class rates
- Change in property tax credits (*e.g. change in Homestead Benefit from a credit to an exclusion*)
- Voter approved referendums
- Increases or decreases in levy amounts caused by changes in state funding formulas

Chatfield Public School District

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

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

Chatfield Public School District

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

Maintenance (General Fund)	\$1,200,615.20
• Includes Referendum	
Community Service	80,296.30
Debt Service	1,714,479.35
Total Proposed School Tax Levy	\$2,995,390.85

Now Therefore, Be it resolved by the School Board of Chatfield Public School District, Chatfield, Minnesota, that the levy to be levied in 2018 to be collected in 2019 is set at \$2,995,390.85. The clerk of the Chatfield Public School Board is authorized to certify the proposed levy to the County Auditor of Olmsted County, Fillmore County and Winona County, Minnesota.

APPROVED DEC 17 2018



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Chatfield ISD #227

Grades Served: K-12

WBWF Contact: Edward J. Harris

Title: Superintendent

Phone: 507-867-4210

Email: eharris@chatfield.k12.mn.us

A and I Contact: Randy Paulson

Title: High School Principal

Phone: 507-867-4210

Email: rpaulson@chatfield.k12.mn.us

New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WordsBestWorkforce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WordsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

Annual Report

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

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

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
<https://docs.google.com/document/d/1IKVCn0kC5pjH-UY9AvaX6zH1kQdLfDnrwT8Pht0zXJq/edit#heading=h.gjdqxs>
- Provide the direct website link to the A & I materials.
- Chatfield School District's Direct Link:
<http://chatfield.k12.mn.us/district/Forms%20%20Policies/Achievment%20and%20Integration%202018%20to%202020%20Plan.pdf>

Annual Public Meeting

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

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

December 17, 2018

The plan was to do it in November as per last year, but the Superintendent needed to take an extended medical leave at the time so the process was postponed.

District Advisory Committee

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

Complete the list of your district advisory committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Jerry Chase	Parent/School Board	
Amy Jeffers	Parent/School Board	
Katie Priebe	Parent/School Board	
Matt McMahon	Parent/School Board	
Scott Backer	Parent/School Board	
Lanny Isensee	Parent/School Board	
Randy Paulson	Admin	
Shane McBroom	Admin/Parent	
Ed Harris	Admin/Parent	
Lindsey Olson	High School Counselor	
Mary Allen	Community Member	
Lorri Lowrey	Parent/Support Staff	
Abi Hinckley	Student Senate	
Stephanie Bradt	Student Senate	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

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

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

➤ *Equitable Access to Experienced, Effective, and In-Field Teachers*

- *Who is included in the conversations to review equitable access data and when do these occur?*
- *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
- *What are the root causes contributing to your gaps?*
- *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*

➤ *Access to Diverse Teachers*

- *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
- *What efforts are in place to increase the diversity of the teachers in the district?*

Prior to each school year, principals, counselors, and teacher leaders, evaluate NWEA MAP and MCA data to determine remedial and enrichment needs of K-12 students. Based upon this data, groups of students are identified and scheduled into programs such as ADSIS (K-6), ALEKS Math (7-12), Reading Enrichment (7-12), Freshman Tutoring, FlexStar (7-12), FOCUS ALP (7-12) and CIS courses (10-12). Specialized teachers are chosen and assigned to these programs to ensure congruence between student need and teacher skill sets. Students may be placed or exited thereafter depending upon their academic abilities/progress. Our district is not large enough nor diverse enough for equitable access concerns to develop regarding teacher assignments/access. All staff are effective and in-field. There are no identifiable gaps related to equitable access for low income, students of color, or American Indian students.

We are an equal opportunity employer and post for positions several times per year. Diversity among applicants is nearly non-existent. Rural southeast MN school districts do not attract a diverse teacher candidate pool. In the past couple of years, the number of applicants for certain positions has declined dramatically. This is reflective of the statewide teacher shortage.

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

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

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

☐ My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

Goals and Results

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

All Students Ready for School

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>At the start of the 17-18 school year, we would like 82% of our incoming kindergarten students to have attended a preschool course. This would be a 2% improvement over the previous year.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>At the start of the 17-18 school year, we had 58/61 (95%) enrolled kindergartners that had attended a preschool course.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Bulleted narrative is appreciated. 200-word limit.

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? The data used to identify needs in this goal area include the preschool enrollment figures compared to the kindergarten enrollment figures. The data is disaggregated based on those students**

that did not have any preschool experience as compared to those that did have preschool experience prior to entering kindergarten.

- *What strategies are in place to support this goal area?* The strategies used to support this goal is to promote our preschool programming through our Community Education Early Childhood Family Education class as well as publishing notices in the local news papers, our school website, and on the school facebook page.
- *How well are you implementing your strategies?* The strategies are fully implemented and proving to be highly successful.
- *How do you know whether it is or is not helping you make progress toward your goal?* By reviewing the results of our kindergarten enrollment numbers, the work that is being done is showing great results.

All Students in Third Grade Achieving Grade-Level Literacy

X WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>After spring benchmark testing, 77% or more of Chatfield Elementary second graders will score at or above Norm Grade Level Mean RIT on the NWEA MAP test for overall performance. This would be a 2% increase over the previous year.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Spring 2018 Result - 69.6% at or above Norm Grade Level Mean RIT on the NWEA MAP Test.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Bulleted narrative is appreciated. 200 word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?* The data used to identify needs in this goal includes the NWEA MAP Test for all of our second grade students. The data is disaggregated by student groups including those that score at or above the Norm Grade Level Mean RIT score and those that score below.
- *What strategies are in place to support this goal area?* Weekly PLC Meetings take place to review the Unit Assessments used to determine mastery on the MN State Standard. Report Cards have been aligned to the standards and student performance is reviewed weekly to determine interventions that are needed.
- *How well are you implementing your strategies?* Chatfield Elementary 2nd Grade students continue to score very well on the Nationally Normed Assessments resulting in above average results on the MCA Assessments.

- *How do you know whether it is or is not helping you make progress toward your goal? Our students continue to score 10-15% above state average on our MCA Assessments despite scoring a few points below our goals.*

Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> WBWF Goal Only <input checked="" type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>District Goal (K-6)</p> <ul style="list-style-type: none"> • Reading: Increase percentage of students proficient in Reading from 81.4% proficient (2017) to 82.25% proficient in the spring of 2018. • Math: Increase percentage of students proficient in Math from 81.4% proficient (2017) to 82.25% proficient in the spring of 2018. • Science: Increase percentage of students proficient in Science from 77.8% proficient (2017) to 80% proficient in the spring of 2018. <p>District Goal (7-12)</p> <p>Reading: Increase percentage of Special Education students proficient in Reading from 22.2% to 40% proficient in the spring of 2018.</p> <p>Reading: Increase percentage of Free-Reduced students proficient in Reading from 42.5% to 46% proficient in the spring of 2018.</p> <p>Reading: Increase percentage of all students proficient in Reading from 44.2% to 48% proficient in the spring of 2018.</p> <p>Implement specific reading classes</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>District Goal Results 2018 (K-6)</p> <ul style="list-style-type: none"> • Reading MCA 2018 Result <ul style="list-style-type: none"> ◦ 79.6% Proficient • Math MCA 2018 Result <ul style="list-style-type: none"> ◦ 75.7% Proficient • Science MCA 2018 Result <ul style="list-style-type: none"> ◦ 72.7% Proficient <p>District Goal Results 2018 (7-12)</p> <ul style="list-style-type: none"> • Special Education Reading MCA 2018 Results <ul style="list-style-type: none"> ◦ 20.9% Proficient • Free-Reduced Reading MCA 2018 Results <ul style="list-style-type: none"> ◦ 47.3% Proficient • All Students Reading MCA 2018 Results <ul style="list-style-type: none"> ◦ 57.2% Proficient 	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p>

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The District has used the following Data to identify needs in this goal area:

District formative assessments as well as NWEA Map scores to guide instruction.

The District disaggregated by the following methods:

We identify students in different sub groups and track their data during data wall/review meetings to discuss district assessments and MAP scores.

The District has the following strategies to support this goal:

The district has added a .75 FTE special education teacher for 2017-18 school year who will focus on reading interventions for 7th and 8th grade special education students starting October 1, 2017, using direct, specialized, IEP instruction. The District has also added a .25 FTE general education teacher for the 2017-18 school year to offer a general education 7th and 8th grade reading intervention course by December 1, 2017 that will provide instruction for all students who are at risk readers – including at risk special education students. We also improved the effectiveness of testing schedule.

How well has the district implemented this goal?

This goal has been completely implemented and has continued to be in place for the current school year.

The District is continuing to monitor the implementation process by:

Students skills are assessed when they enter the program and ongoing assessments are done while students are in the program. Comparisons are also done through the district formative assessments and the NWEA Map scores.

All Students Career- and College-Ready by Graduation

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Class of 2018 grads will receive a "Career and College Ready" designation on their transcripts if they:</p> <ol style="list-style-type: none"> 1. Complete the MCAs and ACT 2. Complete all graduation course requirements <p>Class of 2018 grads and beyond will need to accomplish the top two requirements, as well as complete yearly goal setting, career interest inventories, and a senior job shadow/informational interview assignment.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>64 out of 65 2018 seniors completed steps one and two.</p> <p>For the class of 2018, seniors were offered the option of completing goals, an interest inventory, and a job shadow during their senior year to get the "Career/College ready" designation on their transcripts. Seven students chose to complete these three additional expectations and received the designation.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200 word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?
- The strategy for the 2018-2019 school year will be to introduce the schoology assignments to all students earlier, before second semester begins.
- 9-11th graders have already been introduced to the career requirements on schoology and are familiar with new grade requirements each year.
- Current seniors have logged in to schoology as Juniors and know that there are requirements for each year. 40 current seniors completed junior year requirements last year.

All Students Graduate

<input type="checkbox"/> WBWF Goal Only <input checked="" type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Chatfield High School will have more than 96% of their 2018 graduating class earn a high school diploma by the end of June 2018 and reduce the number of non-graduates by 2 students.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Chatfield High School has a 98.5% graduation rate in 2018. Only one student is on record as a non-graduate.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

The district has used the data records of students that have entered the 11th grade and compare that with the students that have graduated at the end of June their senior year. The district also uses the Graduation Rate report from MDE.

What strategies are in place to support this goal area?

The District implemented an ALP program along with an in-school credit recovery program that operates during the school year and a credit recovery program during the summer.

How well are you implementing your strategies?

Both the ALP program and the Credit Recovery program have been fully implemented and continue to be in place.

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

The district is using the credit data records of students that have entered the 11th grade and compare that with the students that have graduated meeting all of the credit requirements at the end of June their senior year. The district also uses the Graduation Rate report from MDE

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p><i>Provide the SMART goal statement here.</i></p> <p>Proficiency rates on the Minnesota State Accountability Reading Test will increase by an average of 2 percentage points per year while free and reduced students will increase by an average of 3 percentage points per year.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Achievement Goal</i></p> <p><input type="checkbox"/> <i>Integration Goal</i></p>	<p><i>Provide the baseline starting point here.</i></p> <p>Spring 2016 Minnesota State Accountability Test reading data for all students is 72% with high school at 57.4% and Elementary at 81.4% and for Free-Reduced students 54.6% with High School at 33.3% and Elementary at 67.1%</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Reading results for all students is 70% with high school at 57.2% and Elementary at 79.7% and for Free-Reduced Students 57.1% with the High School at 47.3% and the Elementary at 66.7%</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not on Track</i></p>

The District has used the following Data to identify needs in this goal area:

District formative assessments as well as NWEA Map scores to guide instruction.

The District disaggregated by the following methods:

We identify students in different sub groups and track their data during data wall/review meetings to discuss district assessments and MAP scores.

The District has the following strategies to support this goal:

The district has added a .75 FTE special education teacher for 2017-18 school year who will focus on reading interventions for 7th and 8th grade special education students starting October 1, 2017, using direct, specialized, IEP instruction. The District has also added a .25 FTE general education teacher for the 2017-18 school year to offer a general education 7th and 8th grade reading intervention course by December 1, 2017 that will provide instruction for all students who are at risk readers – including at risk special education students. We also improved the effectiveness of testing schedule.

How well has the district implemented this goal?

This goal has been completely implemented and has continued to be in place for the current school year.

The District is continuing to monitor the implementation process by:

Students skills are assessed when they enter the program and ongoing assessments are done while students are in the program. Comparisons are also done through the district formative assessments and the NWEA Map scores.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i> Proficiency rates on the Minnesota State Accountability Math Test will increase by an average of 1 percentage points per year while free-reduced students will increase by an average of 2 percentage points per year.	<i>Check one of the following:</i> <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	<i>Provide the baseline starting point here.</i> Spring 2016 Minnesota State Accountability Test math data for all students is 75.6% with high school at 68.5% and Elementary at 80.1% and for Free-Reduced students 54.6% with High School at 54.2% and	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i> Math results for all students is 69.6% with high school at 62.3% and Elementary at 75.3% and for Free-Reduced Students 49.6% with the High School at 39.3% and the Elementary at 59.6%	<i>Check one of the following:</i> <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track

		Elementary at 70.7%		
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The District has used the following Data to identify needs in this goal area:

District formative assessments as well as NWEA Map scores to guide instruction.

The District disaggregated by the following methods:

We identify students in different sub groups and track their data during data wall/review meetings to discuss district assessments and MAP scores.

The District has the following strategies to support this goal:

The district has added a math enrichment program for all student in the 7th grade. This was done on a volunteer basis and now it is a requirement for all 7th graders starting the 2017-18 school year.

How well has the district implemented this goal?

This goal has been completely implemented and has continued to be in place for the current school year.

The District is continuing to monitor the implementation process by:

Students skills are assessed when they enter the program and ongoing assessments are done while students are in the program. Comparisons are also done through the district formative assessments and the NWEA Map scores.

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.

The Achievement and Integration Goal for Integration: In an effort to increase college and career

readiness, Rochester Area AI collaborative districts will partner annually by sending a team of student

leaders to at least one Student School Board meeting each year. This collaboration will result in a

decrease of the number of Chatfield High School non-graduates by 2 students per year as measured by

our annual graduation rate report.

We have combined our Diversity Council with a new organization that is referred to as BIONIC which

focuses on caring for all students and making sure that all students feel welcomed at Chatfield High

School. This organization has met more than the 3-4 times as mentioned in our goal

Chatfield High School has also participated in at least two career explorations opportunities in

Rochester.

Chatfield High School's graduation rate for the 2018 school year was 98.5%. This exceeds the goal of 96% and has reduced the number of non-graduates by 2 with only having one student on record not graduating in the 2018 school year.

CHATFIELD ELEMENTARY REPORT TO THE SCHOOL BOARD

December 17, 2018



Grandfriends Day and Holiday Concert

Thank you to Mrs. MacLeod and Mr. Simpson for their work in directing the Holiday Concert for grades 4-6 as well as the work done to make the Grandfriends Day a success. We had a full house in the cafeteria for bingo at 9:15 followed by a full house for the matinee performance in the morning. The students followed up the performance with an evening show as well. Great job to our students and staff.



Books for Bikes:

The Masonic Lodge is again sponsoring the "Books for Bikes" program. We will be presenting bikes to students on December 21st at approximately 2:15 PM. Students earned chances at the books based on the number of steps from the Action 100 program. I want to acknowledge and thank the Masons for their support.

ALICE Discussion Completion:

Our students and staff have completed 3 different scenarios relating to school safety. The activities are designed for our students and staff to prepare and not plan. Each situation is different and empowers our students and staff to make decisions.

6th Grade Community Service Projects

6th Grade Team Presentation – 3 on 3 Basketball Competition

Personalized Learning – EdVisions Bush Grant – Update We have been having a number of conversations with the staff regarding Personalized Learning. Our 3rd Grade Team presented at a recent meeting and I joined Jodie Daniels, Jay Harstad, and Kristie Cook at a workshop with EdVisions this fall. The grant is a 3 year commitment which includes this school year. As part of the grant, they assist in the construction of an action plan, provide professional development to our staff, and include a software program called Edio that houses the personalized learning materials and projects for our students and staff.

As of right now I am reviewing an agreement that EdVisions has provided me and we will make a decision before the middle of next week.

Upcoming Dates

12/17	Gifted and Talented Gr. 3-4
12/17	School Board Meeting (HS Media Center)
12/17-21	Holiday Dress Up Week (Staff and Students)
12/18	Site Team (Library)
12/19	Children's Justice Initiative Meeting (Preston Courthouse)
12/19	District Leadership Meeting (HS Room 201)
12/19	Student Support Team (ES CR)
12/20	Elementary Staff Meeting (Library)
12/20	District Leadership Team Meeting (HS CR)

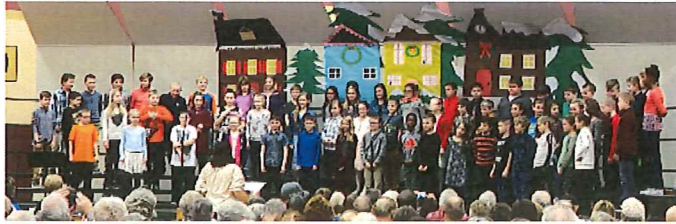


CHATFIELD ELEMENTARY REPORT TO THE SCHOOL BOARD

December 17, 2018

12/24-1/1

Winter Break





Triple A Recipients

Congratulations to Larissa Martin and Jack Tuohy. They are CHS's Triple "A" recipients for the 2018-19 School Year. The Academics, Arts, and Athletics Award, referred to as the Triple "A" Award is sponsored by the Minnesota State High School League and was established in 1988. The award goes to a high school senior boy and senior girl who have a 3.0 or better grade point average and who excels in league-sponsored athletic and fine arts activities. Both Martin and Tuohy will move on to represent CHS at the sub-section. Congratulations to both Larissa Martin and Jack Tuohy.

New Mentor Program

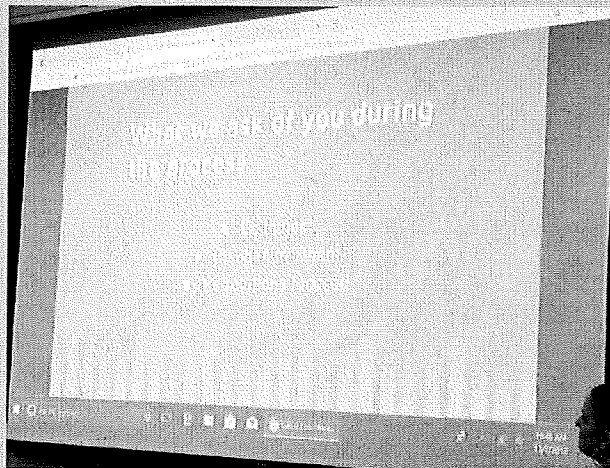
Recently, at CHS, we started a new mentor program for about 40 students in grades 9-12 that are struggling academically and/or have other needs. Teachers have volunteered to be mentors to these students. Here is our focus, which was sent to the mentors:

Please chat with your mentee by the end of the week (if you haven't already) to make sure they understand the focus of the mentoring:

- **Exposing high school students to nurturing and caring environment**
- **Directing academic success**
- **Guiding personal development**
- **Ensuring these students have a person they can turn to in the high school**

To continue to develop this program, we'll be using both our PLC time and the new 7th Period Flex Time for 9th thru 12th graders. Thank you to Jessica Hanson, who has committed to coordinating the program and to Marcia Schindler who will help guide us with her recent training in connecting with students for success. This ties together with our new focus on student culture at CHS. We want all students to feel valued and experience success.

School Culture Revival at CHS



The team of teachers to the left have been meeting during the PLC and on their own time to put together a new group of student leaders to help improve the student culture at CHS. Last month, I reported that we had several students and staff attended the School Culture Revival at the Edina High School, in Edina, MN. The program showed students and faculty how to infuse their school culture. Since then the staff have identified a mixture of students from every different makeup of our student body and asked them to attend an informational meeting. The slide to the left is one of the slides in the presentation. The high-energy presentation provided inspiration, insight and focus on what they are committing to if they are going to be a part of the "Culture Crew Group". We will also be using the PLC time and the 7th

Period Flex Time to help develop and improve this new venture.

Ninth thru Twelve Grade Flex Time Update



The 7th Period Flex Time for 9-12th graders is up and running. I am pleased to say that the start of this new program went very smoothly and has exceed all of my expectations. I have included below a list of the offerings that students can select from either on a daily or multi weekly basis. I've asked many students what they think about this new opportunity and I have received all very positive reviews. If

you hear the term "Enriching Students" this is our new scheduling program that students must access to schedule their choices. I believe at the next school board meeting, we'll have a presentation on this new adventure.



Please call or e-mail me if you have any questions. I am looking forward to seeing everyone tonight.

Randy Paulson rpaulson@chatfield.k12.mn.us

Ed's Dec 2018 Board Report

Truth in Taxation Hearing

Waiting for line item rationale from Karyl on slides 11, 20, 21

17-18 WBWF Report

17-18 Combined WBWF and AI Summary Report

Superintendent Report

Jerry's Resignation (consent agenda)

Congratulations - 15 Years of Service

January reorganization and special election planning.

Construction

Open House

Budget Update

1st Reading of District Policies

418 Drug Free School

No changes.

421 Gifts to Employees and School Board Members

No material changes.

504 Student Dress and Appearance

Expanded definition of hats. Inclusion of language for head gear related to religious practice.

613 Graduation Requirements

Removed old GRAD requirement language. No material changes.

616 School District System Accountability

No material changes. Policy requirement are covered by the WBWF Plan.

2nd Reading of District Policies

406 Public and Private Personnel Data

No material changes.

414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse

No changes. Revised in 2016.

419 Tobacco Free Environment

Expands definitions of tobacco related devices.

603 Curriculum Development

No material changes.

604 Instructional Curriculum

Health curriculum may include child sexual abuse prevention.

Includes requirement to report MCA scores to students and parents.

IEP's can suffice for transition plan requirements.

Explains that students may stay enrolled until the age of 21 if they have an educational plan and have not yet met or exceeded the MN Academic Standards.

Lorri Lowrey

From: Ed Harris
Sent: Monday, December 17, 2018 1:19 PM
To: Lorri Lowrey
Subject: FW: Board

Hi

Please file this with the other docs from tonight's meeting.

Thanks!

Ed

-----Original Message-----

From: Jerry [mailto:jerrychase@mchsi.com]
Sent: Tuesday, September 11, 2018 8:23 AM
To: Ed Harris <EHarris@chatfield.k12.mn.us>; Randy Paulson <rpaulson@chatfield.k12.mn.us>
Cc: sbacker7@hotmail.com; steelermatt@yahoo.com; Lanny Isensee <LannyIsensee@chatfield.k12.mn.us>;
kpriebesb@gmail.com; amyjeffers72@yahoo.com
Subject: Board

Ed/Randy/School Board

I have decided to officially resign from the school board at the end of this calendar year. January 1st. It has been a nice run and a pleasure to have had the opportunity to work with you.

Chatfield is very fortunate to have a strong administration, teachers, support staff, and custodial staff. Representing the community has been very challenging, especially in the years with limited state funding support. Negotiations can be difficult at best with what we have been charged to manage. The current financial outlook is strong but will take a strong board to ensure we continue to monitor deficit spending.

I look forward to my teaching retirement but am optimistic with being able to support the entire softball program.

Jerry

Sent from my iPad

APPROVED DEC 17 2018