

# OFFICIAL MINUTES

## Chatfield Public Schools School Board ISD #227

Regular Board Meeting

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*Date | time* 04/12/2023 7:00 PM | *Meeting called to order by* Chair Katie Priebe

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### In Attendance

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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 Wednesday April 12, 2023.

Roll call was taken with these members present in-person: Priebe, Sovinski, Harstad, Johnsrud & Keefe. Thompson was absent. All present said the Pledge of Allegiance.

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### Approval of Agenda

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Keefe/Harstad motion to approve the agenda with these additions:

**ADD:**

- 7. Reports
  - b. Class of 2023: Sydney Ellis & Liv Hare
- 8. Consent Items
  - b. Job Postings (internal)
    - iv. Homecoming Coronation Coordinator
  - c. New Hire(s)
    - ii. High School Personal Care Attendant: Jolene Greenwaldt
    - iii. Varsity Girls Basketball: Kyle Tollefson
    - iv. Varsity Volleyball: Kristi Rindels
  - d. Resignation(s)
    - iv. Homecoming Coronation Coordinator: Stacie Conway
  - e. Job Posting(s)
    - vii. HS Mathematics Teacher
    - viii. Elementary Teacher – long term sub
  - f. Leave of Absence – School Year 2023-2024
    - ii. Kelsey Lueck: Sept 7, 2023-Jan 17, 2024

Motion carried 5-0.

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### Approval of Claims & Accounts

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Harstad/Thompson motion to approve them as presented. Motion carried 5-0

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### Reports

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**Community Ed – Jill Harstad:** planning summer activities for both children and adults.

**HVED – Tom Keefe:** looking at purchasing a building for their satellite programs. Progress is also being made on staffing needs for the SAIL program.

Approved  
5/10/23  
JK

**Food Service – Tom Keefe/Katie Priebe:** held our 3<sup>rd</sup> meeting to discuss and evaluate progress of our food service program. New things are being tried by students and staff as they have seen great improvement from previous years. We have a fund balance of approximately \$200,000 that might be used for upgrading cooking equipment. The Governor has signed a law for all students to receive free meals next school year.

**Class of 2023 – Sydney Ellis & Liv Hare:** Summarized their recent class trip to Walt Disney World. Fun was had by all in attendance. Many memories were made. They encouraged all juniors to go next year.

**Student Senate – Kiera Kobs & Kayla Novotny:** Snowball was well attended. They are working on plans for next year.

**Shane McBroom – Elementary Principal:** there have been discussions of changing grades 4-6 from a Standards Based Grading Approach (1, 2, 3, 4) to using a letter grade approach (A, B, C, D, F). MCA testing is well underway. The second annual I Love Math Week is May 8-12 this year. Kindergarten Roundup will be on April 19, 2023. A complete copy of his report is attached.

**Eric Nelson – High School Principal:** He along with Sara & Tom Duxbury chaperoned 46 seniors in Disney. We are also in mid-MCA testing. He introduced Kyle Tollefson as the new Varsity Girls Basketball Coach and Kristi Rindels will be the Varsity Volleyball Coach. He, Mrs. O'Connor and Mrs. Lowrey participated in cook-off sponsored by Taher against 6 student teams this afternoon. View video of prep work here: [https://drive.google.com/drive/folders/1rB8B-aM0uct-CEfrFDwgAns8IKn2m\\_mC?usp=share\\_link](https://drive.google.com/drive/folders/1rB8B-aM0uct-CEfrFDwgAns8IKn2m_mC?usp=share_link) A complete copy of his report is attached.

**Ed Harris - Superintendent:** Board members Mrs. Harstad and Mr. Keefe will hand out diplomas at graduation this year. Dr. Nelson has completed his doctorate in Education Leadership. Spring maintenance began on the tennis courts and track. He met for a 3<sup>rd</sup> time with support staff to gain a deeper understanding of needs. He will introduce Action Items later on the agenda. A complete copy of his report is attached.

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## Approval of Consent Items

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Sovinski/Harstad motion to approve the Consent Items.

- a. 03/08/2023 Minutes
- b. Job Postings (internal)
  - i. Elementary Summer School Teachers
  - ii. Elementary Summer School Paras
  - iii. High School Summer School Teachers
  - iv. Homecoming Coronation Coordinator
- c. New Hire(s)
  - i. Jr High Baseball: Shane McBroom
  - ii. High School Personal Care Attendant: Jolene Greenwaldt
  - iii. Varsity Girls Basketball: Kyle Tollefson
  - iv. Varsity Volleyball: Kristi Rindels
- d. Resignation(s)
  - i. Jr High Football: Scott Schmaltz
  - ii. Jr Varsity Volleyball: Kelsey Lueck
  - iii. Administrative Assistant to the Superintendent: Lorri Lowrey
  - iv. Homecoming Coronation Coordinator: Stacie Conway
- e. Job Posting(s)
  - i. Jr High Football Coach
  - ii. Jr Varsity Volleyball Coach
  - iii. Administrative Assistant to the Superintendent
  - iv. 9<sup>th</sup> Grade Boys Basketball Coach
  - v. HS Special Education Teacher
  - vi. 0.5FTE HS Economics Teacher
  - vii. HS Mathematics Teacher

- viii. Elementary Teacher – Long-term sub
- f. Speech Fundraiser: partners with The Prom Shop
- g. Leave of Absence – School year 2023-2024
  - i. Kiya Virgin
  - ii. Kelsey Lueck: Sep 7, 2023 – Jan 17, 2024

Motion carried 5-0

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## 1st Reading of District Policies

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Chair Priebe noted that the following district policies are before the board for their first reading. The board should refer any questions to Mr. Harris.

- a. 509 Enrollment of Nonresident Student
- b. 517 Student Recruiting
- c. 522 Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process
- d. 525 Violence Protection (Applicable to Students & Staff)
- e. 527 Student Use & Parking of Motor Vehicles; Patrols, Inspections & Searches
- f. 527 Student Parking Permit Request Form

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## 2nd Reading of District Policies

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Johnsrud/Keefe motion to approve the following policies:

- a. 104 School District Mission Statement
- b. 404 Employment Background Checks
- c. 420 Sexually Transmitted Infections
- d. 506 Student Discipline
- e. 508 ESY for Certain Students
- f. 533 Wellness

Motion carried 5-0

All district policies can be found at: [Forms & Policies - Chatfield Public Schools \(chatfieldschools.com\)](https://www.chatfieldschools.com/forms-policies)

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## Action Items

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- a. Chair Katie Priebe introduced the following resolution and moved for its adoption:

RESOLUTION NON-RENEWING A PROBATIONARY TEACHER(S)

WHEREAS, Tyler Nielsen and James McKay, are Probationary teachers in Independent School District No. 0227.

BE IT RESOLVED, by the School Board of Independent School District No. 0227, that pursuant to Minnesota Statute 122A.40, subd. 5<sup>1</sup> and the District Master Agreement, the teaching contracts of Tyler Nielsen and James McKay, Probationary teachers in Independent School District No. 0227, shall be non-renewed at the end of the 2022-2023 school year, effective June 30, 2023; and

BE IT FURTHER RESOLVED, that written notice be sent to said teachers regarding the nonrenewal of the teacher's teaching contract. The School Board has reviewed and hereby approves the letter to be hand delivered to the teacher.

The motion for the adoption of the foregoing Resolution was duly seconded by member Jill Harstad and upon vote being taken thereon, the following voted in favor thereof: Priebe, Keefe, Harstad, Sovinski, Johnsrud

And the following voted against the same: none  
Whereupon said Resolution was declared duly passed and adopted.

- b. Keefe/Harstad motion to approve the Achievement & Integration Budget application. Dr. Nelson summarized the report for the board. See attachment. Motion carried 5-0
- c. Keefe/Johnsrud motion to approve the lawn care contract. Mr. Harris explained that there are two packages, each coming in with a the low bid from two companies; Package A (ball fields) will be handled by Josh Broadwater and Package B (General Grounds) by Med City Mowing/Jessica Polikowski. Motion carried 5-0
- d. Keefe/Sovinski motion to approve the Food Service 1-yr renewal contract. There have been significant changes for the better in this last year. Motion carried 5-0

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## Adjournment

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Sovinski/Harstad motion to adjourn at 7:45pm. Motion carried 5-0

Respectfully submitted,

/s/

Board Clerk



To view this meeting online: [CCTV- Chatfield Public Schools \(chatfieldschools.com\)](https://www.chatfieldschools.com)

These minutes can also be found online: [Meeting Minutes - Chatfield Public Schools \(chatfieldschools.com\)](https://www.chatfieldschools.com) or by contacting the District Office.

<https://www.evernote.com/shard/s265/sh/dd2f39f7-191c-0111-fd9f-bbdc1c83f8ad/5aFEr4FeBzjaiBfGu3JXRbK-VksOqgnk4fwA-zB Oe dd5O6qh7njDSmTQ>

## **Superintendent Report**

### Graduation

Need 2 SB members. Do they want a gown? Eric can order.

### Dr. Eric Nelson

Congratulations to Mr. Nelson on completing his Doctorate in Educational Leadership!

### 2006 Chevy Truck

Offered to public for best offer. Sold for \$3,500.

### Spring Maintenance

Crack and patch maintenance was completed on the tennis court and track this week.

The track (2008) is in good shape. It required very minimal maintenance this year. It was resurfaced in 2017. The base appears sound.

The tennis courts (1985) have large cracks that will persist and likely get worse each year as the base continues to degrade. It was resurfaced in 2017.

### Support Staff Meetings (Superintendent Goal)

The 3rd meeting of the year was held today. These meetings have been productive in developing a deeper understanding of support staff needs and creating mutually beneficial action steps for the coming year.

Taher's Beat Nelly Cooking Championship!

So Awesome! View pics and video.

[https://drive.google.com/drive/folders/1rB8B-aM0uct-CEfrFDwgAns8lKn2m\\_mC?usp=share link](https://drive.google.com/drive/folders/1rB8B-aM0uct-CEfrFDwgAns8lKn2m_mC?usp=share_link)

## **1st Reading of District Policies**

509 Enrollment of Nonresident Student

No material changes.

517 Student Recruiting

No material changes.

522 Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process

No material changes.

525 Violence Protection (Applicable to Students and Staff)

No material changes.

527 Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches

No material changes.

527 Student Parking Permit Request Form

No material changes.

## **2nd Reading of District Policies**

#### 104 School District Mission Statement

No material changes. Reference changes only.

#### 404 Employment Background Checks

No material changes. Reference changes only.

#### 420 Sexually Transmitted Infections

No material changes. Reference changes only.

#### 506 Student Discipline

No material changes. Reference changes only.

#### 508 ESY for Certain Students

No material changes. Reference changes only.

#### 533 Wellness

No material changes. Reference changes only.

### **Action Items**

#### 11.a Resolution Relating to the Nonrenewal of Probationary Teachers

11.b Achievement and Integration 2023 Budget Application  
Eric will summarize this.

#### 11.c Lawn Care Contract

Package A (Ball Fields) - Based on composite per mow for the season.

1. \$19,240 (Josh Broadwater)
2. \$21,280
3. \$25,920

Package B (HS/EL General Grounds)

1. \$675 per mow (Med City Mowing - Jessica Polikowski)
2. \$780

11.d Food Service Contract Renewal

We will be reviewing a contract proposal at 6pm next Wednesday with the Food Service Committee. The SB will consider the proposal at the 7pm meeting.

## CHATFIELD ELEMENTARY REPORT TO THE SCHOOL BOARD



Chatfield  
public schools

April 12, 2023

### Student Academic Grades – 4<sup>th</sup> -6<sup>th</sup>

For the past couple of years, we have been having discussions at the 4-6 grade levels regarding student grades. For the past 8-10 years, we have been using a Standards Based Grading Approach with number grades of 1, 2, 3, and 4. Upon meeting with 4-6 teachers and collecting information from some families with students in both buildings, we are considering the move to a letter grading approach similar to the high school with A, B, C, D and F grades. I have been in contact with JMC and the conversion will not be difficult at all.

### MCA Testing

We are well under way with our MCA Testing. It's a lot of work but our students are doing a very nice job. Our staff have done an exceptional job over the last 2+ years in continuing to place emphasis on learning.

### I Love Math Week

We are gearing up for our 2<sup>nd</sup> annual I Love Math Week. It will be similar to last year with activities and rewards and maybe an Ice Bucket Challenge! Thank you to Mrs. Meyer and the rest of our staff for embracing and emphasis on Math/Fun!

### Kindergarten Round-Up

We are excited to be welcoming our Kindergarten families in for Kindergarten Round-up on April 19<sup>th</sup> at the elementary school. Our families are invited in to learn more about the building, meet the teachers, and hear about the basics of being a kindergarten parent. We have our 6<sup>th</sup> grade Student Council that will be leading tours/a scavenger hunt for the kindergarten families. We look forward to having this in place again.

### Severe Weather Awareness Week – April 17-20<sup>th</sup>

We will be talking about Severe Weather and Safety next week and participating in the Statewide Tornado Drill.

### Upcoming Dates

- 4/11-4/14 3<sup>rd</sup> Grade MCA Reading
- 4/26-28 5<sup>th</sup> Grade field trip to Eagle Bluff
- 4/28 6<sup>th</sup> Grade field trip to Fort Snelling/State Capital
- 5/5 Kindergarten Field Trip Oxbow Park
- 5-12 Annual Book Swap
- 5-8-5-12 I Love Math Week
- 5-12 Math Week Assembly
- 5-16 4<sup>th</sup> Grade Field Trip-Farm Safety, Preston, MN
- 5-18 1<sup>st</sup> Grade to Owl Center/Nature Center-Houston, MN
- 5-19 Special Athletic Track & Field Meet-Winona, MN
- 5/22 K-6 Rad Zoo Presentations
- 5/23 Elementary Field Day Mill Creek/Groen Park
- 5/24 3<sup>rd</sup> Grade Field Trip Soldiers Field Memorial
- 5/25 2<sup>nd</sup> Grade Quarry Hill field trip
- 5/25 Elementary Field Day Mill Creek/Groen Park
- 5/26 Kindergarten Showcase & Graduation
- 5/30 Kindergarten Field Trip-Hoffman Farm
- Pool Field Trips (Schedule TBD)
- 5/31 Pool Field Trips (Schedule TBD)



## Chatfield High School Board Report

April, 2023

### Forty-six seniors participated in the class trip to Disney World

Two weeks ago, 46 members of the senior class participated in the class trip to Disney World in Orlando, Florida. The students had a great time over the course of five days. A special thank you to Sara and Tom Duxbury for hosting a flawless trip. The trip is open to the entire senior class and options exist to significantly reduce the cost of participating.



### Students are currently taking their MCA tests

Our 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> Graders are currently involved in MCA testing in the areas of reading, math, and science. These assessments measure whether or not the students are exceeding, meeting, partially meeting, or not meeting performance levels appropriate for their grade level.

## **Board to take action on the Achievement and Integration Budget and Plan for school years 2024-26**

We have completed the budget and plan for Achievement and Integration (A&I) for the next three years. This plan permits the District to draw funds to support efforts to increase student performance and reduce gaps between students with various demographic profiles. Chatfield receives about \$28,000 in funds each year through the A&I program.

Our plan for the next two years has goals related to teacher training, reading performance, and integration through access to CTECH, a Rochester School program that emphasizes career pathways.

With our Redefining Ready efforts over the last two years now being a meaningful measure of college and career readiness, the next logical step is the development of some career pathways that will help guide students through a curriculum tailored toward careers in STEM, agriculture, business, and other potential fields.

## **Kyle Tollefson recommended to be next varsity basketball coach**

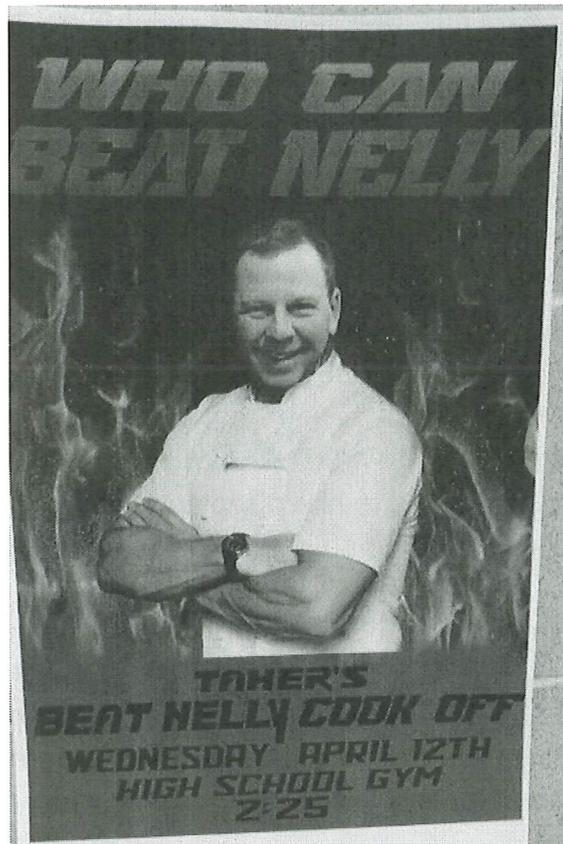
Last week interviews were conducted to hire a replacement for Brian Baum as the head varsity basketball coach. Brian has served in that role for several decades.

Kyle is a 5<sup>th</sup> grade teacher at Chatfield Elementary School. He has also served as the JV coach and top varsity assistant for many years. He is a talented coach that is well-respected in the Chatfield basketball community. He will bring some new ideas to our program while also providing program continuity in the short-term. Kyle was the consensus top-choice of the interview team.



## Taher and CHS students celebrate a year of quality food services with cook-off competition

On Wednesday, April 12<sup>th</sup> Taher will be sponsoring a cook-off between seven teams. Six teams will be made up of students and one will be led by Mr. Nelson. This Iron Chef / Chopped-style competition has students submitting and then preparing recipes to be judged in front of the whole school. Stacy Conway will be hosting the competition and Taher has provided prizes for the top performing teams.



Reported April 12 – Eric Nelson

## **Achievement and Integration Plan** **July 1, 2023 to June 30, 2026**

*Submissions due by March 15th, 2023*

**District ISD# and Name:** 0227- Chatfield Public  
Schools

**District Integration Status:** Adjacent

**Superintendent:** Edward Harris

Phone: 507-867-4210

Email: eharris@chatfieldschools.com.

**Plan submitted by:** Eric Nelson

Title: Principal

Phone: 507-867-7115

Email: enelson@chatfieldschools.com

### **Racially Identifiable Schools within District**

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. Rochester Public Schools- Will Ruffin II-ED of Equity  
& Engagement

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the Racially Identifiable School section of this document.

**Partnering Districts** Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Type name of integration collaborative here, if applicable

1. Will Ruffin- Rochester Public Schools, RIS
2. Eric Nelson- 227 Chatfield, Adjoining
3. Jeremy Frie- 533 Dover Eyota, Adjoining
4. Clark Olstad- Plainview Elgin Millville- Adjoining
5. Sharon Prunty- Stewartville, Adjoining
6. Tammy Champa- Pine Island, Adjoining

## School Board Approval

X We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

X We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Edward Harris

Signature:

Date Signed: April, 12, 2023

School Board Chair: Katie Priebe

Signature:

Date Signed: April 12, 2023

## Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

**American Indian Parent Advisory Committee** Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the Achievement and Integration Plan Guide, and see the Tribal Consultation Guidance.

**AIPAC Member Signature** (if applicable): See Rochester Public Schools Application \_\_\_\_\_ Date  
Signed: 3/15/2023

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

**Multidistrict Collaboration Council:** Kathleen Louttit- Parent Advisory Chair and Rebecca Newsom- Staff

**Community Collaboration Council for Racially Identifiable School(s):** See Rochester Public Schools Application

## Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the Achievement and Integration Plan Guide.

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## Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

**Goal #1:** Teacher Equity: by the year 2026, 100% of Chatfield certified staff will engage, participate, network with adjoining districts and study culturally responsive and trauma informed practices so that staff are more aware and inclusive in their classroom and educational setting.

**Aligns with WBWF area:** Enter one of the following: All racial and economic achievement gaps between students are closed.

**Goal type:** Teacher Equity

To add goals, copy the goal section directly above and paste them below the strategies and KIPs supporting Goal #1.

## Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

**Integration Requirement** At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

**NOTE:** If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

**Strategy Name and #** 1) Training certified staff on use of culturally responsive and trauma -informed practices.

**Type of Strategy:** Professional development opportunities focused on academic achievement of all students.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- |  |   |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Provides school enrollment choices.                      |
|  | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |

Increases graduation rates.

Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Training school staff on culturally responsive strategies and trauma-informed practices requires a comprehensive and well-planned approach that is tailored to the specific needs and context of the school community.

1. Assess the needs of the school community: Start by conducting a needs assessment to understand the current level of cultural competency and trauma-informed practices among the school staff. This can be done through surveys, focus groups, and interviews with staff members, students, and parents.
2. We will develop a training plan with the A & I Leadership Team: Based on the needs assessment, that includes the following:
  - A clear set of learning objectives that are aligned with the needs of the school community.
  - A range of training methods, such as workshops, webinars, and online courses, to accommodate different learning styles and preferences.
  - A list of resources, such as books, articles, and videos, that can be used to support the learning process. This list will be shared and created in collaboration with our adjoining districts.
  - Strategies for assessing the effectiveness of the training, such as post-training evaluations and follow-up coaching sessions.
3. Incorporate cultural competence and trauma-informed practices into the school culture: In addition to providing training, it is important to create a school culture that values and supports cultural competence and trauma-informed practices. This can be done by:
  - Encouraging staff members to share their experiences and perspectives.
  - Providing opportunities for staff members to learn from and engage with diverse communities-our adjoining districts will participate in conversations and provide professional learning opportunities for all of our staff to network, learn from and engage in.
  - Creating a safe and supportive environment that promotes healing and resilience.
4. Provide ongoing support: It is important to provide ongoing support to school staff to ensure that they are able to effectively implement culturally responsive strategies and trauma-informed practices. This can include:
  - Continuing education and professional development opportunities in collaboration with adjoining districts and within Chatfield Public Schools
  - Peer-to-peer support networks that are built regularly into their weekly PLCs (professional learning communities)
  - Regular evaluations and feedback to ensure that the practices are effective and sustainable-administrators are trained and able to provide feedback through their evaluation cycle.

Overall, training school staff on culturally responsive strategies and trauma-informed practices requires a long-term commitment and a multifaceted approach that involves the entire school community. By taking these steps, school staff can create a safe, inclusive, and supportive learning environment that promotes the success and well-being of all students so that 100% of staff have the training, skills and knowledge to build and or implement in their educational setting.

**Location of services:** Chatfield Public Schools, Virtually and or on the site of an adjoining district to our A & I plan

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
100% of PreK-12 teachers will be trained and use a self-reflection rubric to rate themselves on a scale of 1-5 measuring their effectiveness in implementing culturally responsive and trauma informed practices in their setting	50%	75%	100%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

Remember to copy and paste the goal section when adding additional goals.

**Goal #2:** By the spring of each year, the proficiency of our free and reduced students for all grades tested on the state Reading MCA for grades 3-5, 7, 8, and 10 will increase by 2%.

**Aligns with WBWF area:** All racial and economic achievement gaps between students are closed

**Goal type:** Achievement Disparity

## Strategies

**Strategy Name and #:** 2) Reading supports to promote achievement

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy:** Chatfield Elementary will have a reading teachers complete the LETRS training. This teacher will then provide supports to colleagues that teach reading to the students. This training will be available to teachers through sessions in PLC team times, professional development training days, and at staff meetings.

Location of services: Chatfield Elementary School

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
LETRS training will be completed by a representative to serve as a reading instruction mentor for the elementary-level teachers. This staff member will provide ongoing professional development to support the other reading teachers in the school. Each year the number of teachers that receive support from the LETRS-trained teacher will increase from 0 to 100%	33%	67%	100%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

## Strategies

**Strategy Name and #:** 3) Reading supports to promote achievement

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy:** Students will meet weekly with their homeroom teachers to set Power Goals, which will include reading specific goals that match differentiated to the individual student.

Location of services: Chatfield Elementary School

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
All FRPL students in grades 3-6 tested on the MCA Reading Assessment will increase their individual proficiency level percentage by a minimum of 2% each year.	+2%	+2%	+2%
The school-wide student population will increase their MCA Reading Assessment proficiency rate by 2% each year from the 2022 baseline rate of 70.6 %.	72.6%	74.6%	76.6%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

## Strategies

**Strategy Name and #:** 4) Reading supports to promote achievement

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy:** Chatfield High School will introduce a skill development course targeting reading and writing skills for students projected to struggle on their MCA reading and writing courses. The course will utilize a variety of evidence-based, differentiated strategies to increase student performance and close gaps with other students.

Location of services: Chatfield High School

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
All students enrolled in the reading and writing skills course will demonstrate growth by increasing their pre and post-course assessment by an increasing percentage each year.	5%	10%	15%
FRPL students enrolled in the reading and writing skills course will demonstrate growth by increasing their pre and post-course assessment by an increasing percentage each year.	6%	12%	18%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

### Goal #3:

Aligns with WBWF area: All students are ready for career and college.

Goal type: Integration

## Strategies

### Strategy Name and # 5) Increasing College and Career Readiness

**Type of Strategy:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Chatfield High School Seniors will use the Redefining Ready program to identify their level of preparation for the world after high school. This program uses a variety of metrics to assess each student's readiness for either college or careers upon graduation. Throughout high school students will be able to track their trajectory toward readiness in one or both areas.

Location of services: Chatfield High School

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The number of students identified as career ready after trimester two of their 12th grade year will increase each year from a 2023 baseline of 22.3%.	37%	47%	57%
The number of students identified as college ready after trimester two of their 12th grade year will increase each year from a 2023 baseline of 16.6%.	31%	41%	51%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

## Strategies

### Strategy Name and # 6) Increasing College and Career Readiness

**Type of Strategy:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.

- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy:** Chatfield will establish a partnership with our racially isolated school district, Rochester Public Schools, to offer career pathway opportunities in an integrated environment at C-TECH. Students who participate in these courses will increase reading comprehension according to multiple studies. Access to various pathway opportunities will decrease racial and economic disparities in enrollment as all students will have access to these courses and equipment.

Chatfield High School staff will work on developing various pathway opportunities and / or revising current course offerings to provide students with introductions to career-level experiences. Staff will receive training opportunities and time to develop and or enhance their courses to align with increasing access and opportunities for students.

Location of services: Chatfield High School

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Career pathways will be established to assist students seeking to personalize their learning in pursuit of academic preparation for a career area.	Two Career Pathways	One additional Pathway	One additional Pathway
The percentage of students participating in a Career Pathway will increase each year from after being introduced in the 2024 school year.	25 %	30%	35%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

## Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). Enter text here.

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## Racially Identifiable School(s) (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

## Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

**RIS Goal # 1** Enter RIS Goal in SMART Goal format here.

**Aligns with WBWF area:** Enter one of the following:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school. All children are ready for school.

**Goal type:** Enter one of the following:

- Achievement Disparity
- Integration
- Teacher Equity

To add goals, copy the goal section directly above and paste them below the strategies supporting RIS Goal #1.

## Racially Identifiable School Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

**Integration Requirement** Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Copy and paste the strategy section below for each additional strategy.

**Strategy #** Enter RIS strategy name and number here.

**Type of Strategy:** Enter one of the following types of strategies:

- Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Equitable access to effective and more diverse teachers.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- |  |   |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices.   | <input type="checkbox"/> Increases graduation rates.                              |
|  | <input type="checkbox"/> Increases access to effective and diverse teachers.      |

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

Enter narrative here.

Location of services: Enter location here.

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Enter KIP.			
Enter KIP.			
Enter KIP.			

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

Copy and paste the strategy section above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one RIS Strategy #1, one RIS Strategy #2, etc.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

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

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)). Enter text here.



# School Nutrition Programs

## Renewal of Food Service Management Contract

### School Year 2023-24

Food service management contracts that started in 2019-20 or later may be renewed for the 2023-24 contract year if both parties have mutually agreed to renew.

Federal regulations for the National School Lunch Program (NSLP), at 7 Code of Federal Regulations section 210.16 and Minnesota Statutes section 123B.52, allow a food service management contract to be renewed for a term not to exceed one year for up to four renewals (a total of five years including the original contract).

This renewal document must be used to meet NSLP requirements and for contract payments to be allowable costs to the nonprofit school food service. No changes may be made to this renewal document without preapproval by the Minnesota Department of Education (MDE), except for the information required to be inserted by the school food authority.

#### 1. Definitions

“SFA” is the school food authority (school district, nonpublic school or residential child care organization) contracting for food service management.

SFA: Chatfield Public Schools #227

Cyber-Linked Interactive Child Nutrition Systems (CLiCS) Identification Number: 1000003886

“Company” is the company providing food service management to School.

Company: Taher, Inc.

“Original contract” is the first year of the food service management contract, which was competitively procured and specified the terms for contract renewals.

The original contract was for school year 2022-2023.

#### 2. Renewal of Contract

SFA and Company mutually agree to renew the original contract for the term indicated below, not to exceed one year.

This is the 2nd year of the contract, counting the original year of the contract and renewals.

Start Date for Renewed Contract: 07/01/2023 End Date for Renewed Contract: 06/30/2024

### 3. Adjusted Meal Prices

SFA and Company have mutually agreed to 2023-24 prices or fees as shown below. The maximum amount that 2023-24 prices or fees may be increased is 8.8 percent (Consumer Price Index (CPI-U), Food Away from Home, Midwest Region, for the twelve months ending December 2022).

Check one:

Fixed Meal Price Contract – Prices are adjusted as shown below.

Cost-Reimbursable Contract – Fees are adjusted as shown below.

The fixed price(s) or fixed administrative fee(s), and the calculation of the revised price(s) or fee(s), are shown below:

Meal Service	2022-23 Price or Fee	Percent Increase (maximum 8.8%)	2023-24 Price or Fee
Breakfast	\$.38	8.8 %	\$.45
Lunch	\$.38	8.8 %	\$.45
Equivalent	\$.38	8.8 %	\$.45
	\$	%	\$

### 4. Meal Equivalency Factor

The meal equivalency factor for school year 2023-2024, used to determine the number of lunches that the a la carte food service revenue is equivalent to for billing purposes, is \$4.95.

### 5. Value of USDA Foods

Contract prices do not take into account the value of USDA Foods that Company will receive during the contract year. Company will continue to credit SFA for USDA Foods received for the renewed contract year.

At the time that this contract renewal is sent to MDE, the SFA must include a completed Reconciliation of Credits for USDA Foods form to show that USDA Foods have been fully credited during the 2022-23 contract year.

### 6. Non-Financial Adjustments

No material changes have been made since the original contract.

Minor non-financial adjustments for renewal, if any, are described here:

**7. Revised Program Requirements**

Company agrees to meet all SNP requirements including requirements that become effective during the renewed contract year.

**8. Termination**

Either party may terminate the contract for cause as allowed in the original contract. The contract may be terminated for (no cause) if the partners mutually agree to terminate for convenience.

**SIGNATURES**

School Food Authority: Chatfield Public Schools #227

Address: 205 NE Union Street, Chatfield, MN

Authorized Representative: Edward Harris

Title: Superintendent

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

School Food Authority Contact: \_\_\_\_\_

Title: \_\_\_\_\_

Phone: \_\_\_\_\_

Email: \_\_\_\_\_

Company: Taher, Inc.

Address: 5570 Smetana Drive

Authorized Representative: Bruce Taher

Title: CEO

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Company Contact: Jeri Crater

Title: Vice President of Operations

Phone: 303-502-7587

Email: j.crater@taher.com



## INSTRUCTIONS FOR DEBARMENT CERTIFICATION FORM

1. By signing and submitting this form, the prospective lower-tier participant is providing the certification set out on the reverse side in accordance with these instructions.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower-tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower-tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower-tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower-tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted to obtain a copy of those regulations.
5. The prospective lower-tier participant agrees by submitting this form that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower-tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower-tier participant further agrees by submitting this form that it will include this clause titled "Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion — Lower Tier Covered Transactions," without modification, in all lower-tier covered transactions and in all solicitations for lower-tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower-tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, search the records on the System for Award Management (SAM). [View the SAM website.](#)
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower-tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies as appropriate, including suspension and/or debarment.

# CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION

## LOWER-TIER COVERED TRANSACTIONS

This certification is required by the regulations implementing Executive Order 12549, Executive Order 12689, and 31 U.S.C. 6101; Debarment and Suspension, 2 CFR Part 417, Subpart C, Responsibilities of Participants Regarding Transactions Doing Business with Other Persons.

(Please read instructions on next page before completing Certification.)

1. The prospective lower-tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
2. Where the prospective lower-tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Company Name: Taher, Inc.

Project Name: National School Lunch Program

Name/Title of Authorized Representative: Bruce Taher, CEO

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## CERTIFICATION REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

1. No federally appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of a federal contract, the making of any federal grant, the making of a federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment or modification of a federal contract, grant, loan or cooperative agreement;
2. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
3. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.
4. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Company Name: Taher, Inc.

Project Name: National School Lunch Program

Name/Title of Authorized Representative: Bruce Taher - CEO

Signature: \_\_\_\_\_

Date: \_\_\_\_\_