

**YELLOW MEDICINE EAST ISD 2190
REGULAR BOARD MEETING
JANUARY 14, 2008 @ 7:00 PM
LOCATION: YME HIGH SCHOOL BOARD ROOM**

AGENDA

1. **Call to Order** 3
2. **Board Organization and Selection of Officers**
 - A. Chair
 - B. Vice-Chair
 - C. Clerk
 - D. Treasurer
 - E. Committee Assignments 7
3. **Approval of Agenda**
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 - A. Travel Expense Reimbursement Procedures
8. **Personnel Items**
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 - B. Social Worker - S. Knutson
 - C. Contract Extension - J. Swenson
 - D. Contract Extension - S. Smith
 - E. Contract Extension - P. Weber
 - F. Resignation - B. Peterson
 - G. Spring Play Director - K. Velde

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YELLOW MEDICINE EAST PUBLIC SCHOOLS

Independent School District 2190

To: Members of the YME School Board
From: Dwayne Strand
Date: January 11, 2008
RE: January 14 Agenda Details

Enclosed are the agenda, agenda notes and supporting exhibits for the January 14th Board meeting.

As always, if you have questions or would like additional information for Monday night, please do not hesitate to contact me. If you will be unable to attend, please notify Denise.

Item Description

2. Board Organization and Selection of Officers

Chairman Volstad will call the meeting to order and lead the meeting through the election of the chair. Once the chair is elected or re-elected, he/she will assume office and conduct the remainder of the meeting.

2.A. Chair

Nominations and election of the chair for the 2008 calendar year will take place.

2.B. Vice-Chair

Nominations and election of the vice-chair for the 2008 calendar year will take place.

2.C. Clerk

Nominations and election of the clerk for the 2008 calendar year will take place.

2.D. Treasurer

Nominations and election of the treasurer for the 2008 calendar year will take place.

2.E. Committee Assignments

Included in the packet is a list of current board committee assignments. New assignments will be made on Monday night. If there is a committee you would like to serve on that you are not already on or one that you are on and you would rather not serve on, drop Denise a note and we will have that information ready for Monday night.

5.0 Opportunities for Citizens to Speak

At this time, no one has asked to address the Board.

6.A.1. Curriculum Standards – D. Josephson

Curriculum Director Josephson has requested that teachers representing the curricular areas listed here to be in attendance to share their standards with you. You will be asked to approve those standards later in the agenda. The curricular areas represented here are those areas where districts are required to articulate their own district standards, as there are no defined state standards for these curricular areas. These areas are: Art (7-12), Business/Computers (4-12), FACS (7-12), Health (7-12), Industrial Tech (7-12), Music (7-12), PE (K-10) and World Language (7-12).

6.A.2. Interim Superintendent Update – E. Volstad and D. Strand

At this point in the meeting, we can discuss options as to how the interim position can best be filled. You have had access through BoardBook to the applications and resumes received to date. This information is confidential information. Names of applicants will be released when they have been chosen for an interview.

6.C. Principal and Curriculum/Staff Development Reports

It is expected that Ms. Josephson, Ms. Hinz and Ms. Norell will be in attendance on Monday evening to update you on their respective programs.

6.D.1. Negotiation Committee

The Board Negotiations Committee met with the EM-YME negotiators and the negotiations mediator on December 13th. A tentative agreement was reached. That agreement was approved by the YME staff. A copy of the tentative contract is attached for your review. Changes to the previous agreement have been highlighted in red. Also attached is a summary sheet detailing the specifics of the new two-year agreement. Later in the agenda, you will be asked to approve the 07-09 contract with EM-YME.

7.A. Travel Expense Reimbursement Procedures

One of the issues that was discussed at the last Meet and Confer meeting was the transportation reimbursement procedures as it related to mileage reimbursement. Currently, all YME mileage for school business when a personal vehicle is used is reimbursed at 10 cents per mile below the allowable IRS rate. Up until January 1st the YME reimbursement rate was set at 38.5 cents per mile. The EM requested that we bring the YME procedures in line with the MVCC procedures, which pay staff at the IRS reimbursement rate when they travel between schools to serve children. All other travel is reimbursed at 10 cents per mile less than the IRS rate. Very little YME travel is for the purpose of traveling between sites to serve children and therefore agreeing to this request would have little effect on the district finances. *Recommend approval of the YME Travel Reimbursement Procedures as revised.*

8.A. Food Service Scanner – I. Anderson

Food Service Director Ditterich is recommending the employment of Irene Anderson as a ticket scanner. She will be employed for 10 hours per week and will work at the Bert Raney site. She replaces B. Peterson who has accepted a position with the MVCC. *Recommend the employment of Irene Anderson as ticket scanner.*

8.B. Social Worker – S. Knutson

Ms. Hinz is recommending the employment of Stephanie Knutson as a school social worker. She is replacing Heather Evenson who resigned her position last summer. This position is funded in part by PACT 4. They will pay 50% of the salary and benefits. Ms. Knutson has been placed on Step 5 of the BA lane of the master agreement and began her work with the district on January 7th. Her primary assignment will be to work with children from birth through the first grade. *Recommend the employment of Stephanie Knutson as a school social worker.*

8.C. Contract Extension – J. Swenson

As we move into the second semester, Ms. Norell is requesting a contract extension for Jim Swenson, our new agriculture instructor. He currently is contracted as a .86 FTE instructor. An additional hour would bring him to a full time contract for the second semester. The increase in time would provide additional student supervision and would allow Mr. Swenson additional time to work on curriculum development for new agriculture courses such as horticulture and equine programming. One of the goals of the agriculture program is to bring the course offerings more in line with today's agriculture industry. *Recommend approval of the contract extension for Jim Swenson from a .86 FTE contract to a 1.0 FTE contract for the second semester of the 2007-2008 school year.*

8.D. Contract Extension – S. Smith

Ms. Hinz is requesting an extension of 15 minutes per day to the contracted hours for Sherry Smith. The request has risen out of the need for additional morning supervision. *Recommend approved of the contract extension for Sherry Smith for 15 minutes per day for the remainder of the 07-08 school year.*

8.E. Contact Extension – P. Weber

Ms. Hinz is requesting an extension of 15 minutes per day to the contracted hours for Pam Weber. The request has risen out of the need for additional morning supervision. *Recommend approved of the contract extension for Pam Weber for 15 minutes per day for the remainder of the 07-08 school year.*

8.F. Resignation – B. Peterson

Bobbi Peterson has submitted her letter of resignation from the food service department. She has accepted a paraprofessional position with the MVCC. *Recommend accepting the resignation of Bobbi Peterson.*

8.G. Spring Play Director – K. Velde

Ms. Norell is recommending the employment of Kathy Velde as spring play director. She will be placed on Step 4 of the salary schedule. *Recommend approval of the contract with Kathy Velde as spring play director for the 07-08 school year.*

8.H. Resignation – P. Scheffler

Pete Scheffler has submitted his letter of resignation from his position as assistant track coach. *Recommend accepting the resignation of Pete Scheffler.*

9.A. Ratification of 2007-2008 EM-YME Contract

The Board and EM-YME negotiators reached a tentative contract settlement on December 13th. Since that time, the YME staff has voted in favor of accepting and ratifying the agreement. Following any additional discussion, you will need to vote on the ratification of the agreement. *Recommend approving the EM-YME 07-09 Master Agreement.*

9.B. 2007-2008 Calendar Correction

As we were working on staff development and continuing education tasks, I noted that there was an error in the printed 07-08 calendar. Attached is the corrected calendar. The change reflects moving the last student day to the 28th of May and the last two inservice days would be May 29th and 30th. *Recommend approval of the revised 07-08 school calendar.*

9.C. Approval of 2008-2009 DRAFT Calendar

Attached is a draft calendar for the 2008-2009 school year. This draft has been made available to all staff. Their input will be forwarded to the administrative team through the individual site councils. Please forward any ideas or suggestions you would like to have considered to Denise. A final calendar will be presented at the February meeting. *Recommend approval of the draft 2008-2009 school year calendar.*

9.D. Interim Superintendent Position

Following any discussion held on Monday evening, you may need to or want to make a recommendation directing the Board chair or Board members to proceed in some fashion with securing an interim superintendent.

9.E. Resolution Directing Administration to Consider Options to Reduce Expenditures

As we do anticipate that we will need to make reductions for the 08-09 school year, this resolution is the first step in the budget development process. Early projections indicate that we may need to reduce the budget by an amount of up to \$500,000.00. The anticipated reduction in student numbers and the loss of funding associated with the student loss is the primary reason for the reduction. We will have some budget information to share with you on Monday night. It is anticipated that we will have a projected 08-09 budget for your review at the February meeting. The resolution opens the process of reducing programs and expenditures. A copy of the resolution is attached. *Recommend approval of the resolution directing district administrators to consider options for reducing expenditures for the 2008-2009 school year.*

10.A. PACT 4 Contribution Statement/Letter of Intent

Our membership in PACT 4 is up for renewal. PACT 4 is a 4 county mental health collaborative that provides early intervention and prevention activities for youth and families. Membership is billed at \$1.00 per student. The cost for the District to participate is \$947.00. The membership year runs from January 1st through December 31st. *Recommend renewing our PACT 4 membership.*

11.A. Cyberbullying Presentation

Rick Anderson and Elizabeth Griffen from Internet Safety Consulting are scheduled to make presentations on Cyberbullying on Tuesday, January 22nd. They will present to staff at the scheduled late start and then will address the 7th grade, 8th grade and 9th grade separately so they can adjust their focus for each group. They will also make individual classroom presentations to students in grades 5 and 6. A parent presentation will be presented that evening from 6:30 to 8:00. I would encourage each of you to attend as your schedules allow.

12.A. Workshop for New School Board Officers

Enclosed in your packet is information from MSBA regarding a workshop for new school board officers. The training is offered in February at three sites. If any of you are interested in attending, please notify Denise and she will get you registered.

12.B. 2008 MREA Legislative Platform

A copy of the 2008 MREA Legislative Platform is attached.

<p align="center">2007 Board Members Yellow Medicine East #2190</p>	<p align="center">Committee Assignments</p>
<p align="center">Elmo Volstad – Chair</p> <p align="center">Rich Jepson – Vice Chair</p> <p align="center">Cheryl Eckhardt – Clerk</p> <p align="center">Chad Fischer – Treasurer</p> <p align="center">Art Rillo – Director</p> <p align="center">Kathy Busack – Director</p> <p align="center">Warren Formo - Director</p>	<p align="center">ECFE Advisory Committee: Fischer (Early Childhood Family Education)</p> <p align="center">MVCC Board: Jepson, Eckhardt, Busack (Minnesota Valley Cooperative Center)</p> <p align="center">MRVED Board: Formo (Minnesota River Valley Education District)</p> <p align="center">SW/WC SC Delegate: Volstad (Southwest/West Central Service Cooperative)</p> <p align="center">RDC: Fischer (Rural Development Commission)</p> <p align="center">MSHSL/Local Activities Representative: Rillo (Minnesota State High School League)</p> <p align="center">Instructional and Curriculum Advisory Committee: Fischer, Eckhardt</p> <p align="center">Staff Development: Formo, Volstad</p> <p align="center">Community Ed. Advisory: Fischer – Clarkfield Site Rillo – Granite Falls Site</p> <p align="center">IEIC Administrative Team: Eckhardt (Interagency Early Identification Committee)</p> <p align="center">MSBA Legislative Liaison: Formo (Minnesota School Board Association)</p> <p align="center">Policy Committee: Eckhardt, Volstad</p> <p align="center">Budget/Finance Committee: Fischer, Volstad</p> <p align="center">Negotiations/Personnel Committee: Jepson, Formo, Volstad</p> <p align="center">Technology Committee: Eckhardt, Rillo</p> <p align="center">Buildings & Grounds Committee: Volstad, Jepson</p> <p align="center">Transportation Committee: Fischer, Volstad</p> <p align="center">Swimming Pool Committee: Fischer, Eckhardt</p> <p align="center">PAC: Eckhardt (Parent Advisory Committee)</p> <p align="center">Vocational Advisory Committee: Jepson</p> <p align="center">Safe Schools Advisory Committee: Rillo</p> <p align="center">Title I Parent Advisory Committee: Busack</p> <p align="center">Health and Wellness Advisory Committee: Rillo</p>

**YELLOW MEDICINE EAST ISD #2190
BOARD OF EDUCATION MEETING MINUTES
DECEMBER 10, 2007
YME BOARD ROOM**

Board Members Present: Kathy Busack, Cheryl Eckhardt, Chad Fischer, Rich Jepson, Art Rillo, Elmo Volstad

Board Members Absent: Warren Formo

Community / Staff Members Present: Kathy Anderson, David Barber, Deb Beckler, Barb Berg, Helen Blue-Redner, Nicole Boelter, Julie Butterbrodt, Blake Dandurand, Liz DeBlieck, Paul DeZeeuw, Bill Dinesen, Terri Dinesen, DeeDee Dreier, Carrie Eischens, Jessie Erickson, Jim Erickson, Stephanie Freiborg, Ryan Haar, Elaine Halverson, Darlene Hanson, David Haroldson, Jordan Hegna, RaeAnn Hegna, Rolland Hegna, Ali Hempel, Holly Hempel, Mark Henderson, Robin Henderson, Minerva Hernandez, Stacy Hinz, Jerry Ims, Steve Ims, Angie Jans, Mary Jensen, Mary Jenson, David Jepson, Donna Jepson, Noemi Jimenez, Claudia Juarez, Monica Kasel, Jennifer Kattvold, Margaret Khali, Peggy Kvam, Spencer Kvam, Gigi Lecy, Todd Lecy, Marge Loewe, Tom McGarthwaite, Greg Meyer, John Nordaune, Steve Nordaune, Karen Norell, David Oftedahl, Perry Oftedahl, Brian Olson, Donna Olson, Kelly Olson, Kermit Olson, Becky Opdahl, Tim Opdahl, Maria Elena Padilla, Carol Peterson, Linda Richter, Joshua Rodriguez, Nikki Royal, Kim Sandry, Dave Smiglewski, Elaine Stoerzinger, Dwayne Strand, Rita Strand, Chris Streich, Denise Streich, Jim Swenson, Ofelia Tarin, Rosalinda Tarin, Kathy Velde, Tim Velde, Sue Vetsch, John Virnig, Mary Virnig, Kyle Weber, Pam Weber, Barry Weidauer, Mark Wilson, Robert Wolfington, Tammy Zieske

Chairman Volstad called the meeting to order.

Chairman Volstad approved the agenda for the evening.

Chairman Volstad approved the minutes from the November 13, 2007 meeting.

Several community members addressed the Board with regard to the superintendent position and bullying issues.

Jim Swenson, Perry Oftedahl, and YME FFA officers David Barber, Blake Dandurand, Jordan Hegna, and Jesse Erickson reported on their recent trip through Minnesota and Iowa.

Motion by Rilo, second by Fischer and carried to approve December bills for payment in the amount of \$357,697.04, with checks numbered 8197 through 8329 and to approve investments for the District.

Fund balance, enrollment and food service reports were distributed for review.

Principal Stacy Hinz reviewed the Targeted Services program that will be implemented at Bert Raney Elementary.

Darcy Josephson, Curriculum and Staff Development Coordinator, submitted a written report.

The Board Negotiations Committee met with the EM negotiators on November 28th. A meeting with a mediator has been scheduled for December 13th at 9:00 am in the YME Board Room.

Members of the Buildings & Grounds Committee and the Finance Committee, as well as the administrative team, met on December 3rd to discuss the next step of the facilities plan.

A meet & confer session was held prior the Board meeting between the Board and representatives from EM-YME.

Motion by Jepson, second by Fischer and carried to address the policies that were tabled at the November meeting.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of amended Policy 204 - School Board Meeting Minutes.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of the amended Policy 205 – Open Meetings and Closed Meetings.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of the amended Policy 206 - Public Participation in School Board Meetings.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of the amended Policy 210 - Conflict of Interest – School Board Meetings.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of the amended Policy 211 - Criminal or Civil Action Against School District, School Board Member, Employee or Student.

Motion by Busack, second by Eckhardt and carried to approve second reading and adoption of the amended Policy 405 - Veteran's Preference.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of the amended Policy 406 - Public and Private Personnel Data.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of the amended Policy 412 - Expense Reimbursement.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of the amended Policy 413 - Harassment and Violence.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of the amended Policy 414 - Mandated Reporting of Child Neglect or Physical or Sexual Abuse.

Motion by Busack, second by Eckhardt and carried to approve the second reading of Policy 415 - Mandated Reporting of Maltreatment of Vulnerable Adults.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of the amended Policy 417 - Chemical Use and Abuse.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of the amended Policy 420 - Students and Employees with Sexually Transmitted Infections and Diseases.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of Policy 422 - Incorporated by Reference.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of amended policy 424 - License Status.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of Policy 501 - School Weapons Policy.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of the amended Policy 506 - Student Discipline.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of the amended Policy 509 - Enrollment of Nonresident Students.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of the amended policy 511 - Student Fundraising.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of the amended Policy 528 - Student, Parental and Marital Status Nondiscrimination.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of amended policy 531 - The Pledge of Allegiance.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of the amended Policy 532 - Use of Peace Officers and Crisis Teams to Remove Students with IEP's from School Grounds.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of Policy 611 - Home Schooling.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of Policy 619 - Staff Development for Standards.

Motion by Busack, second by Eckhardt and carried to approve the second reading of the amended Policy 707 - Transportation of Public School Students.

Motion by Busack, second by Eckhardt and carried to approve the second reading and adoption of the amended Policy 906 - Community Notification of Predatory Offenders.

Motion by Eckhardt, second by Fischer and carried to accept the resignation of Bruce Anderson as junior high baseball coach.

Motion by Eckhardt, second by Fischer and carried to approve a 10-week leave of absence for Denise Streich beginning on or around April 12, 2008.

Motion by Eckhardt, second by Fischer and carried to approve a leave of absence for Melissa Larson beginning on April 28, 2008 through the remainder of the 2007-2008 school year.

Motion by Eckhardt, second by Fischer and carried to approve the contract addendum to the superintendent's contract, as negotiated.

Motion by Eckhardt, second by Fischer and carried to accept the resignation of Dwayne Strand, Superintendent, effective February 15, 2008.

Motion by Eckhardt, second by Fischer and carried to search for an interim superintendent.

Motion by Jepson, second by Fischer and carried to adopt and certify the 2007 pay 2008 levy.

Motion by Eckhardt, second by Busack and carried to authorize Tara Miller to complete and authorize electronic fund transfers as necessary to pay Board bills and payroll and to complete investments for the District in secured accounts to yield the greatest amount of interest return for the 2007-2008 school year.

Motion by Busack, second by Eckhardt and carried to approve the Eastern Yellow Medicine County Interagency agreement.

Motion by Fischer, second by Jepson and carried to approve the renewal of our MASA Jobsite Online subscription for 2008.

Discussion items included the superintendent evaluation, Board committee assignments, the recent OSHA and food service audits, and updates to technology.

Upcoming Events & Activities

Event	Date	Location	Time
EM-YME Negotiation Meeting w/ Mediator	December 13, 2007	Board Room	9:00 AM

AYP Team Meeting	December 17, 2007	Board Room	3:20 PM
Health & Safety Committee Meeting	December 18, 2007	District	3:30 PM
Literacy Meeting w/ Commissioner Seagren	December 18, 2007	Brainerd	2:00 PM
Holiday Cheer	December 19, 2007	Board Room	2:30 PM
Christmas Break	Dec. 24, 2007 - Jan. 1, 2008	District	
School Board Meeting	January 14, 2008	Board Room	7:00 PM

The meeting was adjourned by Chairman Volstad.

Yellow Medicine East Music Standards 7-12

Artistic Creativity and Performance

The student will:

1. understand the components of music:
 - a. elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;
 - b. vocabulary;
 - c. styles, such as blues, jazz, or opera;
2. understand the technical skills of instrumental or vocal performance;
3. understand how audience and occasion affect artistic choices when performing music;
4. use the artistic process (select, analyze, interpret, rehearse, refine, perform and reflect) to perform a variety of music;
5. use multiple sources of feedback to revise musical performance.

Analysis and Interpretation

The student will:

1. understand how the components of music are used to convey meaning:
 - a. elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;
 - b. vocabulary;
 - c. styles, such as blues, jazz, or opera;
2. understand the technical skills of instrumental or vocal performance;
3. select criteria for evaluating musical performances;
4. use selected criteria to evaluate musical performances;
5. support personal reaction to performances using the components of music;
6. understand the connection between a work of music, its purpose and the composer's intent.

Business/Technology Standards Yellow Medicine East School District

ELEMENTARY KEYBOARDING COURSE STANDARDS

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use online resources to participate in problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)
6. Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
(The above are based on ISTE/NETS for Students, Grades 3-5.)

COMPUTER TECHNOLOGY GRADES 7 & 8 COURSE STANDARDS

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)

10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)
(The above are based on ISTE/NETS for Students, Grades 6-8.)

COMPUTER 9 COURSE STANDARDS

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. ISTE 9-12, #1
2. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. (4, 5, 6) ISTE 9-12, #7
3. Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. ISTE 9-12, #8
4. Evaluate technology-based options, including distance and distributed education, for lifelong learning. ISTE 9-12, #6
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence.) ISTE 9-12, #5

WEB DESIGN COURSE STANDARDS

1. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. ISTE 9-12 #3
2. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. ISTE 9-12 #4
3. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. ISTE 9-12 #7
4. Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. ISTE 9-12 #8
5. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. ISTE 9-12 #10

PSE COLLEGE COMPUTERS COURSE STANDARDS

1. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. ISTE 9-12 #3
2. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. ISTE 9-12 #4
3. Evaluate technology-based options, including distance and distributed education, for lifelong learning. ISTE 9-12 #6

4. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. ISTE 9-12 #7
5. Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. ISTE 9-12 #8
6. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. ISTE 9-12 #10

DIGITAL IMAGING COURSE STANDARDS

1. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. ISTE 9-12 #3
2. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. ISTE 9-12 #4
3. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). ISTE 9-12 #5
4. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. ISTE 9-12 #7
5. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. ISTE 9-12 #1
6. Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. ISTE 9-12 #8
7. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. ISTE 9-12 #10

DESKTOP PUBLISHING COURSE STANDARDS

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)
2. Make informed choices among technology systems, resources, and services. (1, 2)
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)
4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)
6. Routinely and efficiently use online information resources to meet needs for

- collaboration, research, publications, communications, and productivity. (4, 5, 6)
7. Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. (4, 5)
 8. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)
- (The above are based on ISTE/NETS for Students, Grades 9-12.)

EMERGING TECHNOLOGY COURSE STANDARDS

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)
 2. Make informed choices among technology systems, resources, and services. (1, 2)
 3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)
 4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)
 5. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. (4, 5, 6)
 6. Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. (4, 5)
 7. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)
- (The above are based on ISTE/NETS for Students, Grades 9-12.)

MULTI-MEDIA TECHNOLOGY COURSE STANDARDS

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)
2. Make informed choices among technology systems, resources, and services. (1, 2)
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)
4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)
6. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. (4, 5, 6)
7. Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. (4, 5)
8. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and

disseminate information, models, and other creative works. (4, 5, 6)
(The above are based on ISTE/NETS for Students, Grades 9-12.)

ONLINE ECONOMICS COURSE STANDARDS

II. Economic Systems-Achievement Standard: Explain why societies develop economic systems, identify the basic features of different economic systems, and analyze the major features of the U.S. economic system.

III. Economic Institutions and Incentives-Achievement Standard: Analyze the role of core economic institutions and incentives in the U.S. economy.

V. Market Structures-Achievement Standard: Analyze the different types of market structures and the effect they have on the price and the quality of the goods and services produced

VII. Social Communication-Achievement Standard: Apply basic social communication skills in personal and professional situations

VIII. International Economic Concepts-Achievement Standard: Examine the role of trade, protectionism, and monetary markets in the global economy.

IX. Impact on Society-Achievement Standard: Assess the impact of information technology on society.

ACCOUNTING COURSE STANDARDS

Business Standards: nbea.org/curfbes.html

These accounting standards identify the knowledge and skills appropriate for courses at both the high school and two-year college levels. These accounting standards do not address topics generally taught in intermediate, cost, tax, and other advanced accounting courses.

I. The Accounting Cycle

Achievement Standard: Complete and explain the purpose of the various steps in the accounting cycle.

II. The Accounting Process

Achievement Standard: Apply generally accepted accounting principles to determine the value of assets, liabilities, and owner's equity.

III. Financial Statements

Achievement Standard: Prepare, interpret, and analyze financial statements using manual and computerized systems for service, merchandising, and manufacturing businesses.

V. Interpretation and Use of Data

Achievement Standard: Use planning and control principles to evaluate the performance of an organization and apply differential analysis and present-value concepts to make decisions.

ACCOUNTING II COURSE STANDARDS

Business Standards: nbea.org/curfbes.html

These accounting standards identify the knowledge and skills appropriate for courses at both the high school and two-year college levels. These accounting standards do not address topics generally taught in intermediate, cost, tax, and other advanced accounting courses.

III. Financial Statements

Achievement Standard: Prepare, interpret, and analyze financial statements using manual and computerized systems for service, merchandising, and manufacturing businesses.

IV. Special Applications

Achievement Standard: Apply appropriate accounting principles to payroll, income taxation, managerial systems, and various forms of ownership.

V. Interpretation and Use of Data

Achievement Standard: Use planning and control principles to evaluate the performance of an organization and apply differential analysis and present-value concepts to make decisions.

FAMILY & CONSUMER SCIENCE PROGRAM STANDARDS

Students will understand:

- I. Multiple life roles and responsibilities in family, career, and community.
- II. Management practices related to human, economic, and environmental resources.
- III. The significance of family and its impact on the well being of individuals and society.
- IV. Knowledge, skills and practices required to purchase and/or create in housing, interiors, furnishings, textiles, apparel, and food.
- V. Factors that impact human growth and development.
- VI. Respectful and caring relationships in family, workplace, and community.
- VII. Nutrition and wellness practices that enhance individual and family well-being.
- VIII. Impact of parenting roles and responsibilities on strengthening the well-being of individuals and families.
- IX. That reading, math, and technology skills will have practical application.
- X. Knowledge, skills, and practices required for careers in:
 - a. Consumer Services
 - b. Early Childhood education and services
 - c. Family and Community services
 - d. Food science, dietetics and nutrition
 - e. Hospitality, tourism, and recreation
 - f. Housing, interiors and furnishings
 - g. Textiles and apparel
- XI. The history of food including cultural, social, and psychological influences on food choices.
- XII. The significance of food as a means of exchanging communication and hospitality throughout the world with others.

7TH GRADE FACS COURSE GOALS

- A. Safety and sanitation procedures are essential in preparing foods in the kitchen/lab.
- B. Time management is important in preparation of food.
- C. Team work is important in planning, preparing and serving nutritional food,
- D. Utilization of equipment, terms, and procedures are necessary to prepare food and products safely.
- E. Learn the basic nutrients essential for good health.
- F. The importance of using reading, math and technology skills while applying it to food preparation and choices related ones health.
- G. Importance of using technology while using sewing skills.

9TH GRADE FACS COURSE GOALS

- A. Determine the roles of decision making and problem solving in reducing and managing conflict.
- B. Use nonviolent strategies that address conflict.
- C. Choose effective responses to harassment.
- D. Examine the role of nurturance on human growth and development.
- E. Examine the role of communication on human growth and development.
- F. Examine the role of support systems in meeting human growth and development.
- G. Demonstrate transferable and employable skills in community and workplace settings.
- H. Demonstrate the management of financial resources.
- I. Assess the effect of nutrients on health, appearance, and peak performance.
- J. Apply various dietary guidelines in planning to meet nutritional and wellness needs.
- K. Safety and sanitation procedures are essential in preparing foods in the kitchen/lab.
- L. The essence of time management in preparation of food.
- M. The importance of team work in planning, preparing and serving nutritional food.
- N. The basic nutrients essential for good health.

ARTISTIC DESIGN COURSE GOALS

- A. Integrate knowledge, skills and practices required for careers in textiles and apparel.
- B. Evaluate fiber and textiles materials.
- C. Demonstrate apparel and textiles design skills.
- D. Evaluate the elements of textiles and apparel merchandising.
- E. Understand how the elements and principles of design, vocabulary, styles and structures are used to convey meaning.
- F. Understand the connection between visual artwork, its purpose, and its cultural and historical contexts.
- G. Evaluate works of art.

FAMILY CLASS COURSE GOALS

- A. Analyze the impact of family as a system on individuals and society.
- B. Demonstrate appreciation for diverse perspectives, needs, and characteristics of individuals and families.
- C. The importance of using reading, math, and technology skills while applying it to everyday family living.
- D. Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions.
- E. Analyze principles of human growth and development across the life span.
- F. Analyze conditions that influence human growth and development.
- G. Analyze strategies that promote growth and development across the life span.
- H. Analyze functions and expectations of various types of relationships.
- I. Analyze personal needs and characteristics and their impact on interpersonal relationships.
- J. Demonstrate communication skills that contribute to positive relationships.
- K. Evaluate effective conflict prevention and management techniques.
- L. Demonstrate teamwork skills in the family.

TEEN ISSUES COURSE GOALS

- A. Assess health, wellness, and safety issues of individuals and families with a variety of disadvantaging conditions.
- B. State ways in which individuals affect the family financially, socially, and emotionally with a variety of disadvantaging conditions.
- C. Assess community resources and services available to families.
- D. The importance of coping or adjustment strategies and stress management practices for the individual and family members.
- E. Identify the situations, which require crisis intervention.
- F. The importance of using reading, and technology skills while researching information to learn about individual and family well-being.

YOUTH SERVICE LEADERSHIP COURSE GOALS

- A. Analyze strategies to manage individual, family, career, and community roles and responsibilities.
- B. Demonstrate transferable and employable skills in community and workplace settings.
- C. Analyze the reciprocal impact of individual and family participation in community activities.

PERSON FINANCE COURSE STANDARDS

- A. The demonstration of management of individual and family resources, including food, clothing, shelter, health care, recreation, and transportation.
- B. To analyze the relationship of the environment to family and consumer resources.
- C. To analyze policies that support consumer rights and responsibilities.
- D. To evaluate the impact of technology on individual and family resources.
- E. To analyze interrelationship between the economic system and consumer actions.
- F. To demonstrate management of financial resources to meet the goals of individuals and families across the life span.
- G. The importance of using technology skills while applying it to consumer day to day living, buying and using resources.

CHILD DEVELOPMENT COURSE GOALS

- A. The importance of analyzing roles and responsibilities of parenting.
- B. Evaluating parenting practices that maximize human growth and development.
- C. The support systems that provide services for parents.
- D. The importance of physical, emotional, social, and intellectual developments of infants though preschoolers.
- E. Analyze physical and emotional factors related to beginning the parenting process.
- F. Demonstrate a safe and healthy learning environment for children.
- G. The importance of using reading, math and technology skills while applying it to the growth and development of infants, children and parenting.

CREATIVE FOODS COURSE GOALS

- A. That safety and sanitation procedures are essential in preparing foods in the kitchen/lab.
- B. The essence of time management in preparation of food.
- C. The importance of team works in planning, preparing and serving nutritional food.
- D. The utilization of equipment, terms, and procedures necessary to prepare food and products safely.
- E. The basic nutrients for good health.
- F. The application of nutritional guidelines for their daily food choices.
- G. The importance of reading, math, and technology skills while applying it to food preparation and choices related to individual and family well-being.
- H. That the appropriate rules of social conduct and respect for others will be reflected through etiquette.
- I. Identify the five food properties: (shape, size, color, texture, and taste), when selecting, preparing and serving food.

FOODS AND NUTRITION COURSE GOALS

- A. That safety and sanitation procedures are essential in preparing foods in the kitchen lab.
- B. The essence of time management in preparation of food.

- C. The importance of team work in planning, preparing and serving nutritional food.
- D. The utilization of equipment, terms, and procedures necessary to prepare food and products safely.
- E. The basic nutrients essential for good health.
- F. The application of nutritional guidelines for their daily food choices.
- G. The importance of using reading, math, and technology skills while applying it to food preparation and choices related to individual and family well-being.
- H. That the appropriate rules of social conduct and respect for others will be reflected through etiquette.
- I. Identify the five food properties; (shape, size, color, texture, and taste) when preparing food.

HEALTH 10 STANDARDS

STANDARD #1

Students will comprehend concepts related to health promotion and disease prevention. As a result of health instruction, students will:

1. Analyze how behavior can impact health maintenance and disease prevention.
2. Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.
3. Explain the impact of personal health behaviors on the functioning of body systems.
4. Analyze how the family, peers, and community influence the health of individuals.
5. Analyze how the environment influences the health of the community.
6. Describe how to delay onset and reduce risks of potential health problems during adulthood.
7. Analyze how public health policies and government regulations influence both health promotion and disease prevention.
8. Analyze how the prevention and control of health problems are influenced by research and medical advances.

STANDARD #2

Students will demonstrate the ability to access valid health information and health-promoting products and services.

1. Evaluate the validity of health information, products, and services.
2. Evaluate factors that influence personal selection of health products and services.
3. Demonstrate the ability to access school and community health services for self and others.
4. Analyze situations requiring professional health services.

STANDARD #3

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

1. Analyze the role of individual responsibility for enhancing health.
2. Analyze the short-term and long-term consequences of safe, and risky or harmful behaviors.
3. Develop strategies to improve or maintain personal, family, and community health.
4. Demonstrate ways to avoid and reduce threatening situations.
5. Evaluate strategies to manage stress.

STANDARD #4

Students will analyze the influence of culture, media, and other factors on health.

1. Analyze how cultural diversity enriches and challenges health behaviors.
2. Evaluate the effect of media and other factors on personal, family, and community health.

3. Evaluate the impact of technology on personal, family, and community health.
4. Analyze how information from the community influences health.

STANDARD #5

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

1. Demonstrate skills for communicating effectively with family, peers, and others.
2. Analyze how interpersonal communication affects relationships.
3. Demonstrate healthy ways to express needs, wants, and feelings.
4. Demonstrate ways to communicate care, consideration, and respect for self and others.
5. Demonstrate strategies for solving interpersonal conflicts without harming self and others.
6. Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
7. Demonstrate strategies used to prevent conflict.

STANDARD #6

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

1. Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
2. Analyze health concerns that require collaborative decision making.
3. Predict immediate and long-term impact of health decisions on the individual, family and community.
4. Implement a plan for attaining a personal health goal.
5. Formulate an effective plan for lifelong health.

STANDARD #7

Students will demonstrate the ability to advocate for personal, family, and community health.

1. Express information and opinions about health issues.
2. Demonstrate the ability to influence and support others in making positive health choices.
3. Demonstrate the ability to work cooperatively when advocating for healthy communities.

I. Industrial Technology Standards-Yellow Medicine East School District

Mechanical Drafting

Standard 8. Students will develop an understanding of the attributes of design.

Benchmarks

- H. The design process includes defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype, testing and evaluating the design using specifications, refining the design, creating or making it, and communicating processes and results.
- I. Design problems are seldom presented in a clearly defined form.
- J. The design needs to be continually checked and critiqued, and the ideas of the design must be redefined and improved.
- K. Requirements of a design, such as criteria, constraints, and efficiency, sometimes compete with each other.

Standard 9. Students will develop an understanding of engineering design.

Benchmarks

- I. Established design principles are used to evaluate existing designs, to collect data, and to guide the design process.
- J. Engineering design is influenced by personal characteristics, such as creativity, resourcefulness, and the ability to visualize and think abstractly.
- K. A prototype is a working model used to test a design concept by making actual observations and necessary adjustments.

Standard 10. Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

Benchmarks

- I. Research and development is a specific problem-solving approach that is used intensively in business and industry to prepare devices and systems for the marketplace.
- J. Technological problems must be researched before they can be solved.
- K. Not all problems are technological, and not every problem can be solved using technology.
- L. Many technological problems require a multidisciplinary approach.

Standard 17. Students will develop an understanding of and be able to select and use information and communication technologies.

Benchmarks

- L. Information and communication technologies include the inputs, processes, and outputs associated with sending and receiving information.
- M. Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine.
- N. Information and communication systems can be used to inform, persuade, entertain, control, manage, and educate.

- P. There are many ways to communicate information, such as graphic and electronic means.
- Q. Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli.

Standard 19. Students will develop an understanding of and be able to select and use manufacturing technologies.

Benchmarks

- M. Materials have different qualities and may be classified as natural, synthetic, or mixed.
- P. The interchangeability of parts increases the effectiveness of manufacturing processes.

Carpentry

Standard 8. Students will develop an understanding of the attributes of design.

Benchmark

- K. Requirements of a design, such as criteria, constraints, and efficiency, sometimes compete with each other.

Standard 9. Students will develop an understanding of engineering design.

Benchmarks

- J. Engineering design is influenced by personal characteristics, such as creativity, resourcefulness, and the ability to visualize and think abstractly.
- L. The process of engineering design takes into account a number of factors.

Standard 10. Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

Benchmarks

- K. Not all problems are technological, and not every problem can be solved using technology.
- L. Many technological problems require a multidisciplinary approach.

Standard 19. Students will develop an understanding of and be able to select and use manufacturing technologies.

Benchmarks

- L. Servicing keeps products in good operating condition.
- M. Materials have different qualities and may be classified as natural, synthetic, or mixed.
- N. Durable goods are designed to operate for a long period of time, while non-durable goods are designed to operate for a short period of time.
- R. Marketing involves establishing a product's identity, conducting research on its potential, advertising it, distributing it, and selling it.

Standard 20. Students will develop an understanding of and be able to select and use construction technologies.

Benchmarks

- J. Infrastructure is the underlying base or basic framework of a system.

- K. Structures are constructed using a variety of processes and procedures.
- L. The design of structures includes a number of requirements.
- M. Structures require maintenance, alteration, or renovation periodically to improve them or to alter their intended use.
- N. Structures can include prefabricated materials.

Architectural Drafting I

Standard 6. Students will develop an understanding of the role of society in the development and use of technology.

Benchmarks

- H. Different cultures develop their own technologies to satisfy their individual and shared needs, wants, and values.
- I. The decision whether to develop a technology is influenced by societal opinions and demands, in addition to corporate cultures.
- J. A number of different factors, such as advertising, the strength of the economy, the goals of a company, and the latest fads contribute to shaping the design of and demand for various technologies.

Standard 7. Students will develop an understanding of the influence of technology on history.

Benchmarks

- G. Most technological development has been evolutionary, the result of a series of refinements to a basic invention.
- H. The evolution of civilization has been directly affected by, and has in turn affected, the development and use of tools and materials.
- I. Throughout history, technology has been a powerful force in reshaping the social, cultural, political, and economic landscape.
- J. Early in the history of technology, the development of many tools and machines was based not on scientific knowledge but on technological know-how.
- K. The Iron Age was defined by the use of iron and steel as the primary materials for tools.
- N. The Industrial Revolution saw the development of continuous manufacturing, sophisticated transportation and communication systems, advanced construction practices, and improved education and leisure time.
- O. The Information Age places emphasis on the processing and exchange of information.

Standard 9. Students will develop an understanding of engineering design.

Benchmark

- I. Established design principles are used to evaluate existing designs, to collect data, and to guide the design process.
- J. Engineering design is influenced by personal characteristics, such as creativity,
- resourcefulness, and the ability to visualize and think abstractly.
- L. The process of engineering design takes into account a number of factors.

Standard 11. Students will develop the abilities to apply the design process.

Benchmarks

- M. Identify the design problem to solve and decide whether or not to address it.
- N. Identify criteria and constraints and determine how these will affect the design process.
- O. Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.
- P. Evaluate the design solution using conceptual, physical, and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed.
- Q. Develop and produce a product or system using a design process.
- R. Evaluate final solutions and communicate observation, processes, and results of the entire design process, using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models.

Standard 12. Students will develop the abilities to use and maintain technological products and systems.

Benchmarks

- L. Document processes and procedures and communicate them to different audiences using appropriate oral and written techniques.
- N. Troubleshoot, analyze, and maintain systems to ensure safe and proper function and precision.
- O. Operate systems so that they function in the way they were designed.
- P. Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate.

Standard 17. Students will develop an understanding of and be able to select and use information and communication technologies.

Benchmarks

- L. Information and communication technologies include the inputs, processes, and outputs associated with sending and receiving information.
- M. Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine.
- N. Information and communication systems can be used to inform, persuade, entertain, control, manage, and educate.
- O. Communication systems are made up of source, encoder, transmitter, receiver, decoder, storage, retrieval, and destination.
- P. There are many ways to communicate information, such as graphic and electronic means.
- Q. Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli.

Architectural Drafting 2

Standard 8. Students will develop an understanding of the attributes of design.

Benchmarks

- H. The design process includes defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype, testing and evaluating the design using specifications, refining the design, creating or making it, and communicating processes and results.
- I. Design problems are seldom presented in a clearly defined form.
- J. The design needs to be continually checked and critiqued, and the ideas of the design must be redefined and improved.
- K. Requirements of a design, such as criteria, constraints, and efficiency, sometimes compete with each other.

Standard 9. Students will develop an understanding of engineering design.

Benchmarks

- I. Established design principles are used to evaluate existing designs, to collect data, and to guide the design process.
- J. Engineering design is influenced by personal characteristics, such as creativity, resourcefulness, and the ability to visualize and think abstractly.
- K. A prototype is a working model used to test a design concept by making actual observations and necessary adjustments.
- L. The process of engineering design takes into account a number of factors.

Standard 11. Students will develop the abilities to apply the design process.

Benchmarks

- M. Identify the design problem to solve and decide whether or not to address it.
- N. Identify criteria and constraints and determine how these will affect the design process.
- P. Evaluate the design solution using conceptual, physical, and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed.
- Q. Develop and produce a product or system using a design process.

Standard 12. Students will develop the abilities to use and maintain technological products and systems.

Benchmarks

- L. Document processes and procedures and communicate them to different audiences using appropriate oral and written techniques.
- P. Use computers and calculators to access, retrieve, organize, process, maintain, interpret, and evaluate data and information in order to communicate.

Standard 17. Students will develop an understanding of and be able to select and use information and communication technologies.

Benchmarks

- L. Information and communication technologies include the inputs, processes, and outputs associated with sending and receiving information.
- M. Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine.
- N. Information and communication systems can be used to inform, persuade, entertain, control, manage, and educate.
- O. Communication systems are made up of source, encoder, transmitter, receiver, decoder, storage, retrieval, and destination.
- P. There are many ways to communicate information, such as graphic and electronic means.
- Q. Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli.

General Metals

Standard 8. Students will develop an understanding of the attributes of design.

Benchmarks

- H. The design process includes defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype, testing and evaluating the design using specifications, refining the design, creating or making it, and communicating processes and results.
- I. Design problems are seldom presented in a clearly defined form.
- J. The design needs to be continually checked and critiqued, and the ideas of the design must be redefined and improved.
- K. Requirements of a design, such as criteria, constraints, and efficiency, sometimes compete with each other.

Standard 9. Students will develop an understanding of engineering design.

Benchmarks

- I. Established design principles are used to evaluate existing designs, to collect data, and to guide the design process.
- J. Engineering design is influenced by personal characteristics, such as creativity, resourcefulness, and the ability to visualize and think abstractly.
- K. A prototype is a working model used to test a design concept by making actual observations and necessary adjustments.
- L. The process of engineering design takes into account a number of factors.

Standard 11. Students will develop the abilities to apply the design process.

Benchmarks

- M. Identify the design problem to solve and decide whether or not to address it.
- N. Identify criteria and constraints and determine how these will affect the design process.

- O. Refine a design by using prototypes and modeling to ensure quality, efficiency, and productivity of the final product.
- P. Evaluate the design solution using conceptual, physical, and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed.
- Q. Develop and produce a product or system using a design process.

Standard 17. Students will develop an understanding of and be able to select and use information and communication technologies.

Benchmarks

- L. Information and communication technologies include the inputs, processes, and outputs associated with sending and receiving information.
- M. Information and communication systems allow information to be transferred from human to human, human to machine, machine to human, and machine to machine.
- N. Information and communication systems can be used to inform, persuade, entertain, control, manage, and educate.
- P. There are many ways to communicate information, such as graphic and electronic means.
- Q. Technological knowledge and processes are communicated using symbols, measurement, conventions, icons, graphic images, and languages that incorporate a variety of visual, auditory, and tactile stimuli.

Standard 19. Students will develop an understanding of and be able to select and use manufacturing technologies.

Benchmarks

- L. Servicing keeps products in good operating condition.
- M. Materials have different qualities and may be classified as natural, synthetic, or mixed.
- N. Durable goods are designed to operate for a long period of time, while non-durable goods are designed to operate for a short period of time.
- O. Manufacturing systems may be classified into types, such as customized production, batch production, and continuous production.
- P. The interchangeability of parts increases the effectiveness of manufacturing processes.
- Q. Chemical technologies provide a means for humans to alter or modify materials and to produce chemical products.
- R. Marketing involves establishing a product's identity, conducting research on its potential, advertising it, distributing it, and selling it.

Intro to Woods

Standard 8. Students will develop an understanding of the attributes of design.

Benchmarks

- H. The design process includes defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype, testing and evaluating the

design using specifications, refining the design, creating or making it, and communicating processes and results.

- I. Design problems are seldom presented in a clearly defined form.
- J. The design needs to be continually checked and critiqued, and the ideas of the design must be redefined and improved.
- K. Requirements of a design, such as criteria, constraints, and efficiency, sometimes compete with each other.

Standard 9. Students will develop an understanding of engineering design.

Benchmarks

- I. Established design principles are used to evaluate existing designs, to collect data, and to guide the design process.
- J. Engineering design is influenced by personal characteristics, such as creativity, resourcefulness, and the ability to visualize and think abstractly.
- L. The process of engineering design takes into account a number of factors.

Standard 10. Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

Benchmarks

- I. Research and development is a specific problem-solving approach that is used intensively in business and industry to prepare devices and systems for the marketplace.
- J. Technological problems must be researched before they can be solved.
- K. Not all problems are technological, and not every problem can be solved using technology.
- L. Many technological problems require a multidisciplinary approach.

Standard 11. Students will develop the abilities to apply the design process.

Benchmarks

- M. Identify the design problem to solve and decide whether or not to address it.
- N. Identify criteria and constraints and determine how these will affect the design process.
- P. Evaluate the design solution using conceptual, physical, and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed.
- Q. Develop and produce a product or system using a design process.

Advanced Woods

Standard 8. Students will develop an understanding of the attributes of design.

Benchmarks

- H. The design process includes defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, exploring possibilities, selecting an approach, developing a design proposal, making a model or prototype, testing and evaluating the

design using specifications, refining the design, creating or making it, and communicating processes and results.

- I. Design problems are seldom presented in a clearly defined form.
- J. The design needs to be continually checked and critiqued, and the ideas of the design must be redefined and improved.
- K. Requirements of a design, such as criteria, constraints, and efficiency, sometimes compete with each other.

Standard 9. Students will develop an understanding of engineering design.

Benchmarks

- I. Established design principles are used to evaluate existing designs, to collect data, and to guide the design process.
- J. Engineering design is influenced by personal characteristics, such as creativity, resourcefulness, and the ability to visualize and think abstractly.
- L. The process of engineering design takes into account a number of factors.

Standard 10. Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

Benchmarks

- I. Research and development is a specific problem-solving approach that is used intensively in business and industry to prepare devices and systems for the marketplace.
- J. Technological problems must be researched before they can be solved.
- K. Not all problems are technological, and not every problem can be solved using technology.
- L. Many technological problems require a multidisciplinary approach.

Standard 11. Students will develop the abilities to apply the design process.

Benchmarks

- M. Identify the design problem to solve and decide whether or not to address it.
- N. Identify criteria and constraints and determine how these will affect the design process.
- P. Evaluate the design solution using conceptual, physical, and mathematical models at various intervals of the design process in order to check for proper design and to note areas where improvements are needed.
- Q. Develop and produce a product or system using a design process.

7th Grade Industrial Technology

Standard 1. Students will develop an understanding of the characteristics and scope of technology.

Benchmarks

- G. The development of technology is a human activity and is the result of individual and collective needs and the ability to be creative.
- H. Technology is closely linked to creativity, which has resulted in innovation.

- I. Corporations can often create demand for a product by bringing it onto the market and advertising it.

Standard 2. Students will develop an understanding of the core concepts of technology.

Benchmarks

- M. Technological systems include input, processes, output, and at times, feedback.
- R. Requirements are the parameters placed on the development of a product or system.

Standard 3. Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.

Benchmarks

- E. A product, system, or environment developed for one setting may be applied to another setting.
- F. Knowledge gained from other fields of study has a direct effect on the development of technological products and systems.

Standard 4. Students will develop an understanding of the cultural, social, economic, and political effects of technology.

Benchmark

- D. The use of technology affects humans in various ways, including their safety, comfort,

Standard 6. Students will develop an understanding of the role of society in the development and use of technology.

Benchmark

- D. Throughout history, new technologies have resulted from the demands, values, and interests of individuals, businesses, industries, and societies.

Standard 8. Students will develop an understanding of the attributes of design.

Benchmarks

- E. Design is a creative planning process that leads to useful products and systems.
- F. There is no perfect design.
- G. Requirements for design are made up of criteria and constraints.

Standard 9. Students will develop an understanding of engineering design.

Benchmarks

- F. Design involves a set of steps, which can be performed in different sequences and repeated as needed.
- G. Brainstorming is a group problem-solving design process in which each person in the group presents his or her ideas in an open forum.
- H. Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions.

Standard 10. Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

Benchmarks

- G. Invention is a process of turning ideas and imagination into devices and systems. Innovation is the process of modifying an existing product or system to improve it.

Standard 11. Students will develop the abilities to apply the design process.

Benchmarks

- H. Apply a design process to solve problems in and beyond the laboratory-classroom.
- I. Specify criteria and constraints for the design.

Standard 18. Students will develop an understanding of and be able to select and use transportation technologies.

Benchmarks

- F. Transporting people and goods involves a combination of individuals and vehicles.
- G. Transportation vehicles are made up of subsystems, such as structural propulsion, suspension, guidance, control, and support, that must function together for a system to work effectively.

Standard 19. Students will develop an understanding of and be able to select and use manufacturing technologies.

Benchmarks

- H. The manufacturing process includes the designing, development, making, and servicing of products and systems.

MRVED World Language Standards

*As adapted from Indiana's Academic Standards

LEVELS OF LEARNING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	ASSESSMENT TOOLS
GOAL ONE: COMMUNICATION					
Students will communicate in a language other than English.					
<i>Standard 1: Students will engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</i>					
1. Participate in conversations	X	X	X	X	
2. Use appropriate forms of address	X	X	X	X	
3. Make introductions	X	X	X	X	
4. Ask and answer questions	X	X	X	X	
5. Make requests	X	X	X	X	
6. Describe state of being	X	X	X	X	
7. Express agreement and disagreement	X	X	X	X	
8. Give and respond to oral directions and commands		X	X	X	
9. Interact socially outside the classroom			X	X	
10. Provide and exchange information			X	X	
11. Express judgments				X	
12. Paraphrase or restate what has been said				X	
13. Describe problems and possible solutions				X	
14. Describe feelings, elaborating on causes					
15. Justify personal preferences					
16. Express, support, and defend opinions and perspectives					
17. Support suggested solutions to problems					

Assessment Tool Key

T= Test

LJ = Log/Journal

W= Writing

PO= Portfolio

S= Speaking

L= Listening

PR= Project

D= Demonstration

MRVED World Language Standards

*As adapted from Indiana's Academic Standards

LEVELS OF LEARNING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	ASSESSMENT TOOLS
GOAL ONE: COMMUNICATION					
Students will communicate in a language other than English.					
<i>Standard 2: Students will understand and interpret written and spoken language on a variety of topics.</i>					
1. Read words and phrases	X	X	X	X	
2. Respond to written directions and information	X	X	X	X	
3. Read narratives	X	X	X	X	
4. Respond to oral directions and commands	X	X	X	X	
5. Respond to requests	X	X	X	X	
6. Identify people, things, etc., based on description	X	X	X	X	
7. Identify ideas and topics from texts		X	X	X	
8. Understand messages and announcements		X	X	X	
9. Understand personal written communication		X	X	X	
10. Understand literary selections			X	X	
11. Comprehend/respond to spoken language by natives			X	X	
12. Understand authentic written and oral materials				X	
13. Interpret/analyze main ideas/details of authentic texts					
14. Respond appropriately to mood/implied meaning					

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MRVED World Language Standards

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LEVELS OF LEARNING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	ASSESSMENT TOOLS
GOAL ONE: COMMUNICATION					
Students will communicate in a language other than English.					
<i>Standard 3: Students convey information, concepts, and ideas to listeners and readers for a variety of purposes.</i>					
1. Write words and phrases	X	X	X	X	
2. Sing foreign culture songs	X	X	X	X	
3. Write poems	X	X	X	X	
4. Give commands, directions, and instructions	X	X	X	X	
5. Provide descriptions	X	X	X	X	
6. Present plays and skits	X	X	X	X	
7. Write messages	X	X	X	X	
8. Read aloud poetry	X	X	X	X	
9. Write culturally appropriate personal messages		X	X	X	
10. Express preferences		X	X	X	
11. Read orally with appropriate intonation and pronunciation			X	X	
12. Recite proverbs, anecdotes, and poetry			X	X	
13. Write paraphrases, summaries, and descriptions			X	X	
14. Give oral presentations			X	X	
15. Write compositions				X	
16. Produce/present creative works				X	
17. Write comparative, interpretive, and persuasive compositions					
18. Write business letters, complete job applications, forms, & documents					
19. Orally present using interpretation, persuasion, critical analysis					

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MRVED World Language Standards

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LEVELS OF LEARNING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	ASSESSMENT TOOLS
GOAL TWO: CULTURES					
Students will gain knowledge & demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than their own.					
<i>Standard 4: Students demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use this knowledge to interact effectively in cultural contexts.</i>					
1. Demonstrate appropriate social behaviors	X	X	X	X	
2. Make and respond to introductions	X	X	X	X	
3. Use appropriate courtesy expressions	X	X	X	X	
4. Make requests	X	X	X	X	
5. Recognize cultural differences	X	X	X	X	
6. Identify cultural practices and behaviors		X	X	X	
7. Employ appropriate non-verbal communication			X	X	
8. Recognize sociolinguistic features of foreign culture				X	
9. Interpret cultural connotations of common words, etc.				X	
10. Discuss unfounded generalizations and stereotypes				X	
11. Discuss social and geographic features affecting cultural practices				X	
12. Adjust speech appropriate to situation/audience					
13. Compare/contrast cultural practices among same language cultures					
14. Integrate use of cultural phrases and idiomatic expressions					

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MRVED World Language Standards

*As adapted from Indiana's Academic Standards

LEVELS OF LEARNING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	ASSESSMENT TOOLS
GOAL TWO: CULTURES					
Students will gain knowledge & demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than their own.					
<i>Standard 5: Students demonstrate an understanding of the relationship between the perspectives and products/contribution of the cultures studied.</i>					
1. Identify products of the foreign culture	X	X	X	X	
2. Identify foreign culture current events		X	X	X	
3. Identify artistic expression in the foreign culture		X	X	X	
4. Identify cultural themes and perspectives evidenced in geography, etc.		X	X	X	
5. Understand geography, history, and politics of foreign culture			X	X	
6. Identify foreign language and culture contributions			X	X	
7. Describe history, politics, arts, literature, etc. of the culture				X	
8. Recognize sociolinguistic features of foreign culture				X	
9. Describe relationship among various period art forms					
10. Describe general influence of history, politics, etc. from foreign culture					
11. Analyze how products reflect cultural perspectives					
12. Analyze relationship between products and perspectives					

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MRVED World Language Standards

*As adapted from Indiana's Academic Standards

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LEVELS OF LEARNING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	ASSESSMENT TOOLS
GOAL THREE: CONNECTIONS					
Students will acquire, reinforce, and further knowledge of other disciplines through the foreign language.					
<i>Standard 6: Students reinforce and further knowledge of other disciplines through world languages.</i>					
1. Demonstrate knowledge of geographical features of foreign country	X	X	X	X	
2. Apply mathematical skills in foreign language	X	X	X	X	
3. Identify cuisine of the foreign culture	X	X	X	X	
4. Demonstrate awareness of music/art in foreign culture	X	X	X	X	
5. Transfer composition techniques to foreign language writing		X	X	X	
6. Transfer technology skills to foreign language classroom		X	X	X	
7. Share knowledge from foreign language class in other classes		X	X	X	
8. Transfer history knowledge & understanding to foreign language study			X	X	
9. Transfer process reading/writing strategies to foreign language study			X	X	
10. Transfer art knowledge & understanding to foreign language study			X	X	
11. Transfer electronic research skills to foreign language study			X	X	
12. Apply grammar knowledge learned to understanding of English			X	X	
13. Correlate understanding of global trends to study of foreign culture					
14. Use foreign language resources to synthesize information for other classes					

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MRVED World Language Standards

*As adapted from Indiana's Academic Standards

LEVELS OF LEARNING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	ASSESSMENT TOOLS
GOAL THREE: CONNECTIONS					
Students will acquire, reinforce, and further knowledge of other disciplines through the foreign language.					
<i>Standard 7: Students acquire information and perspectives through use of authentic materials in the world languages and from the cultures.</i>					
1. Read literature of the foreign culture	X	X	X	X	
2. Extract information from authentic primary sources	X	X	X	X	
3. Access media to gain information on cultural perspectives		X	X	X	
4. Read and interpret poetry and prose			X	X	
5. Read and interpret stories and plays				X	
6. Access foreign culture entertainment media sources				X	
7. Use primary sources to write reports				X	
8. Analyze/synthesize information from authentic sources					
9. Analyze/synthesize cultural perspectives from authentic sources					

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Assessment Tool Key

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MRVED World Language Standards

*As adapted from Indiana's Academic Standards

45

LEVELS OF LEARNING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	ASSESSMENT TOOLS
GOAL FOUR: COMPARISONS					
Students will develop insight into the nature of language and culture by comparing their own language and cultures to others.					
<i>Standard 8: Students recognize that different languages use different patterns to communicate and can apply this knowledge to their own language.</i>					
1. Recognize word borrowings	X	X	X	X	
2. Identify different titles of address	X	X	X	X	
3. Recognize differences in writing systems	X	X	X	X	
4. Recognize other languages and dialects spoken	X	X	X	X	
5. Recognize differences in grammatical structures		X	X	X	
6. Recognize idiomatic expressions		X	X	X	
7. Recognize different pronunciation systems		X	X	X	
8. Recognize cognates		X	X	X	
9. Understand languages cannot be translated word-for-word			X	X	
10. Use idiomatic expressions			X	X	
11. Understand vocabulary meanings are contextualized			X	X	
12. Contrast structural patterns of language			X	X	
13. Identify historical reasons for cognates, loan words, borrowed words				X	
14. Apply idiomatic expressions in varied contexts					
15. Apply knowledge of structural patterns for effective communication					
16. Apply knowledge of stress, intonation, etc., in communication					
17. Speculate about forces leading to past and future language changes					

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D= Demonstration 8

MRVED World Language Standards

*As adapted from Indiana's Academic Standards

46

LEVELS OF LEARNING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	ASSESSMENT TOOLS
GOAL FOUR: COMPARISONS					
Students will develop insight into the nature of language and culture by comparing their own language and cultures to others.					
<i>Standard 9: Students recognize that different languages use different patterns of interaction and can apply this knowledge to their own culture.</i>					
1. Compare living patterns	X	X	X	X	
2. Discuss cultural stereotyping	X	X	X	X	
3. Understand appropriate verbal and nonverbal communication		X	X	X	
4. Recognize contributions from the foreign culture		X	X	X	
5. Recognize culturally representative nature of traditional dress		X	X	X	
6. Compare celebrations and holidays		X	X	X	
7. Use language according to cultural etiquette			X	X	
8. Explain verbal and nonverbal similarities and differences			X	X	
9. Explain impact of foreign culture on students' culture			X	X	
10. Identify and compare current issues				X	
11. Analyze cultural similarities and differences					
12. Analyze/contrast historical/present-day contributions of the culture					

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MRVED World Language Standards

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LEVELS OF LEARNING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	ASSESSMENT TOOLS
GOAL FIVE: COMMUNITIES					
Students will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.					
Standard 10: <i>Participate in multilingual communities at home and around the world.</i>					
1. Discover applications/uses of the foreign language	X	X	X	X	
2. Use oral and written language outside the classroom	X	X	X	X	
3. Present written products to the school or community	X	X	X	X	
4. Present cultural events or products to the school or community	X	X	X	X	
5. Identify community resources for foreign language/culture research		X	X	X	
6. Establish contact with native speakers			X	X	
7. Exchange information with speakers of the language			X	X	
8. Communicate orally or in writing with members of the foreign culture				X	
9. Organize a cultural event or celebration for the school or community					
10. Participate in foreign language/culture career/school-to-work projects					

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MRVED World Language Standards

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LEVELS OF LEARNING	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	ASSESSMENT TOOLS
GOAL FIVE: COMMUNITIES					
Students will use language and/or demonstrate cultural knowledge and understanding within and beyond the school setting for personal, educational, and professional growth and enrichment.					
<i>Standard 11: Students use the language both within and beyond the school setting for a variety of purposes.</i>					
1. Demonstrate interest in aspects of the foreign culture	X	X	X	X	
2. Appreciate cuisine, art, literature and music from the foreign culture	X	X	X	X	
3. Independently use foreign language outside the classroom		X	X	X	
4. Independently access foreign language sources for personal life			X	X	
5. Appreciate plays, exhibits, films representative of the foreign culture				X	
6. Research current issues related to the foreign culture				X	
7. Maintain personal contact with native speaker					
8. Pursue foreign culture interests					
9. Interpret/analyze cultural events					
10. Discuss/suggest solutions for current foreign culture issues/problems					

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MINNESOTA RIVER VALLEY EDUCATION DISTRICT WORLD LANGUAGES

VISION

World language is the study of a foreign language and its culture. Studying a second language provides knowledge and skills to take an active, informed role as citizens in an expanding global community. Students develop proficiency through participation in reading, writing, listening, and speaking activities. They also apply those skills to culturally appropriate situations.

The content standards for foreign language are designed to provide guidelines (not curriculum) and accommodate all of the foreign language levels taught in the Minnesota River Valley Education District (French, German and Spanish). The MRVED Content Standards have been aligned with the National Standards for Foreign Language Learning. These national standards feature the five C's – Communication, Culture, Connections, Comparisons and Communities. As such, students will:

- ◇ communicate in a language other than English
- ◇ gain knowledge and understanding of cultures other than their own
- ◇ connect with other disciplines and acquire information
- ◇ gain insight into the nature of language and culture
- ◇ participate in multilingual communities

In turn, each district has interwoven these five standards into their individual curriculums and has also established assessments relative to the standards on the following pages.

Yellow Medicine East School District Physical Education Standards

Standards for the Physical Education Program at Yellow Medicine East

1. **Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)**
2. **Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)**
3. **Participates regularly in physical activity. (Physical Activity)**
4. **Achieves and maintains a health-enhancing level of fitness.**
5. **Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)**
6. **Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)**

KINDERGARTEN

Standard	Benchmarks
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will demonstrate progress toward the functional form of locomotor and nonlocomotor skills.
	2. Students will demonstrate progress toward the functional form of manipulative skills
	3. Students will demonstrate progress towards control in weight-bearing and balancing activities on a variety of body parts
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will identify fundamental movement patterns
	2. Students will establish a beginning movement vocabulary (e.g., start, stop, personal space, high/low levels, fast/slow speeds, Light/heavy weights, balance, twist).
	3. Students will apply appropriate concept to performance (e.g., change direction while running).
	4. Students will identify various body parts and their location
3. Participates regularly in physical activity. (Physical Activity)	1. Students will engage in moderate to vigorous physical activity.

Standard	Benchmarks
	2. Students will participate in activities that require some physical exertion.
	3. Students will participate in physical activity that is good for one's health.
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will sustain moderate to vigorous physical activity for short periods of time
	2. Students will identify how the body feels during different kinds of physical activity
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will apply, with teacher reinforcement, classroom rules and procedures and safe practices.
	2. Students will apply with teacher reinforcement, respect for individuals, property, and equipment.
6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	1. Students will try new movement and activity skills.
	2. Students will participate in a variety of physical activities.
	3. Students will associate positive feelings with participation in physical activity.
	4. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability).

GRADE 1

Standard	Benchmarks
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will demonstrate functional form of locomotor and nonlocomotor skills.
	2. Students will travel and change directions quickly in response to a signal.
	3. Students will demonstrate functional form of manipulative skills.
	4. Students will travel in relationship to objects (e.g., over, under, behind, and through).

Standard	Benchmarks
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will increase the movement vocabulary (e.g., pathways–curved, zigzag; levels-high, medium, low).
	2. Students will apply appropriate movement concept to performance.
3. Participates regularly in physical activity. (Physical Activity)	1. Students will participate in regularly scheduled physical activities in a variety of settings.
	2. Students will practice the components of health-related fitness.
	3. Students will engage in moderate to vigorous physical activity.
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will identify how the body feels during different kinds of physical activity.
	2. Students will sustain moderate to vigorous physical activity for short periods of time.
	3. Students will recognize the components of health-related fitness.
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will apply with teacher reinforcement, classroom rules, procedures, and safe practices.
	2. Students will share space and equipment with others.
	3. Students will use equipment safely and responsibly.
	4. Students will stop activity immediately at the signal to do so.
6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	1. Students will interact positively with others regardless of personal differences.
	2. Students will recognize opportunities to be physically active at school, home, or in the community.
	3. Students will associate positive feelings with participation in physical activity.
	4. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability).

GRADE 2

Standard	Benchmarks
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will demonstrate skills of chasing, fleeing, and dodging in a variety of situations.
	2. Students will demonstrate progress toward mature locomotor and non-locomotor skills in a variety of settings.
	3. Students will demonstrate progress toward a mature form in manipulative skills.
	4. Students will demonstrate a variety of rhythmical patterns.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will demonstrate motor patterns in simple combinations.
	2. Students will apply movement concepts to a variety of basic skills.
	3. Students will follow cues to improve performance.
	4. Students will use feedback to improve performance.
	5. Students will identify at least one activity related to the components of health-related fitness.
3. Participates regularly in physical activity. (Physical Activity)	1. Students will experience and express pleasure from participation in physical activity.
	2. Students will engage in moderate to vigorous physical activity.
	3. Students will identify and participate in at least one activity related to the components of health-related fitness.
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will engage in sustained physical activity that causes an increased heart rate and heavy breathing.
	2. Students will recognize the physiological indicators that accompany moderate to vigorous physical activity (e.g., sweating, increased heart rate, heavy breathing).
	3. Students will progress in their ability to participate in moderate physical activities.

Standard	Benchmarks
	4. Students will participate in physical activities that reflect the components of health-related fitness.
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will apply rules, procedures and safe practices with few reminders.
	2. Students will work cooperatively with a partner or small group to complete a task.
	3. Students will practice conflict resolution skills.
6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	1. Students will gain competence to provide enjoyment of movement.
	2. Students will try new skills and games for challenge.
	3. Students will enjoy interaction with friends through physical activity.
	4. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability).

GRADE 3

Standard	Benchmarks
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will demonstrate mature form in all locomotor and nonlocomotor skills.
	2. Students will demonstrate dynamic and static balance in a variety of activities.
	3. Students will develop manipulative skills in game situations.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will learn to focus on important cues and adjust movement to specific situations.
	2. Students will use feedback to improve performance.
	3. Students will recognize the fitness components.
3. Participates regularly in physical activity. (Physical Activity)	1. Students will identify opportunities to be physically active outside of the school setting.

Standard	Benchmarks
	2. Students will experience and express pleasure from daily participation in physical activity.
	3. Students will engage in moderate to vigorous activity.
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will participate in moderate to vigorous physical activity.
	2. Students will identify the physiological indicators that accompany moderate to vigorous activity.
	3. Students will identify personal (fitness-component) strengths and weaknesses using a National Fitness Test.
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will apply rules, procedures, etiquette, and safe practices with little or no reinforcement.
	2. Students will work cooperatively with a partner or small group.
	3. Students will apply conflict resolution skills with little or no reinforcement.
6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	1. Students will experience enjoyment while participating in physical activity.
	2. Students will accept the feelings resulting from challenges, successes, and failures in physical activity.
	3. Students will demonstrate the ability to play with others regardless of differences (e.g., gender, ethnicity, disability).
	4. Students will interact appropriately with peers while participating in group activities.

GRADE 4

Standard	Benchmarks
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will demonstrate a mature form in all locomotor patterns and selective manipulative and nonlocomotor skills.
	2. Students will adapt a skill to the demands of a dynamic, unpredictable environment.
	3. Students will acquire beginning skills of a few specialized

Standard	Benchmarks
	movement forms (e.g., lead-up skills).
	4. Students will combine movement skills in applied settings.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will apply critical elements to improve personal performance in fundamental and selected specialized motorized motor skills.
	2. Students will use critical elements of fundamental and specialized movement skills to provide feedback to others.
	3. Students will identify the fitness components. (e.g. health related and skill related)
	4. Students will understand that appropriate practice improves performance.
	5. Students will recognize strategies that improve movement performance (e.g., angle of throw, spin).
3. Participates regularly in physical activity. (Physical Activity)	1. Students will select and participate regularly in physical activities for the purpose of improving skill and health.
	2. Students will identify the benefits derived from physical activity.
	3. Students will identify and participate in several moderate to vigorous activities that provide personal pleasure.
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will identify and participate in several activities related to each component of physical fitness.
	2. Students will associate results of fitness testing to personal health status and ability to perform various activities
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will follow, with few reminders, activity specific rules, procedures and etiquette.
	2. Students will utilize safety principles in activity situations.
	3. Students will work cooperatively and productively with a partner or small group resulting in good sportsmanship.
	4. Students will work independently and on-task for short periods of time.
6. Values physical activity for health,	1. Students will experience enjoyment while participating in

Standard	Benchmarks
enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	physical activity.
	2. Students will practice activities to increase skill competence.
	3. Students will interact appropriately with peers while participating in group activities.
	4. Students will use physical activity as a means of self-expression.
	5. Students will demonstrate the acceptance of other skills and abilities.

GRADE 5

Standard	Benchmarks
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will manipulate objects with accuracy and speed.
	2. Students will develop specialized movement skills (e.g., juggling, jump rope).
	3. Students will demonstrate beginning strategies for games and activities.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will use fundamental strategies in modified sports-related games.
	2. Students will describe the fitness components.
3. Participates regularly in physical activity. (Physical Activity)	1. Students will select and participate regularly in physical activities for the purpose of improving skill and health.
	2. Students will identify the benefits derived from physical activity.
	3. Students will participate in moderate to vigorous physical activity.
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will assess personal fitness based on valid, reliable fitness test.

Standard	Benchmarks
	2. Students will set goals to improve or maintain personal fitness.
	3. Students will identify and choose activities and work to improve personal fitness level.
	4. Students will participate in moderate to vigorous activity in a variety of settings.
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will remain on-task in a group activity without close teacher monitoring.
	2. Students will complete teacher-directed attempts at skill work independently.
	3. Students will utilize safety principles in activity situations.
	4. Students will choose a partner that he or she can work with productively.
	5. Students will uses time wisely when given the opportunity to practice and improve performance.
	6. Students will identify responsible decisions about using time, applying rules, and following through with the decisions resulting in good sportsmanship.
6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	1. Students will identify opportunities to be physically active at home, school, and in the community.
	2. Students will celebrate personal and or peer successes and achievements.
	3. Students will demonstrate the acceptance of others skills and abilities.
	4. Students will recognize physical activity as a positive opportunity for social and group interaction and communication.

GRADE 6

Standard	Benchmarks
1. Demonstrates competency in motor skills	1. Students will demonstrate mature form for all loco-motor and

Standard	Benchmarks
and movement patterns needed to perform a variety of physical activities. (Physical Skills)	non-loco-motor manipulative skills.
	2. Students will demonstrate increasing competence in more specialized skills.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will identify principles of practice and conditioning that enhances performance.
	2. Students will identify personal or peer age appropriate information feedback for performance improvement.
	3. Students will identify basic offensive and defensive strategies in noncomplex settings
3. Participates regularly in physical activity. (Physical Activity)	1. Students will identify opportunities in the school and community for regular participation in physical activity.
	2. Students will participate daily in some form of health-enhancing physical activity
	3. Students will investigate personal interests and capabilities in regard to one's exercise behavior.
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will participate in moderate to vigorous activity in a variety of settings.
	2. Students will introduce the basics of the F.I.T.T. principles in a variety of activities.
	3. Students will begin to develop a strategy for the improvement of selected fitness components.
5. Exhibits responsible personal and social behavior in physical activity settings.	1. Students will apply rules, procedures and etiquette, which exhibit good sportsmanship.

Standard	Benchmarks
(Behavioral Skills)	
	2. Students will participate in establishing rules, procedures and etiquette that are safe and effective for specific activity situations.
	3. Students will work in a group to achieve goals in cooperative and competitive activities.
	4. Students will utilize time effectively to complete assigned tasks.
	5. Students will demonstrate personal responsibility by accepting consequences of personal behavior.
6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	1. Students will recognize physical activity as a positive opportunity for social and group interaction and communication.
	2. Students will enjoy participation in physical activities.
	3. Students will seek personally challenging experiences in physically active opportunities.
	4. Students will demonstrate enjoyment from participation in physical activities.
	5. Students will communicate feelings towards others in a socially acceptable manner

GRADE 7

Standard	Benchmarks
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will demonstrate beginning strategies for net and invasion games.
	2. Students will adapt and combine skills to meet the demands of increasingly complex situations of selected movement forms.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of	1. Students will recognize general characteristics of movement that can be applied to specific settings.

Standard	Benchmarks
physical activities. (Knowledge)	
	2. Students will identify the characteristics of higher skilled performance in a few movement forms.
	3. Students will demonstrate discipline specific knowledge.
	4. Students will apply principles of practice and conditioning that enhances performance.
3. Participates regularly in physical activity. (Physical Activity)	1. Students will identify critical aspects of a healthy lifestyle.
	2. Students will establish personal physical activity goals.
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will participate in moderate to vigorous activity in a variety of settings.
	2. Students will meet health related fitness standards as defined by a reliable and valid fitness test.
	3. Students will begin to develop personal fitness goals independently.
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will follow appropriate rules, procedures and etiquette that are safe and effective for specific activity situations.
	2. Students will work in a group to achieve group goals in cooperative and competitive settings.
	3. Students will demonstrate personal responsibility by accepting the consequences of personal behavior.
6. Values physical activity for health, enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	1. Students will enjoy participation in physical activities.
	2. Students will recognize the importance of physical activity as a tool for displaying socially acceptable behavior.
	3. Students will recognize the social benefits of participation in a variety of physical activities.
	4. Students will communicate feelings towards others in a socially acceptable manner.

GRADE 8

Standard	Benchmarks
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will demonstrate competence in modified versions of a variety of movement forms.
	2. Students will demonstrate competence in modified versions of a variety of individual, dual or team activities.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will identify critical elements of more advanced movement skills and game strategies.
	2. Students will apply more discipline specific knowledge.
3. Participates regularly in physical activity. (Physical Activity)	1. Students will participate daily in some form of health enhancing physical activity.
	2. Students will explore a variety of new physical activities for personal interest in and outside of the physical education class.
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will participate in moderate to vigorous activity in a variety of settings.
	2. Students will maintain the basics of the “F.I.T.T.” principles in a variety of activities.
	3. Students will assess physiological indicators of exercise during and after physical activity.
	4. Students will meet health related fitness standards as defined by a reliable and valid fitness test.
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will demonstrate personal responsibility by accepting the consequences of personal behavior.
	2. Students will work in a group to achieve goals in cooperative and competitive activities.
	3. Students will solve problems by analyzing causes and potential solutions.
	4. Students will identify the influence of peer pressure on physical activity.
6. Values physical activity for health,	1. Students will enjoy participation in physical activities.

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Standard	Benchmarks
enjoyment, challenge, self-expression, and social interaction. (Intrinsic Value)	
	2. Students will recognize the importance of physical activity as a tool for displaying socially acceptable behaviors.
	3. Students will recognize physical activity as a vehicle for self-expression.
	4. Students will communicate feelings towards others in a socially acceptable manner.

GRADE 9

Standard	Benchmarks
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will demonstrate competence (basic skills, strategies, and rules) in an increasing number of more complex versions of at least three of the following different types of movement forms: aquatics, team sports, individual and dual sorts, outdoor pursuits, self-defense, dance, gymnastics.
	2. Students will document their competence in two or more types of movement forms, such as playing a team sport using all the skills and strategies, demonstrating proficiency in a variety of swimming strokes or creating and demonstrating a gymnastics routine.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will assess the movement skills of self and others.
	2. Students will analyze basic offensive and defensive strategies in games and sports.
	3. Students will identify the characteristics of highly skilled performance in a few movement forms
	4. Students will identify and apply critical elements to enable the development of movement competence/proficiency.

Standard	Benchmarks
3. Participates regularly in physical activity. (Physical Activity)	1. Students will participate regularly in health enhancing and personally rewarding physical activity in multiple settings.
	2. Students will seek and select physical activities from a variety of movement forms based on personal interest, meaning and fulfillment.
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will participate in a variety of health-enhancing physical activities.
	2. Students will use principles of training for the purpose of modifying levels of fitness.
	3. Students will assess personal health-related fitness program based on an accurately assessed fitness profile. 4. Students will meet or show progress towards health-related fitness standards such as Fitnessgram or another standardized health-related assessment.
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will apply safe practices, rules, procedures, and etiquette in all physical activity settings.
	2. Students will act independently of peer pressure.
	3. Students will resolve conflicts in appropriate ways.
	4. Students will keep the importance of winning and losing in perspective.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (Intrinsic Value)	1. Students will enjoy participation in a variety of activities in competitive and recreational settings.
	2. Students will pursue new activities both alone and with others.
	3. Students will enjoy working with others in a sport activity to achieve a common goal.
	4. Students will recognize that physical activity can provide a positive personal social environment for activities with others.

GRADE 10

Standard	Benchmarks
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. (Physical Skills)	1. Students will demonstrate advanced competence in more than one activity.
	2. Students will recognize that physical activity can provide a positive personal social environment for activities with others.
	3. Students will demonstrate competence in modified versions of a variety of individual, dual and/or team sports.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities. (Knowledge)	1. Students will know and understand pertinent scientifically based information regarding movement performance.
	2. Students will independently apply advanced movement-specific information.
	3. Students will integrate discipline-specific knowledge to enable the independent learning movement skills.
3. Participates regularly in physical activity. (Physical Activity)	1. Students will have the skills, knowledge, interest, and desire to independently maintain an active lifestyle throughout life.
	2. Students will understand how activity participation patterns are likely to change throughout life and have some strategies to deal with those changes.
4. Achieves and maintains a health-enhancing level of fitness.	1. Students will demonstrate the skill, knowledge, and desire to monitor and adjust activity levels to meet personal fitness needs.
	2. Students will participate regularly in health-enhancing fitness activities.
	3. Students will design and implement a personal health related fitness program based on accurately assessed fitness profile.
	4. Students will meet or show progress towards the health-related fitness standards of Fitnessgram or other standardized health-related assessment.
5. Exhibits responsible personal and social behavior in physical activity settings. (Behavioral Skills)	1. Students will initiate independent and responsible behavior in physical activity settings.

Standard	Benchmarks
	2. Students will accept the responsibility for taking a leadership role and willingly follow as appropriate in order to accomplish goals.
	3. Students will anticipate potentially dangerous consequences and outcomes of participation in physical activity.
	4. Students will develop strategies to avoid potential inappropriate behaviors during physical activities.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. (Intrinsic Value)	1. Students will enjoy regular participation in physical activity.
	2. Students will recognize that physical activity can provide opportunities for positive social interaction.
	3. Students will enjoy learning new activities.
	4. Students will recognize the positive feelings that result from physical activity participation alone and with others.

Theater Arts-Grade 8

Theater Art Standards-Yellow Medicine East School District

Artistic Interpretation

Standard:

The student will understand and use artistic processes to analyze and interpret a variety of works.

Benchmark:

THEATER. The student will:

1. understand how the following components of theater are used to convey meaning:
 - a. elements, including plot, theme, character, and language
 - b. forms, such as tragedy, comedy, farce, or melodrama;
 - c. vocabulary;
 - d. styles, such as romantic or classical; and
2. communicate a personal reaction to performances of original works or interpretations and performances of existing works in theater using the components of theater; and
3. use criteria to evaluate performances in theater.

Artistic Creativity and Performance

Standard:

The student will understand and use artistic processes to create and perform.

Benchmark:

THEATER. The student will:

1. understand the following components of theater:
 - a. elements, including plot, theme, character, and language
 - b. forms, such as tragedy, comedy, farce, or melodrama;
 - c. vocabulary;
 - d. styles, such as romantic or classical; and
2. understand how audience and occasion affect artistic choices in creation and performance in theater;
3. use artistic processes to create and perform in a variety of theater contexts;
4. express and communicate ideas using the components of theater;
5. use improvisation to generate ideas for creating and performing in theater;
6. make and explain artistic choices in creation and performance; and
7. use feedback to revise creation or performance in theater.

Art-Grade 8

Visual Art Standards-Yellow Medicine East School District

Artistic Interpretation

Standard:

The student will understand and use artistic processes to analyze and interpret a variety of works.

Benchmark:

VISUAL ARTS. The student will:

1. understand how the following components of visual arts are used to convey meaning:
 - a. elements, including color, line, shape, form, texture, and space;
 - b. principles, such as repetition, contrast, or balance;
 - c. vocabulary;
 - d. styles, such as abstract or impressionist; and
 - e. structures, such as two dimensional or three dimensional;
2. understand the connection between a visual art work, its purpose, and its cultural and historical contexts;
3. understand how the principles and vocabulary of visual art are similar to and different from other arts areas, such as dance, music, or theater;
4. communicate a personal reaction to works in visual art using the components of visual art; and
5. use criteria to evaluate works of visual art.

Artistic Creativity and Performance

Standard:

The student will understand and use artistic processes to create and perform.

Benchmark:

VISUAL ARTS. The student will:

1. understand the following components of visual art:
 - a. elements, including color, line, shape, form, texture, and space;
 - b. principles, such as repetition, contrast, or balance;
 - c. vocabulary;
 - d. styles, such as abstract or impressionist; and
 - e. structures, such as two dimensional or three dimensional;
2. understand technical skills of visual arts, such as selecting and using tools and techniques of the medium;
3. understand how audience and occasion affect artistic choices in creation of visual art;
4. use artistic processes to create in a variety of visual art contexts;
5. express and communicate ideas using the components of visual arts;
6. generate ideas for artistic expression in visual arts;
7. make and explain artistic choices in creating visual art; and
8. use feedback to revise artistic expression in visual art.

Art-Grades 9-12

Visual Art Standards-Yellow Medicine East School District

Analysis and Interpretation

Standard:

The student will understand and apply artistic process to analyze, interpret, and evaluate art works.

Benchmark:

VISUAL ARTS. The student will:

1. understand how a synthesis of the following components of visual arts is used to define a work in visual art:
 - a. elements, including color, line, shape, form, texture, and space;
 - b. principles, such as repetition, contrast, or balance;
 - c. vocabulary;
 - d. styles, such as abstract or impressionist;
 - e. structures, such as two dimensional or three dimensional; and
 - f. technical skills, such as selecting and using tools and techniques of the medium;
2. understand the similarities and differences among the structures and styles within visual arts;
3. understand how the selection of criteria affects criticism of a work in visual arts;
4. understand the connections between visual arts and other disciplines outside the arts, such as mathematics, science, or history;
5. select criteria for evaluating visual art works;
6. analyze and interpret visual art through its historical, cultural, or social context;
7. support personal reactions to visual art works using the components of visual arts; and
8. articulate informed evaluations of visual art works using selected criteria.

Creation and Performance

Standard:

The student will understand and use artistic processes to create original or perform existing works.

Benchmark:

VISUAL ARTS. The student will:

1. understand the integration of the following components of visual arts:
 - a. elements, including color, line, shape, form, texture, and space;
 - b. principles, such as repetition, contrast, or balance;
 - c. vocabulary;
 - d. styles, such as abstract or impressionist;
 - e. structures, such as two dimensional or three dimensional; and
 - f. technical skills, such as selecting and using tools and techniques of the medium;

2. understand the cultural, historical, or social contexts that influence creation of visual art;
3. use artistic processes to create and single, complex work or multiple works in visual arts;
4. generate and clarify artistic intent for work in visual art;
5. make decisions based on artistic intent;
6. make choices based on analysis of audience and occasion for work in visual art;
and
7. revise visual art work using multiple sources of critique and feedback.

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
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			2	LEGALS	0	285.50	
01 E 005 010 000 000 380				BOARD OF EDUCATION//PRINTING/ADVERTISING/		285.50	
			3	500 EASTSIDE STORIES	0	345.00	
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8389	Vendor Continued Void	01/14/2008					0.00
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			2	FUEL CHARGE	0	9,166.47	
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			9	BAND RENT	0	30.00	
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01 E 005 810 000 000 410				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/		233.09	
8393 BROOKLYN PUBLISHERS		01/14/2008	29738	ONE ACT PLAY	0	214.61	214.61
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01 E 005 850 000 302 522				FACILITIES/CAPITAL OUTLAY/BUILDING IMPROVEMENTS/		967.37	
			3848		0	98.86	
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8395 BUSINESS FORMS		01/14/2008	38515	5000 FIN. CHECKS-	0	609.31	609.31
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				ACCOUNTING OFFICE//GENERAL SUPPLIES/		609.31	
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			15-19	AMAZON	212	185.41	
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			20-21	HYATT	0	579.56	
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01 E 005 020 000 000 329				SUPERINTENDENT'S OFFICE//POSTAGE AND EXPRESS/		5.00	
			9	CAFEPRESS.COM	197	18.99	
01 E 300 298 236 000 899				EXTRACURRICULAR ACTIVITIES//MISCELLANEOUS EXPENSE/FOREN		18.99	
8398 CARL'S BAKERY		01/14/2008	1		0	78.38	240.08
02 E 025 770 000 701 490				FOOD SERVICES/SCHOOL LUNCH/FOOD/		78.38	
			2697-2699		0	55.77	
02 E 005 770 000 701 490				FOOD SERVICES/SCHOOL LUNCH/FOOD/		55.77	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 E 100 790 308 799 401			2698		292	29.93	
				OTHER PUPIL SUPPORT SERVICES/OTHER GRANTS/GENERAL SUPPL		29.93	
01 E 100 203 399 000 401			2811		288	76.00	
				ELEMENTARY GENERAL ED.//GENERAL SUPPLIES/INTERGENERATIO		76.00	
02 E 025 770 000 701 490	8399 CARL'S BAKERY	01/14/2008	2692		0	31.35	31.35
				FOOD SERVICES/SCHOOL LUNCH/FOOD/		31.35	
01 E 300 260 000 000 430	8400 CAROLINA BIOLOGICAL SUPPLY CO.	01/14/2008	30795165R1		0	159.74	159.74
				NATURAL SCIENCES//SUPPLIES/		159.74	
01 E 200 612 000 302 555	8401 CDW GOVERNMENT, INC.	01/14/2008	HY58408		68	185.70	185.70
				TECHNOLOGY/CAPITAL OUTLAY/TECHNOLOGY EQUIPMENT/		185.70	
01 E 005 810 193 000 442	8402 CENEX CREDIT CARD	01/14/2008	1		0	1,507.29	1,507.29
				OPERATIONS AND MAINTENANCE//GAS & OIL/CAR EXPENSES		1,507.29	
01 E 005 810 000 000 410	8403 CHEMSEARCH	01/14/2008	438471		0	761.58	761.58
				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/		761.58	
01 E 005 010 000 000 899	8404 CHIPPEWA COUNTY AUDITOR	01/14/2008	1	TAX STATEMENTS	0	155.52	155.52
				BOARD OF EDUCATION//MISCELLANEOUS EXPENSE/		155.52	
01 E 005 810 183 000 330	8405 CITY OF CLARKFIELD	01/14/2008	1		0	307.74	307.74
				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/SEWER-WATE		307.74	
01 E 005 810 183 000 330	8406 CITY OF GRANITE FALLS	01/14/2008	1	SWR/WTR	0	1,285.79	9,069.63
				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/SEWER-WATE		1,285.79	
01 E 005 810 184 000 330			2	ELEC	0	7,712.63	
				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/ELECTRICIT		7,712.63	
01 E 005 810 191 000 330			3	GARAGE	0	60.77	
				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/OUTSIDE MA		60.77	
01 E 300 361 000 830 330			4	CARPENTRY	0	10.44	
				CARPENTRY (HOUSE)/VOCATIONAL PROGRAMS/UTILITY SERVICES/		10.44	
01 E 005 810 193 000 401	8407 CITY OF GRANITE FALLS	01/14/2008	10	LICENSE RENEWALS	0	130.50	130.50
				OPERATIONS AND MAINTENANCE//GENERAL SUPPLIES/CAR EXPENS		130.50	
01 E 100 203 000 000 460	8408 CLASSROOM DIRECT/REPRINT	01/14/2008	306700000696		275	512.17	512.17
				ELEMENTARY GENERAL ED.//BOOKS/WORKBOOKS/		512.17	
01 E 100 203 399 000 305	8409 FERN CLOUD	01/14/2008	1		0	200.00	200.00
				ELEMENTARY GENERAL ED.//PROFESSIONAL FEES/INTERGENERATI		200.00	
01 E 005 110 000 000 401	8410 COMPUTER MAN	01/14/2008	235898	CARTRIDGE	0	199.00	444.00
				ACCOUNTING OFFICE//GENERAL SUPPLIES/		199.00	
01 E 005 110 000 000 350			235898-	REPAIR	0	245.00	
				ACCOUNTING OFFICE//REPAIRS AND MAINTENANCE SVCS/		245.00	
01 E 025 810 193 000 442	8411 CONSUMERS COOPERATIVE OIL CO.	01/14/2008	1		0	213.72	213.72
				OPERATIONS AND MAINTENANCE//GAS & OIL/CAR EXPENSES		213.72	
01 E 200 720 000 000 311	8412 COUNTRYSIDE PUBLIC HEALTH	01/14/2008	1		0	13.75	163.75
				HEALTH SERVICES/NURSE//PROFESSIONAL/TECHNICAL SVCS/		13.75	
01 E 005 860 000 352 305			2	HEP B	0	150.00	
				HEALTH & SAFETY EQUIP/ENVIRONMENTAL HLTH & SAFETY/PROFE		150.00	
01 E 005 810 191 000 350	8413 CRYSTEEL DIST. INC.	01/14/2008	LP126427	SNOW PLOW	0	229.14	229.14
				OPERATIONS AND MAINTENANCE//REPAIRS AND MAINTENANCE SVC		229.14	
01 E 025 810 183 000 330	8414 CULLIGAN	01/14/2008	1		0	32.75	32.75
				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/SEWER-WATE		32.75	
01/14/2008	8415 DAVE'S ELECTRIC CO	78742			0	35.50	137.50

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 L	230 03			GENERAL FUND/DEFERRED REVENUE/BERT RANEY LOUNGE		35.50	
			79117		0	47.00	
01 L	230 03			GENERAL FUND/DEFERRED REVENUE/BERT RANEY LOUNGE		47.00	
			79383		0	55.00	
01 E	005 810 000 000 350			OPERATIONS AND MAINTENANCE//REPAIRS AND MAINTENANCE SVC		55.00	
	8416 DEAN FOODS NORTH CENTRAL, INC.	01/14/2008	1		0	497.62	3,525.68
02 E	025 770 000 701 495			FOOD SERVICES/SCHOOL LUNCH/MILK/		291.44	
02 E	025 770 000 705 495			FOOD SERVICES/BREAKFAST/MILK/		88.55	
02 E	025 770 000 707 495			FOOD SERVICES/ALA CARTE/OTHER/MILK/		117.63	
			10		0	3,028.06	
02 E	005 770 000 701 495			FOOD SERVICES/SCHOOL LUNCH/MILK/		1,945.00	
02 E	005 770 000 705 495			FOOD SERVICES/BREAKFAST/MILK/		468.00	
02 E	005 770 000 707 495			FOOD SERVICES/ALA CARTE/OTHER/MILK/		615.06	
	8417 DELTA EDUCATION	01/14/2008	202500199339		266	32.00	32.00
01 E	100 203 406 000 430			ELEMENTARY GENERAL ED.//SUPPLIES/6TH GRADE		32.00	
	8418 DRAMATISTS PLAY SERVICE, INC.	01/14/2008	527898		0	205.50	205.50
01 E	300 298 236 000 899			EXTRACURRICULAR ACTIVITIES//MISCELLANEOUS EXPENSE/FOREN		205.50	
	8419 DU-MART	01/14/2008	461560		214	26.48	51.55
01 E	300 790 388 000 899			OTHER PUPIL SUPPORT SERVICES//MISCELLANEOUS EXPENSE/KID		26.48	
			461569		295	4.14	
01 E	100 203 399 000 401			ELEMENTARY GENERAL ED.//GENERAL SUPPLIES/INTERGENERATIO		4.14	
			461585		0	20.93	
01 E	100 790 308 799 401			OTHER PUPIL SUPPORT SERVICES//OTHER GRANTS/GENERAL SUPPL		20.93	
	8420 EAU CLAIRE ACADEMY	01/14/2008	1705		0	346.56	346.56
01 E	998 408 000 740 392			EMOTION/BEHAVIORAL DISORDER/STATE FUNDED SPECIAL ED/OUT		346.56	
	8421 CHERYL ECKHARDT	01/14/2008	1	BOARD MEETING	0	93.94	93.94
				MILEAGE			
01 E	005 010 000 000 366			BOARD OF EDUCATION//TRAVEL-SCHOOL BUSINESS/		93.94	
	8422 Vendor Continued Void	01/14/2008					0.00
	8423 ECONOMART	01/14/2008	1		0	628.10	1,000.80
01 E	300 331 000 830 433			VOCATIONAL HOME EC/VOCATIONAL PROGRAMS/INDIVIDUAL INST		628.10	
			10		0	7.75	
01 E	100 203 000 000 899			ELEMENTARY GENERAL ED.//MISCELLANEOUS EXPENSE/		7.75	
			15		0	59.04	
02 E	005 770 000 701 490			FOOD SERVICES/SCHOOL LUNCH/FOOD/		59.04	
			2		0	72.15	
01 E	100 203 399 000 401			ELEMENTARY GENERAL ED.//GENERAL SUPPLIES/INTERGENERATIO		72.15	
			20		0	64.25	
01 E	100 203 403 000 430			ELEMENTARY GENERAL ED.//SUPPLIES/3RD GRADE		64.25	
			3		0	142.68	
01 E	100 790 308 799 401			OTHER PUPIL SUPPORT SERVICES//OTHER GRANTS/GENERAL SUPPL		142.68	
			33		0	7.38	
09 L	230 27			TRUST FUND/DEFERRED REVENUE/SENIOR CITIZENS ADVOCACY		7.38	
			4		0	19.85	
01 E	100 050 000 000 899			PRINCIPAL'S OFFICE//MISCELLANEOUS EXPENSE/		19.85	
			5		0	-0.40	
01 E	005 110 000 000 899			ACCOUNTING OFFICE//MISCELLANEOUS EXPENSE/		-0.40	
	8424 EDUCATIONAL TESTING SERVICE	01/14/2008	20092435	B PETERSON	0	45.00	45.00
01 R	005 000 000 000 099			MISCELLANEOUS LOCAL REVENUE/		45.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
8425	EPA AUDIO VISUAL	01/14/2008	168138		186	85.68	85.68
01 E 300 257 000 000 433				COMPUTER TECHNOLOGY//INDIVIDUAL INST SUPPLIES/		85.68	
8426	ETA/CUISENAIRE	01/14/2008	50129855		0	273.79	273.79
01 E 100 203 000 302 530				ELEMENTARY GENERAL ED./CAPITAL OUTLAY/EQUIPMENT PURCHAS		273.79	
8427	F AND M AGENCY, INC.	01/14/2008	1	SAFETY DEPOSIT	0	20.00	20.00
01 E 150 050 000 000 899				PRINCIPAL'S OFFICE//MISCELLANEOUS EXPENSE/		20.00	
8428	FAMILY FOODS	01/14/2008	1		0	15.07	15.07
02 E 025 770 000 701 490				FOOD SERVICES/SCHOOL LUNCH/FOOD/		15.07	
8429	FRANKLIN COVEY CO.	01/14/2008	54747012		226	30.36	30.36
01 E 200 420 000 419 433				SPECIAL EDUCATIONAL GENERAL/94-142 FEDERAL/INDIVIDUAL I		30.36	
8430	FRONTIER TELEPHONE	01/14/2008	1		0	338.14	338.14
01 E 025 810 000 000 330				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/		338.14	
8431	FRONTLINE	01/14/2008	05-11--11506	SUB SOFTWARE	0	1,000.00	1,000.00
01 E 005 050 000 000 305				PRINCIPAL'S OFFICE//PROFESSIONAL FEES/		1,000.00	
8432	G & K SERVICES	01/14/2008	1		0	40.64	185.62
02 E 025 770 000 701 382				FOOD SERVICES/SCHOOL LUNCH/LAUNDRY AND DRY CLEANING/		40.64	
			10		0	30.35	
01 E 005 810 000 000 410				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/		30.35	
			20		0	114.63	
01 E 025 810 000 000 382				OPERATIONS AND MAINTENANCE//LAUNDRY AND DRY CLEANING/		114.63	
8433	GRANITE FALLS AUTO PARTS	01/14/2008	1		0	180.45	268.93
01 E 005 810 193 000 401				OPERATIONS AND MAINTENANCE//GENERAL SUPPLIES/CAR EXPENS		180.45	
			116327		0	88.48	
01 E 300 301 501 830 433				AG EDUCATION (VOCATIONAL)/VOCATIONAL PROGRAMS/INDIVIDUA		88.48	
8434	GRANITE FLORAL & GREENHOUSE	01/14/2008	73263		0	38.50	38.50
01 E 300 294 221 000 401				BOYS ATHLETICS//GENERAL SUPPLIES/WRESTLING		38.50	
8435	GRANITE FALLS SUPER MOTEL	01/14/2008	AR1034		0	689.92	689.92
01 L 230 01				GENERAL FUND/DEFERRED REVENUE/ARTS COUNCIL		689.92	
8436	GREAT PLAINS NATURAL GAS CO	01/14/2008	1		0	8,001.48	22,173.57
01 E 025 810 000 000 440				OPERATIONS AND MAINTENANCE//FUEL FOR BUILDINGS/		8,001.48	
			2		0	14,172.09	
01 E 005 810 000 000 440				OPERATIONS AND MAINTENANCE//FUEL FOR BUILDINGS/		14,172.09	
8437	HADAR MANUFACTURING	01/14/2008	73998	STAGE MATS	279	1,219.25	1,219.25
01 E 005 810 000 302 522				OPERATIONS AND MAINTENANCE/CAPITAL OUTLAY/BUILDING IMPR		1,219.25	
8438	HDL	01/14/2008	1654405		218	392.03	402.84
01 E 300 255 000 000 450				INDUSTRIAL EDUCATION//MATERIALS PURCH FOR RESALE/		392.03	
			1661270		0	10.81	
01 E 300 255 000 000 430				INDUSTRIAL EDUCATION//SUPPLIES/		10.81	
8439	HEARTLAND WOOD PRODUCTS	01/14/2008	58494		0	2,657.00	2,657.00
01 E 300 255 000 000 450				INDUSTRIAL EDUCATION//MATERIALS PURCH FOR RESALE/		2,657.00	
8440	HENDERSON, ROBIN	01/14/2008	1		0	47.98	134.18
01 E 100 790 308 799 401				OTHER PUPIL SUPPORT SERVICES/OTHER GRANTS/GENERAL SUPPL		47.98	
			2		0	86.20	
01 E 100 203 399 000 401				ELEMENTARY GENERAL ED.//GENERAL SUPPLIES/INTERGENERATIO		86.20	
8441	XIONG HERR	01/14/2008	1	TRANSLATING	0	201.16	370.57
01 E 200 420 000 419 305				SPECIAL EDUCATIONAL GENERAL/94-142 FEDERAL/PROFESSIONAL		201.16	
			2	TRANSLATING	0	169.41	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 E 200 420 000 419 305				SPECIAL EDUCATIONAL GENERAL/94-142 FEDERAL/PROFESSIONAL		169.41	
8442 HILLYARD/HUTCHINSON		01/14/2008	2350668		0	2,869.78	3,014.78
01 E 005 810 000 000 410				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/		2,869.78	
			2350672		0	145.00	
01 E 005 810 000 000 410				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/		145.00	
8443 HOFFMAN & BROBST		01/14/2008	343298	FY07 AUDIT	0	12,620.00	12,620.00
01 E 005 110 000 000 311				ACCOUNTING OFFICE//PROFESSIONAL/TECHNICAL SVCS/		12,620.00	
8444 I.E. CLARK, PUBLISHER		01/14/2008	2407426		0	179.50	179.50
01 E 300 298 236 000 899				EXTRACURRICULAR ACTIVITIES//MISCELLANEOUS EXPENSE/FOREN		179.50	
8445 IKON FINANCIAL SERVICES		01/14/2008	1	RIP FOR COPIER	0	564.00	564.00
01 E 300 211 000 000 370				SECONDARY EDUCATION GENERAL//RENTALS AND LEASES/		564.00	
8446 IKON FINANCIAL SERVICES		01/14/2008	10		0	1,252.00	1,064.00
01 E 005 020 000 302 580				SUPERINTENDENT'S OFFICE/CAPITAL OUTLAY/CAPITAL LEASE PR		255.00	
01 E 100 203 000 302 580				ELEMENTARY GENERAL ED./CAPITAL OUTLAY/CAPITAL LEASE PRI		274.00	
01 E 300 211 000 302 580				SECONDARY EDUCATION GENERAL/CAPITAL OUTLAY/CAPITAL LEAS		274.00	
01 E 300 620 000 302 580				EDUCATIONAL MEDIA/LIBRARY/CAPITAL OUTLAY/CAPITAL LEASE		175.00	
01 E 150 203 000 302 580				ELEMENTARY GENERAL ED./CAPITAL OUTLAY/CAPITAL LEASE PRI		274.00	
			20		0	-188.00	
01 E 300 211 000 000 370				SECONDARY EDUCATION GENERAL//RENTALS AND LEASES/		-188.00	
8447 IKON OFFICE SOLUTIONS		01/14/2008	1010256120		0	1,036.00	1,036.00
01 E 300 211 000 000 430				SECONDARY EDUCATION GENERAL//SUPPLIES/		1,036.00	
8448 INNOVATIVE OFFICE SOLUTIONS, L		01/14/2008	4014272-1		0	80.97	421.07
01 E 100 203 000 000 899				ELEMENTARY GENERAL ED./MISCELLANEOUS EXPENSE/		80.97	
			4014543-1		298	42.24	
01 E 100 203 000 000 899				ELEMENTARY GENERAL ED./MISCELLANEOUS EXPENSE/		42.24	
			4014543-2		0	0.84	
01 E 100 203 000 000 899				ELEMENTARY GENERAL ED./MISCELLANEOUS EXPENSE/		0.84	
			4015340-1		239	297.02	
01 E 300 211 000 000 430				SECONDARY EDUCATION GENERAL//SUPPLIES/		184.14	
01 E 300 220 000 000 430				ENGLISH//SUPPLIES/		112.88	
8449 ISCORP		01/14/2008	633426		0	195.50	195.50
01 E 005 110 000 000 350				ACCOUNTING OFFICE//REPAIRS AND MAINTENANCE SVCS/		195.50	
8450 JEFFREY IVERSON		01/14/2008	1	jh musical	0	59.08	59.08
01 E 300 298 236 000 899				EXTRACURRICULAR ACTIVITIES//MISCELLANEOUS EXPENSE/FOREN		59.08	
8451 JIM'S CLOTHING & SPORTING GOOD		01/14/2008	76814		0	1,913.00	1,913.00
01 L 230 33				GENERAL FUND/DEFERRED REVENUE/BERT RANEY ACTIVITY ACCOU		1,913.00	
8452 KURT JOHNSON		01/14/2008	1	ELEM BB	0	405.00	405.00
04 E 500 505 000 321 305				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/PROFESS		405.00	
8453 JOHNSON CONTROLS		01/14/2008	07-12191250		0	609.60	7,209.60
01 E 005 810 000 000 350				OPERATIONS AND MAINTENANCE//REPAIRS AND MAINTENANCE SVC		609.60	
			0711071211		0	100.00	
01 E 005 810 000 000 410				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/		100.00	
			C101004124	DEC 1 TO FEB 29	0	6,500.00	
01 E 005 810 810 000 350				OPERATIONS AND MAINTENANCE//REPAIRS AND MAINTENANCE SVC		6,500.00	
8454 DARCY M JOSEPHSON		01/14/2008	1	TIES	0	49.81	376.68
01 E 200 204 000 414 366				TITLE II EISENHWOER/TITLE II ESEA/TRAVEL-SCHOOL BUSINES		49.81	
			2		0	326.87	
01 E 005 610 375 308 366				CURRICULUM CONSULTANT & DEVLOP/STAFF DEV. 25% DIST. WID		326.87	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
8455	JOSTEN'S	01/14/2008	12900345		0	698.68	698.68
01 E 300 211 165 000 899				SECONDARY EDUCATION GENERAL//MISCELLANEOUS EXPENSE/GRAD		698.68	
8456	KASEL MONICA	01/14/2008	1		0	190.19	190.19
01 E 100 203 169 000 366				ELEMENTARY GENERAL ED.//TRAVEL-SCHOOL BUSINESS/TRAVEL B		190.19	
8457	KHALI, MARGARET	01/14/2008	1		0	10.00	10.00
01 E 300 790 388 000 899				OTHER PUPIL SUPPORT SERVICES//MISCELLANEOUS EXPENSE/KID		10.00	
8458	KILOWATT COMMUNITY CENTER	01/14/2008	1	PHYED	0	1,500.00	3,380.00
01 E 100 203 000 000 370				ELEMENTARY GENERAL ED.//RENTALS AND LEASES/		1,500.00	
			2	boys bb	0	1,100.00	
01 E 300 298 000 000 370				EXTRACURRICULAR ACTIVITIES//RENTALS AND LEASES/		1,100.00	
			3	TAE KWON DO	0	630.00	
01 E 300 298 000 000 370				EXTRACURRICULAR ACTIVITIES//RENTALS AND LEASES/		630.00	
			4	TESTING	0	50.00	
01 E 300 211 000 000 370				SECONDARY EDUCATION GENERAL//RENTALS AND LEASES/		50.00	
			5	WRESTLING	0	100.00	
01 E 300 298 000 000 370				EXTRACURRICULAR ACTIVITIES//RENTALS AND LEASES/		100.00	
8459	KLASSEN JAMES	01/14/2008	1	GBB SCOUTING	0	29.26	29.26
01 E 300 296 213 000 401				GIRLS ATHLETICS//GENERAL SUPPLIES/BASKETBALL		29.26	
8460	KLOCKIT	01/14/2008	2-7936856		203	95.30	95.30
01 E 300 255 000 000 430				INDUSTRIAL EDUCATION//SUPPLIES/		95.30	
8461	KNAPPER, TIMOTHY	01/14/2008	1		0	54.90	97.97
04 E 500 505 000 321 366				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/TRAVEL-		54.90	
			2		0	43.07	
01 E 300 298 000 000 366				EXTRACURRICULAR ACTIVITIES//TRAVEL-SCHOOL BUSINESS/		43.07	
8462	Vendor Continued Void	01/14/2008					0.00
8463	LADNER'S HARDWARE	01/14/2008	1	JH MUSICAL	209	38.36	376.37
01 E 300 298 236 000 899				EXTRACURRICULAR ACTIVITIES//MISCELLANEOUS EXPENSE/FOREN		38.36	
			10		0	12.87	
02 E 005 770 000 701 401				FOOD SERVICES/SCHOOL LUNCH/GENERAL SUPPLIES/		12.87	
			2		0	252.09	
01 E 005 810 000 000 410				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/		252.09	
			201		265	33.96	
01 E 100 203 000 000 899				ELEMENTARY GENERAL ED.//MISCELLANEOUS EXPENSE/		33.96	
			202		0	5.99	
01 E 100 203 000 000 899				ELEMENTARY GENERAL ED.//MISCELLANEOUS EXPENSE/		5.99	
			203		0	28.98	
01 E 005 810 191 000 410				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/OUTSID		28.98	
			3		0	4.12	
01 E 300 301 501 830 433				AG EDUCATION (VOCATIONAL)/VOCATIONAL PROGRAMS/INDIVIDUA		4.12	
8464	MELISSA LARSON	01/14/2008	1		0	185.96	185.96
01 E 200 219 000 317 366				LEP/COMPENSATORY/TRAVEL-SCHOOL BUSINESS/		185.96	
8465	LIFELINE AED INC.	01/14/2008	LL-2091	12/07 TO 12/08	0	300.00	300.00
01 L 230 92				GENERAL FUND/DEFERRED REVENUE/BC/BS SETTLEMENT		300.00	
8466	MACKIN LIBRARY MEDIA	01/14/2008	200597		154	115.66	361.74
01 E 300 620 000 000 470				EDUCATIONAL MEDIA/LIBRARY//LIBRARY BOOKS/		115.66	
			200978		154	246.08	
01 E 300 620 000 000 470				EDUCATIONAL MEDIA/LIBRARY//LIBRARY BOOKS/		246.08	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
8467	AMANDA MACZIEWSKI	01/14/2008	1	travel between GF & CLKFD.	0	70.07	70.07
01 E 150 203 169 000 366				ELEMENTARY GENERAL ED.//TRAVEL-SCHOOL BUSINESS/TRAVEL B		70.07	
8468	MASA	01/14/2008	1	DUES	0	372.50	372.50
01 E 005 610 375 308 820				CURRICULUM CONSULTANT & DEVLOP/STAFF DEV. 25% DIST. WID		372.50	
8469	MASSP	01/14/2008	7399	LITERACY WKSHP	0	575.00	575.00
01 E 300 204 000 414 366				TITLE II EISENHWOER/TITLE II ESEA/TRAVEL-SCHOOL BUSINES		575.00	
8470	MCCOY, KAREN	01/14/2008	1		0	65.82	65.82
01 E 300 204 000 414 366				TITLE II EISENHWOER/TITLE II ESEA/TRAVEL-SCHOOL BUSINES		65.82	
8471	MEEKER & WRIGHT SP ED COOP	01/14/2008	1	SEPT & NOV.	0	1,006.00	1,006.00
01 E 998 407 000 740 390				SPECIFIC LEARNING DISABILIT/STATE FUNDED SPECIAL ED/TUI		1,006.00	
8472	MIDWEST MANAGEMENT RESOURCES	01/14/2008	1	JOB STUDY	0	9,545.66	9,545.66
01 E 005 010 000 000 305				BOARD OF EDUCATION//PROFESSIONAL FEES/		9,545.66	
8473	MIDWEST TECHNOLOGY	01/14/2008	1103357-01		215	187.65	187.65
01 E 300 255 000 000 430				INDUSTRIAL EDUCATION//SUPPLIES/		187.65	
8474	MILLER EQUIPMENT & MFG, INC	01/14/2008	1		0	14.31	305.28
01 E 025 810 000 000 410				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/		14.31	
01 E 005 810 000 000 410				2 OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/	0	290.97	290.97
8475	MMEA	01/14/2008	2058		227	80.00	80.00
01 E 300 640 000 306 367				STAFF DEVELOPMENT/STAFF DEV. 50% SITE/TRAVEL-PROFESS DE		80.00	
8476	MINNESOTA CHEMICAL CO	01/14/2008	342649	WASHER/DRYER	0	9,967.50	9,967.50
01 E 300 292 000 302 530				BOYS/GIRLS ATHLETICS/CAPITAL OUTLAY/EQUIPMENT PURCHASES		9,967.50	
8477	MN CLAY	01/14/2008	50990		202	617.68	617.68
01 E 300 212 000 000 430				ART//SUPPLIES/		617.68	
8478	MINNESOTA ELEVATOR, INC.	01/14/2008	129231	HAGG	0	123.08	838.78
01 E 025 860 000 347 590				HEALTH & SAFETY EQUIP/PHYSICAL HAZARD CONTROL/OTHER CAP		123.08	
01 E 005 860 000 347 590				130082 HS	0	296.31	296.31
01 E 025 860 000 347 590				HEALTH & SAFETY EQUIP/PHYSICAL HAZARD CONTROL/OTHER CAP		296.31	
01 E 025 860 000 347 590				130898	0	123.08	123.08
01 E 025 860 000 347 590				HEALTH & SAFETY EQUIP/PHYSICAL HAZARD CONTROL/OTHER CAP		123.08	
01 E 005 860 000 347 590				131737	0	296.31	296.31
01 E 005 860 000 347 590				HEALTH & SAFETY EQUIP/PHYSICAL HAZARD CONTROL/OTHER CAP		296.31	
8479	MN MUSIC EDUCATOR ASSOC.	01/14/2008	MCCORMICK		250	80.00	80.00
01 E 300 640 000 306 367				STAFF DEVELOPMENT/STAFF DEV. 50% SITE/TRAVEL-PROFESS DE		80.00	
8480	MN RIVER VALLEY EDUCATION DIST	01/14/2008	1		0	16,717.22	16,717.22
01 E 005 105 129 310 391				ADMINISTRATIVE SUPPORT/COOPERATIVE/MN SCH DIST - REIMBU		7,768.89	
01 E 200 612 199 000 401				TECHNOLOGY//GENERAL SUPPLIES/KAREN MCCOY		26.14	
01 E 610 211 129 310 370				SECONDARY EDUCATION GENERAL/COOPERATIVE/RENTALS AND LEA		6,954.33	
01 E 300 230 129 310 391				FOREIGN LANGUAGE/COOPERATIVE/MN SCH DIST - REIMBURSEMEN		1,967.86	
8481	MN WEST COMM.& TECH. COLL	01/14/2008	92238	SPRING 07	0	8,440.04	8,440.04
01 E 300 200 000 000 433				POST SECONDARY OPTIONS ENROLL//INDIVIDUAL INST SUPPLIES		8,440.04	
8482	MUSIC MART	01/14/2008	447319		0	-0.55	29.16
01 E 300 258 233 000 450				MUSIC//MATERIALS PURCH FOR RESALE/INSTRUMENTAL MUSIC		-0.55	
01 E 300 258 233 000 350				543388	0	4.00	4.00
01 E 300 258 233 000 350				MUSIC//REPAIRS AND MAINTENANCE SVCS/INSTRUMENTAL MUSIC		4.00	
01 E 300 258 233 000 450				543460	207	18.76	18.76
01 E 300 258 233 000 450				MUSIC//MATERIALS PURCH FOR RESALE/INSTRUMENTAL MUSIC		18.76	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 E 300 258 233 000 350			544454	MUSIC//REPAIRS AND MAINTENANCE SVCS/INSTRUMENTAL MUSIC	224	6.95	6.95
8483 MVTV		01/14/2008	1	OPERATIONS AND MAINTENANCE/TELECOMMUNICATIONS GRANT/COM	0	200.00	200.00
01 E 005 810 000 311 320						200.00	
8484 MYRON BUSINESS GIFTS		01/14/2008	63754725	GENERAL FUND/DEFERRED REVENUE/SR HIGH PROJECTS	164	247.47	247.47
01 L 230 43						247.47	
8485 NATIONAL GEOGRAPHIC SCHOOL PUB		01/14/2008	208893	ELEMENTARY GENERAL ED./CAPITAL OUTLAY/TEXTBOOK/LIBRARY	269	193.32	193.32
01 E 100 203 000 302 560						193.32	
8486 NELSEN'S CLEANERS & LAUNDERERS		01/14/2008	1	FOOD SERVICES/SCHOOL LUNCH/LAUNDRY AND DRY CLEANING/	0	52.76	52.76
02 E 005 770 000 701 382						52.76	
8487 OFFICEMAX CONTRACT INC.		01/14/2008	61955500	SUPERINTENDENT'S OFFICE//GENERAL SUPPLIES/	0	14.34	154.10
01 E 005 020 000 000 401						14.34	
01 E 005 020 000 302 530			76549	DRUM (FAX) SUPERINTENDENT'S OFFICE/CAPITAL OUTLAY/EQUIPMENT PURCHA	65	139.76	139.76
8488 EVELYN OSTLIE		01/14/2008	1	PRESENTER ELEMENTARY GENERAL ED.//PROFESSIONAL FEES/INTERGENERATI	0	100.00	100.00
01 E 100 203 399 000 305						100.00	
8489 PACT 4 FAMILIES COLLABORATIVE		01/14/2008	LCTS- YME	D STRONG SPECIAL EDUCATIONAL GENERAL/STATE FUNDED SPECIAL ED/PRO	0	13,608.83	13,608.83
01 E 200 420 000 740 305						13,608.83	
8490 PAN-O-GOLD BAKING CO.		01/14/2008	1	FOOD SERVICES/SCHOOL LUNCH/FOOD/ FOOD SERVICES/BREAKFAST/MILK/	0	151.06	861.58
02 E 025 770 000 701 490						136.56	
02 E 025 770 000 705 495						14.50	
02 E 005 770 000 701 490			10	FOOD SERVICES/SCHOOL LUNCH/FOOD/	0	710.52	
02 E 005 770 000 705 490				FOOD SERVICES/BREAKFAST/FOOD/		700.00	
02 E 005 770 000 705 490						10.52	
8491 J.W. PEPPER & SON INC.		01/14/2008	11445628	MUSIC//GROUP LIFE INSURANCE/INSTRUMENTAL MUSIC	191	257.99	581.32
01 E 300 258 233 000 230						257.99	
01 E 300 258 233 000 230			11450566	MUSIC//GROUP LIFE INSURANCE/INSTRUMENTAL MUSIC	0	32.00	32.00
01 E 300 258 233 000 230			11451595	MUSIC//GROUP LIFE INSURANCE/INSTRUMENTAL MUSIC	0	95.00	95.00
01 E 300 258 231 000 430			11453042	MUSIC//SUPPLIES/VOCAL MUSIC	216	26.94	26.94
01 E 300 258 231 000 430			11456233	MUSIC//SUPPLIES/VOCAL MUSIC	238	167.84	167.84
01 E 300 258 231 000 430			11456931	MUSIC//SUPPLIES/VOCAL MUSIC	238	1.55	1.55
8492 PHOENIX LEARNING GROUP		01/14/2008	P212201	EDUCATIONAL MEDIA/LIBRARY//AUDIO-VISUAL AIDS/	0	37.49	37.49
01 E 100 620 000 000 480						37.49	
8493 PITNEY BOWES		01/14/2008	454116-DC07	SUPERINTENDENT'S OFFICE//RENTALS AND LEASES/	0	254.00	254.00
01 E 005 020 000 000 370						254.00	
8494 PURCHASE POWER		01/14/2008	1	POSTAGE PRINCIPAL'S OFFICE//POSTAGE AND EXPRESS/	0	500.00	3,018.99
01 E 100 050 000 000 329						500.00	
01 E 100 050 000 000 329			2	POSTAGE PRINCIPAL'S OFFICE//POSTAGE AND EXPRESS/	0	800.00	800.00
01 E 300 050 000 000 329			3	POSTAGE PRINCIPAL'S OFFICE//POSTAGE AND EXPRESS/	0	500.00	500.00
01 E 300 211 000 000 329			4	POSTAGE SECONDARY EDUCATION GENERAL//POSTAGE AND EXPRESS/	0	1,200.00	1,200.00

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			5		0	18.99	
01 E 005 020 000 000 329				SUPERINTENDENT'S OFFICE//POSTAGE AND EXPRESS/		18.99	
	8495 QUILL CORPORATION	01/14/2008	3679940		67	56.64	105.22
01 E 005 110 000 000 401				ACCOUNTING OFFICE//GENERAL SUPPLIES/		56.64	
			3878144		0	48.58	
01 E 005 110 000 000 401				ACCOUNTING OFFICE//GENERAL SUPPLIES/		48.58	
	8496 RADIO SHACK	01/14/2008	10016509	MICS	223	99.98	126.92
01 E 300 292 000 302 530				BOYS/GIRLS ATHLETICS/CAPITAL OUTLAY/EQUIPMENT PURCHASES		99.98	
			10016587		234	26.94	
01 E 300 298 236 000 899				EXTRACURRICULAR ACTIVITIES//MISCELLANEOUS EXPENSE/FOREN		26.94	
	8497 RATWICK, ROSZAK & MALONEY, P.A	01/14/2008	38144		0	889.01	889.01
01 E 005 150 000 000 305				LEGAL SERVICES//PROFESSIONAL FEES/		889.01	
	8498 RAUTH, CHIP	01/14/2008	104927		0	60.00	60.00
01 E 300 296 228 000 401				GIRLS ATHLETICS//GENERAL SUPPLIES/DANCELINE		60.00	
	8499 RAYMOND GEDDES & COMPANY, INC.	01/14/2008	943512		297	25.26	25.26
01 E 100 203 403 000 899				ELEMENTARY GENERAL ED.//MISCELLANEOUS EXPENSE/3RD GRADE		25.26	
	8500 REINHART INST FOODS	01/14/2008	1		0	3,131.15	3,131.15
02 E 005 770 000 701 401				FOOD SERVICES/SCHOOL LUNCH/GENERAL SUPPLIES/		221.74	
02 E 005 770 000 701 490				FOOD SERVICES/SCHOOL LUNCH/FOOD/		2,614.30	
02 E 005 770 000 705 401				FOOD SERVICES/BREAKFAST/GENERAL SUPPLIES/		70.00	
02 E 005 770 000 705 490				FOOD SERVICES/BREAKFAST/FOOD/		225.11	
	8501 RRCNA	01/14/2008	1	NAT'L CONF.	0	1,550.00	1,550.00
01 E 100 204 000 414 366				TITLE II EISENHWOER/TITLE II ESEA/TRAVEL-SCHOOL BUSINES		1,550.00	
	8502 RTS	01/14/2008	1		0	168.01	182.67
01 E 005 810 000 000 320				OPERATIONS AND MAINTENANCE//COMMUNICATIONAL SERVICES/		168.01	
			2		0	14.66	
01 E 025 810 000 000 320				OPERATIONS AND MAINTENANCE//COMMUNICATIONAL SERVICES/		14.66	
	8503 DANAE J RUPP	01/14/2008	1	SUPPLIES	0	30.18	30.18
01 E 100 203 402 000 899				ELEMENTARY GENERAL ED.//MISCELLANEOUS EXPENSE/2ND GRADE		30.18	
	8504 RUTLEDGE DENINE	01/14/2008	1	TUTORING	0	64.70	64.70
01 E 300 430 000 000 366				HOMEBOUND//TRAVEL-SCHOOL BUSINESS/		64.70	
	8505 RYER PLUMBING	01/14/2008	3768	HEATERS	0	105.00	771.86
01 E 005 810 191 000 350				OPERATIONS AND MAINTENANCE//REPAIRS AND MAINTENANCE SVC		105.00	
			3783	URINAL - CLOSET	0	464.83	
01 E 005 850 000 302 522				FACILITIES/CAPITAL OUTLAY/BUILDING IMPROVEMENTS/		464.83	
			3791	AG ROOM	0	202.03	
01 E 005 810 000 000 350				OPERATIONS AND MAINTENANCE//REPAIRS AND MAINTENANCE SVC		202.03	
	8506 SAWMILL	01/14/2008	1		0	3,518.58	3,767.67
01 E 300 361 000 830 433				CARPENTRY (HOUSE)/VOCATIONAL PROGRAMS/INDIVIDUAL INST S		3,518.58	
			10		0	24.99	
01 E 005 810 000 000 410				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/		24.99	
			2		0	224.10	
01 E 300 255 000 000 430				INDUSTRIAL EDUCATION//SUPPLIES/		224.10	
	8507 SCHOLASTIC INC	01/14/2008	1692799		264	539.37	539.37
01 E 100 203 188 000 430				ELEMENTARY GENERAL ED.//SUPPLIES/EXTENDED L.O.A. (2007)		539.37	
	8508 SCHOOL NURSE SUPPLY, INC.	01/14/2008	220221		293	128.33	128.33
01 E 200 720 000 000 401				HEALTH SERVICES/NURSE//GENERAL SUPPLIES/		128.33	
	8509 SCHOOL SPECIALTY INC.	01/14/2008	20810006627		190	191.62	191.62

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01 E 300 620 000 000 480				EDUCATIONAL MEDIA/LIBRARY//AUDIO-VISUAL AIDS/		191.62	
8510 JEN SCHWANKL		01/14/2008	1		0	118.94	118.94
01 E 100 790 388 000 899				OTHER PUPIL SUPPORT SERVICES//MISCELLANEOUS EXPENSE/KID		118.94	
8511 SIMPLEXGRINNELL		01/14/2008	1	SPRINKLER- GYM	0	2,256.25	2,256.25
01 E 005 860 000 363 530				HEALTH & SAFETY EQUIP/FIRE SAFETY/EQUIPMENT PURCHASES/		2,256.25	
8512 SKYWARD		01/14/2008	124996	w-2's	0	144.76	144.76
01 E 005 110 000 000 401				ACCOUNTING OFFICE//GENERAL SUPPLIES/		144.76	
8513 SMITH, SHERRY		01/14/2008	1		0	14.58	14.58
01 E 100 203 379 000 366				ELEMENTARY GENERAL ED.//TRAVEL-SCHOOL BUSINESS/TARGETED		14.58	
8514 SOUTHWEST COLLISION & GLASS		01/14/2008	10111682-1	2003 FORD VAN	0	2,943.80	2,943.80
01 E 005 810 000 000 350				INSURANCE			
				OPERATIONS AND MAINTENANCE//REPAIRS AND MAINTENANCE SVC		2,943.80	
8515 SOUTHWEST WHOLESALE		01/14/2008	1		0	1,607.46	7,857.19
02 E 025 770 000 701 401				FOOD SERVICES/SCHOOL LUNCH/GENERAL SUPPLIES/		64.40	
02 E 025 770 000 701 490				FOOD SERVICES/SCHOOL LUNCH/FOOD/		1,132.97	
02 E 025 770 000 705 401				FOOD SERVICES/BREAKFAST/GENERAL SUPPLIES/		80.65	
02 E 025 770 000 705 490				FOOD SERVICES/BREAKFAST/FOOD/		329.44	
				10	0	6,249.73	
02 E 005 770 000 701 401				FOOD SERVICES/SCHOOL LUNCH/GENERAL SUPPLIES/		122.53	
02 E 005 770 000 701 490				FOOD SERVICES/SCHOOL LUNCH/FOOD/		5,183.09	
02 E 005 770 000 705 401				FOOD SERVICES/BREAKFAST/GENERAL SUPPLIES/		335.85	
02 E 005 770 000 705 490				FOOD SERVICES/BREAKFAST/FOOD/		608.26	
8516 SPECIAL SYSTEMS INC.		01/14/2008	31152	MAINT. 2/1 TO	0	1,990.00	1,990.00
01 E 005 860 000 363 305				1/31			
				HEALTH & SAFETY EQUIP/FIRE SAFETY/PROFESSIONAL FEES/		1,990.00	
8517 STEIN'S, INC		01/14/2008	508498-1		0	11.78	731.62
01 E 025 810 000 000 410				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/		11.78	
				511131	0	719.84	
01 E 025 810 000 000 410				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/		719.84	
8518 STRAND, DWAYNE		01/14/2008	1		0	594.42	594.42
01 E 005 020 000 000 366				SUPERINTENDENT'S OFFICE//TRAVEL-SCHOOL BUSINESS/		594.42	
8519 SW/WC SERVICE COOP - MARSHALL		01/14/2008	20104	low inc.	0	2,089.15	2,404.15
01 E 200 420 000 740 390				SPECIAL EDUCATIONAL GENERAL/STATE FUNDED SPECIAL ED/TUI		2,089.15	
				20147	0	125.00	
01 E 200 612 199 000 366				TECHNOLOGY//TRAVEL-SCHOOL BUSINESS/KAREN MCCOY		125.00	
				20178	0	40.00	
01 E 005 610 375 308 366				CURRICULUM CONSULTANT & DEVLOP/STAFF DEV. 25% DIST. WID		40.00	
				20288	0	150.00	
01 E 100 640 000 306 367				SMARTBOARD			
				TRAINING			
				STAFF DEVELOPMENT/STAFF DEV. 50% SITE/TRAVEL-PROFESS DE		150.00	
8520 SWENSON ORCHARDS		01/14/2008	1		0	20.00	20.00
02 E 025 770 000 701 490				FOOD SERVICES/SCHOOL LUNCH/FOOD/		20.00	
8521 TEAM EXPRESS		01/14/2008	p189720701049		0	294.95	294.95
01 E 300 294 215 000 401				BOYS ATHLETICS//GENERAL SUPPLIES/BASEBALL		294.95	
8522 TECH CHECK		01/14/2008	9822-in	km	0	120.00	120.00
01 E 200 612 199 000 401				TECHNOLOGY//GENERAL SUPPLIES/KAREN MCCOY		120.00	
8523 TECHNICAL SOLUTIONS OF MADISON		01/14/2008	1	DOOR LOCKS	0	27,831.16	27,831.16
01 E 005 850 000 342 530				FACILITIES/SAFE SCHOOLS/EQUIPMENT PURCHASES/		27,831.16	
8524 THEATRE HOUSE		01/14/2008	350482		206	26.85	26.85
01 E 300 298 236 000 899				EXTRACURRICULAR ACTIVITIES//MISCELLANEOUS EXPENSE/FOREN		26.85	

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8525	THRIFTY WHITE DRUG	01/14/2008	873323		286	59.76	68.67
01 E 100 790 308 799 401				OTHER PUPIL SUPPORT SERVICES/OTHER GRANTS/GENERAL SUPPL		59.76	
			891609		24	8.91	
04 E 500 590 156 321 401				OTHER COMMUNITY SERVICES/COMMUNITY EDUCATION/GENERAL SU		8.91	
8526	TIERNEY BROTHERS INC	01/14/2008	523991-1		201	357.00	357.00
01 E 300 211 000 000 430				SECONDARY EDUCATION GENERAL//SUPPLIES/		357.00	
8527	US BANK TRUST	01/14/2008	801044300		0	60,000.00	65,560.00
07 E 005 910 000 000 710				DEBT REDEMPTION//BOND PRINCIPAL/		60,000.00	
			801044300-		0	5,560.00	
07 E 005 910 000 000 720				DEBT REDEMPTION//BOND INTEREST/		5,560.00	
8528	U.S. GAMES/SPORT SUPPLY GROUP	01/14/2008	92501663		283	70.96	70.96
01 E 100 203 405 000 430				ELEMENTARY GENERAL ED.//SUPPLIES/5TH GRADE		70.96	
8529	USC PROPANE	01/14/2008	2560		0	157.87	157.87
01 E 300 361 000 830 433				CARPENTRY (HOUSE)/VOCATIONAL PROGRAMS/INDIVIDUAL INST S		157.87	
8530	VELDE SANITATION	01/14/2008	1		0	550.00	940.50
01 E 005 810 000 000 330				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/		550.00	
			390.50		0	390.50	
01 E 025 810 000 000 330				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/		390.50	
8531	Vendor Continued Void	01/14/2008					0.00
8532	CINDY VELDE	01/14/2008	1	CAREGIVERS	0	11.76	237.55
04 E 500 590 157 321 401				OTHER COMMUNITY SERVICES/COMMUNITY EDUCATION/GENERAL SU		11.76	
			2		0	16.01	
04 E 500 590 000 321 366				OTHER COMMUNITY SERVICES/COMMUNITY EDUCATION/TRAVEL-SCH		16.01	
			3		0	27.16	
04 E 500 590 000 321 366				OTHER COMMUNITY SERVICES/COMMUNITY EDUCATION/TRAVEL-SCH		27.16	
			4	SWIF	0	18.62	
04 E 500 590 180 321 401				OTHER COMMUNITY SERVICES/COMMUNITY EDUCATION/GENERAL SU		18.62	
			5	SWIF	0	27.16	
04 E 500 590 180 321 366				OTHER COMMUNITY SERVICES/COMMUNITY EDUCATION/TRAVEL-SCH		27.16	
			6		0	95.84	
04 E 500 590 157 321 366				OTHER COMMUNITY SERVICES/COMMUNITY EDUCATION/TRAVEL-SCH		95.84	
			7		0	41.00	
04 E 500 590 000 321 366				OTHER COMMUNITY SERVICES/COMMUNITY EDUCATION/TRAVEL-SCH		41.00	
8533	WELDERS SUPPLY	01/14/2008	819367		0	7.23	14.13
01 E 300 301 501 830 433				AG EDUCATION (VOCATIONAL)/VOCATIONAL PROGRAMS/INDIVIDUA		7.23	
			893804		0	6.90	
01 E 300 301 501 830 433				AG EDUCATION (VOCATIONAL)/VOCATIONAL PROGRAMS/INDIVIDUA		6.90	
8534	WEST CENTRAL TRIBUNE	01/14/2008	177825408	SUBSCRIPTION	0	151.05	151.05
01 E 005 020 000 000 401				SUPERINTENDENT'S OFFICE//GENERAL SUPPLIES/		151.05	
8535	WETMORE DECLAMATION BUREAU	01/14/2008	976-1		0	106.00	106.00
01 E 300 298 236 000 401				EXTRACURRICULAR ACTIVITIES//GENERAL SUPPLIES/FORENSICS		106.00	
8536	BEN WIDBOOM	01/14/2008	1	TAE KWON DO	0	56.00	56.00
04 E 500 505 000 321 305				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/PROFESS		56.00	
8537	XCEL ENERGY	01/14/2008	1		0	24.47	24.47
01 E 025 810 184 000 330				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/ELECTRICIT		24.47	
8538	YMC FAMILY SERVICE CENTER	01/14/2008	1	SR. NEWSLETTER	0	34.00	34.00
04 E 500 590 000 321 401				OTHER COMMUNITY SERVICES/COMMUNITY EDUCATION/GENERAL SU		34.00	

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8539	YME SCHOOL ACTIVITY ACCOUNT	01/14/2008	1	POP PROFIT	0	1,480.95	1,960.95
01 L	230 15			GENERAL FUND/DEFERRED REVENUE/STUDENT COUNCIL		1,480.95	
			10	KB	0	480.00	
01 E	300 218 000 388 369			GIFTED & TALENTED/TAG (06)/PARTICIPATION FEES/		480.00	
8540	Vendor Continued Void	01/14/2008					0.00
8541	Vendor Continued Void	01/14/2008					0.00
8542	Vendor Continued Void	01/14/2008					0.00
8543	Vendor Continued Void	01/14/2008					0.00
8544	Vendor Continued Void	01/14/2008					0.00
8545	Vendor Continued Void	01/14/2008					0.00
8546	Vendor Continued Void	01/14/2008					0.00
8547	YME SCHOOLS-ADM	01/14/2008	12181-	VOID L. HALVORSON	0	-140.00	10,692.72
01 E	300 294 221 000 319			BOYS ATHLETICS//OTHER PERSONAL SERVICES/WRESTLING		-140.00	
			12195	VOID DAWN CARLSON	0	-1.30	
02 R	005 000 000 701 601			SCHOOL LUNCH/SALES TO PUPILS/		-1.30	
			12196	VOID JOSEPH BANKS- GOSSETT	0	-12.00	
02 R	005 000 000 701 601			SCHOOL LUNCH/SALES TO PUPILS/		-12.00	
			12200	VOID BRUCE SCHROEDER	0	-8.30	
02 R	005 000 000 701 601			SCHOOL LUNCH/SALES TO PUPILS/		-8.30	
			12201	VOID VALERIE SMITH	0	-20.35	
02 R	005 000 000 701 601			SCHOOL LUNCH/SALES TO PUPILS/		-20.35	
			12203	VOID SHANNON WINNEA	0	-1.05	
02 R	005 000 000 701 601			SCHOOL LUNCH/SALES TO PUPILS/		-1.05	
			12209	KRIS HOLM	0	4.35	
02 R	005 000 000 701 601			SCHOOL LUNCH/SALES TO PUPILS/		4.35	
			12210	NLS	0	80.00	
01 E	300 218 000 388 369			GIFTED & TALENTED/TAG (06)/PARTICIPATION FEES/		80.00	
			12211	WILLMAR HS	0	125.00	
01 E	300 294 221 000 369			BOYS ATHLETICS//PARTICIPATION FEES/WRESTLING		125.00	
			12212	SCOTT BEEKMAN	0	200.00	
01 E	300 296 213 000 319			GIRLS ATHLETICS//OTHER PERSONAL SERVICES/BASKETBALL		200.00	
			12213	JOEL SOLIE	0	200.00	
01 E	300 296 213 000 319			GIRLS ATHLETICS//OTHER PERSONAL SERVICES/BASKETBALL		200.00	
			12214	GORDON LEE	0	200.00	
01 E	300 296 213 000 319			GIRLS ATHLETICS//OTHER PERSONAL SERVICES/BASKETBALL		200.00	
			12215	MIKE LE TENDU	0	200.00	
01 E	300 296 213 000 319			GIRLS ATHLETICS//OTHER PERSONAL SERVICES/BASKETBALL		200.00	
			12217	JIM REED	0	200.00	
01 E	300 296 213 000 319			GIRLS ATHLETICS//OTHER PERSONAL SERVICES/BASKETBALL		200.00	
			12218	JIM REED	0	200.00	
01 E	300 296 213 000 319			GIRLS ATHLETICS//OTHER PERSONAL SERVICES/BASKETBALL		200.00	
			12219	CRAIG NORLAND	0	200.00	
01 E	300 296 213 000 319			GIRLS ATHLETICS//OTHER PERSONAL SERVICES/BASKETBALL		200.00	
			12220	CRAIG NORLAND	0	200.00	
01 E	300 296 213 000 319			GIRLS ATHLETICS//OTHER PERSONAL SERVICES/BASKETBALL		200.00	
			12221	SCOTT SWEIGER	0	200.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 E 300 296 213 000 319				GIRLS ATHLETICS//OTHER PERSONAL SERVICES/BASKETBALL		200.00	
			12222	MATT DALLE	0	200.00	
01 E 300 296 213 000 319				GIRLS ATHLETICS//OTHER PERSONAL SERVICES/BASKETBALL		200.00	
			12223	CANBY HS	0	100.00	
01 E 300 294 221 000 369				BOYS ATHLETICS//PARTICIPATION FEES/WRESTLING		100.00	
			12224	NORWOOD YA HS	0	150.00	
01 E 300 294 221 000 369				BOYS ATHLETICS//PARTICIPATION FEES/WRESTLING		150.00	
			12226	ANOKA HS	0	175.00	
01 E 300 294 221 000 369				BOYS ATHLETICS//PARTICIPATION FEES/WRESTLING		175.00	
			12227	SHELLY WEIR	0	50.00	
01 R 300 298 000 000 050				EXTRACURRICULAR ACTIVITIES//FEES FROM PATRONS/		50.00	
			12228	KMS BB ASSOC.	0	80.00	
01 E 300 294 213 000 369				BOYS ATHLETICS//PARTICIPATION FEES/BASKETBALL		80.00	
			12229	PURCHASE POWER	0	22.90	
01 E 005 020 000 000 329				SUPERINTENDENT'S OFFICE//POSTAGE AND EXPRESS/		22.90	
			12230	MASA/MASE	0	350.00	
01 E 005 010 000 000 401				BOARD OF EDUCATION//GENERAL SUPPLIES/		350.00	
			12231	POSTMASTER	0	175.00	
01 E 005 020 000 000 329				SUPERINTENDENT'S OFFICE//POSTAGE AND EXPRESS/		175.00	
			12232	MAHLON MACE	0	200.00	
01 E 300 294 213 000 319				BOYS ATHLETICS//OTHER PERSONAL SERVICES/BASKETBALL		200.00	
			12233	CINDY ANDERSON	0	300.00	
04 E 500 505 000 321 305				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/PROFESS		300.00	
			12234	PRAIRIE RUNNERS 4-H	0	150.00	
04 E 500 505 000 321 450				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/MATERIA		150.00	
			12235	TOM JACOBSEN	0	75.00	
01 E 300 294 221 000 319				BOYS ATHLETICS//OTHER PERSONAL SERVICES/WRESTLING		75.00	
			12236	PAYNSEVILLE AREA SCHOOLS	0	130.00	
01 E 300 292 219 000 369				BOYS/GIRLS ATHLETICS//PARTICIPATION FEES/TRACK		130.00	
			12237	MN DEPT. OF LABOR & IND.	0	3,325.00	
01 E 005 810 000 000 350				OPERATIONS AND MAINTENANCE//REPAIRS AND MAINTENANCE SVC		3,325.00	
			12238	RYER PLUMBING	0	1,257.50	
01 E 300 361 000 830 433				CARPENTRY (HOUSE)/VOCATIONAL PROGRAMS/INDIVIDUAL INST S		1,257.50	
			12239	POSTMASTER	0	113.93	
04 E 500 590 000 321 329				OTHER COMMUNITY SERVICES/COMMUNITY EDUCATION/POSTAGE AN		113.93	
			12240	LARRY HALVORSON	0	190.00	
01 E 300 294 221 000 319				BOYS ATHLETICS//OTHER PERSONAL SERVICES/WRESTLING		190.00	
			12241	TOM JACOBSON	0	75.00	
01 E 300 294 221 000 319				BOYS ATHLETICS//OTHER PERSONAL SERVICES/WRESTLING		75.00	
			12242	POSTMASTER	0	47.43	
04 E 500 580 000 325 329				EARLY CHILDHOOD AND FAM ED/EARLY CHILDHOOD AND FAMILY E		47.43	
			12243	MCEA	0	99.00	
04 E 500 505 000 321 366				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/TRAVEL-		99.00	
			12244	YOUTH FRONTIERS	0	750.00	
09 L 230 91				TRUST FUND/DEFERRED REVENUE/AT RISK \$ (ROC/DARE-MVCC)		750.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 E 300 294 213 000 319			12245	MIKE LE TENDRE BOYS ATHLETICS//OTHER PERSONAL SERVICES/BASKETBALL	0	200.00	200.00
01 E 300 294 213 000 319			12246	AL HANDAHL BOYS ATHLETICS//OTHER PERSONAL SERVICES/BASKETBALL	0	45.00	45.00
01 E 300 294 213 000 319			12247	BRANDON MENSINK BOYS ATHLETICS//OTHER PERSONAL SERVICES/BASKETBALL	0	60.00	60.00
01 E 300 294 213 000 319			12248	steve ammerman BOYS ATHLETICS//OTHER PERSONAL SERVICES/BASKETBALL	0	200.00	200.00
04 E 500 505 000 321 329			12249	POSTMASTER COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/POSTAGE	0	307.61	307.61
01 E 300 240 000 000 430			12250	WILLIES KORNER STORE HEALTH/PHY ED/RECREATION//SUPPLIES/	0	38.00	38.00
8548 Vendor Continued Void		01/14/2008					0.00
01 E 150 203 000 000 329	8549 YME - CLARKFIELD PETTY CASH	01/14/2008	7385	POSTMASTER ELEMENTARY GENERAL ED.//POSTAGE AND EXPRESS/	0	80.10	461.90
01 E 150 203 000 000 329			7386	POSTMASTER ELEMENTARY GENERAL ED.//POSTAGE AND EXPRESS/	0	38.96	38.96
01 E 150 050 000 000 899			7387	SHELLY WEIR PRINCIPAL'S OFFICE//MISCELLANEOUS EXPENSE/	0	200.00	200.00
01 E 150 203 000 000 329			7388	POSTMASTER ELEMENTARY GENERAL ED.//POSTAGE AND EXPRESS/	0	14.66	14.66
01 E 150 203 000 000 329			7400	POSTMASTER ELEMENTARY GENERAL ED.//POSTAGE AND EXPRESS/	0	7.55	7.55
01 E 150 203 000 000 329			7401	POSTMASTER ELEMENTARY GENERAL ED.//POSTAGE AND EXPRESS/	0	9.48	9.48
01 L 230 14			7402	LARSON DRUG GENERAL FUND/DEFERRED REVENUE/CLARKFIELD PRINCIPAL POP	0	11.15	11.15
01 E 150 050 000 000 899			7404	F&M PRINCIPAL'S OFFICE//MISCELLANEOUS EXPENSE/	0	100.00	100.00
09 L 230 91	8550 YOUTH FRONTIERS, INC.	01/14/2008	1	STUDENT RETREAT TRUST FUND/DEFERRED REVENUE/AT RISK \$ (ROC/DARE-MVCC)	0	1,453.38	1,745.00
09 L 230 34			2	TRUST FUND/DEFERRED REVENUE/DARE WALMART \$	0	291.62	291.62
01 E 025 810 000 000 410	8551 ZEP MANUFACTURING CO	01/14/2008	57281076	OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/	0	941.70	941.70

170 Computer Check(s) For a Total of 398,757.86

	0	Manual	Checks For a Total of	0.00
	0	Wire Transfer	Checks For a Total of	0.00
	170	Computer	Checks For a Total of	398,757.86
Total For	170	Manual, Wire Transfer & Computer	Checks	398,757.86
Less	0	Voided	Checks For a Total of	0.00
			Net Amount	398,757.86

F U N D S U M M A R Y

Fund	Description	Balance Sheet	Revenue	Expense	Total
01	GENERAL FUND	4,931.54	95.00	304,434.93	309,461.47
02	FOOD SERVICE	0.00	-38.65	18,800.62	18,761.97
04	COMMUNITY SERVICE	0.00	0.00	2,472.04	2,472.04
07	DEBT REDEMPTION	0.00	0.00	65,560.00	65,560.00
09	TRUST FUND	2,502.38	0.00	0.00	2,502.38

**Yellow Medicine East #2190
Board Report
January 2008**

2007-08 Expenditures By Fund	Original Budget 2007-08	Year to Date Expenditures	Budget Balance	Percent Expended	% Exp. 2006-07%
General	10,033,119	4,559,254	5,473,865	45.44%	43.59%
Food Service	427,015	172,426	254,589	40.38%	49.42%
Community Service	315,593	130,731	184,862	41.42%	56.85%
Debt Redemption	84,430	83,429	1,001	98.81%	98.87%
Trust Fund	0		0	0.00%	0.00%
Total	10,860,157	4,945,840	5,914,317	45.54%	44.90%

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

Salaries % expended to date (approximately)

Contracted July-June	Supt/Finance/Maint/Comm Ed	50.00%
Contracted August-July	Principals	41.67%
Contracted Sept-August	Teachers/Fd Svc Supv/Nurses	33.33%
12 Month Non-certified	Secretaries	50.00%
12 Month Non-certified	Custodians	44.44%
9 Month Non-certified	Assistants/Cooks	37.00%

Liquid Asset Fund (Investments)

Month End Cash Invested \$1,274,277.34

Electronic Fund Transfers

			From	To
12/13/2007	\$	175,000.00	Board Accounts Payable	LAF GF Bank
12/24/2007	\$	10,000.00	Payroll (F&M checks)	LAF F&M Bank
12/21/2007	\$	295,084.59	Payroll (GF Bank direct deposits)	LAF GF Bank
12/24/2007	\$	125,000.00	Payroll Accounts Payable	LAF GF Bank
12/21/2007	\$	140,000.00	MVCC check	LAF GF Bank
12/24/2007	\$	97,828.29	Federal Tax (Payroll)	LAF IRS
12/24/2007	\$	15,078.47	State Taxes (Payroll)	LAF State
12/24/2007	\$	7,455.30	ING (403B Payroll)	LAF ING
12/24/2007	\$	1,109.71	Valic (403B Payroll)	LAF Valic

YELLOW MEDICINE EAST ENROLLMENT UPDATE 2007-2008

	SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY			
	BR	HAH	SH	ENR	BR	HAH	SH	ENR	BR	HAH	SH	ENR	BR	HAH	SH	ENR	BR	HAH	SH	ENR
Kinder	55	7		62	55	7		62	54	7		61	52	7		59	53	7		60
First	51	5		56	51	5		56	50	7		57	51	7		58	50	7		57
Second	75	6		81	76	6		82	76	6		82	76	6		82	73	6		79
Third	52	6		58	51	6		57	51	6		57	51	6		57	50	6		56
Fourth	49	9		58	49	9		58	49	11		60	49	11		60	49	11		60
Fifth	66	8		74	65	8		73	64	8		72	65	8		73	65	8		73
Sixth	61			61	61			61	61			61	60			60	61			61
	409	41		450	408	41		449	405	45		450	404	45		449	401	45		446
Seventh			77				76				75				76				75	
Eighth			72				72				71				73				73	
Ninth			79				79				76				77				77	
Tenth			90				88				87				87				86	
Eleventh			73				76				73				74				73	
Twelfth			93				93				92				92				92	
			484				484				474				479				476	
K-12 ENROLLMENT TOTAL			934				933				924				928				922	

88

	FEBRUARY				MARCH				APRIL				MAY				JUNE			
	BR	HAH	SH	ENR	BR	HAH	SH	ENR	BR	HAH	SH	ENR	BR	HAH	SH	ENR	BR	HAH	SH	ENR
Kinder				0				0				0				0				0
First				0				0				0				0				0
Second				0				0				0				0				0
Third				0				0				0				0				0
Fourth				0				0				0				0				0
Fifth				0				0				0				0				0
Sixth				0				0				0				0				0
	0	0		0	0	0		0	0	0		0	0	0		0	0	0		0
Seventh																				
Eighth																				
Ninth																				
Tenth																				
Eleventh																				
Twelfth																				
				0				0				0				0				0
K-12 ENROLLMENT TOTAL				0				0				0				0				0

Food Service Report for December, 2007

Granite Falls Site

Meals	Free	Reduced	Full Pay	Totals
Breakfast H-6	887	226	181	1340
Breakfast 7-12	338	225	613	1176
Lunch H-6	2064	1070	2533	5926
Lunch 7-12	927	661	2703	4291
# students Approved	251	146	518	915

Clarkfield Site

Meals	Free	Reduced	Full Pay	Totals
Breakfast	322	40	105	476
Lunch	425	54	328	870
# students Approved	31	4	24	59



Home of the 'Sting'

YELLOW MEDICINE EAST

Independent School District 2190

Success For All Learners

H.A. Hagg Elementary

Stacy Hinz, Principal
1204 11th Avenue
Clarkfield, MN 56223
320-669-4424 - Phone
320-669-4828 - Fax
shinz@yme.k12.mn.us

Bert Raney Elementary

Stacy Hinz, Principal
555 7th Avenue
Granite Falls, MN 56241
320-564-4082 - Phone
320-564-4427 - Fax
shinz@yme.k12.mn.us

Visit us on the web at:

www.yme.k12.mn.us

January 14, 2008 Board Report

Thank you to Cheryl Eckhardt for attending a Reading Recovery Live lesson on Thursday January 10, 2008. I have attached some basic facts for you to read through before you come in to view a live lesson. Thank you – Stacy Hinz

Reading Recovery: Basic Facts

"Reading Recovery is the best evidence yet of the direct link between good design and education excellence." K.G. Wilson and B. Davis

Goal: The goal of Reading Recovery is to dramatically reduce the number of first-grade students who have extreme difficulty learning to read and write and to reduce the cost of these learners to educational systems.

What: Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The intervention is most effective when it is available to all students who need it and is used as a supplement to good classroom teaching.

Who: Reading Recovery serves the *lowest-achieving first graders*—the students who are not catching on to the complex set of concepts that make reading and writing possible.

How: Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual instruction.

Lesson Objective: The objective of Reading Recovery lessons is to promote accelerated learning so that students catch up to their peers, close the achievement gap as quickly as possible, and can benefit from classroom instruction without supplemental help.

Individually Designed Lessons: Daily 30-minute Reading Recovery lessons are individually designed and individually delivered by specially trained teachers. Using a wide range of procedures, teachers make moment-by-moment decisions within each lesson to support the individual child.

We have been busy this month with NWEA testing, formal tenured teacher observations, and the start of Targeted Services. ~

AGREEMENT

between

**INDEPENDENT SCHOOL DISTRICT #2190
YELLOW MEDICINE EAST**

and

**EDUCATION MINNESOTA
YELLOW MEDICINE EAST**

Effective: July 1, 2007 through June 30, 2009

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ARTICLE I. PURPOSE

This Agreement is entered into between Independent School District No. 2190, Yellow Medicine East, hereinafter referred to as the School District and Education Minnesota/Yellow Medicine East, hereinafter referred to as the Exclusive Representative pursuant to and in compliance with the Public Employment Labor Relations Act of 1971, as amended, hereinafter referred to as the PELRA, to provide the terms and conditions of employment for teachers during the duration of this Agreement.

ARTICLE II. RECOGNITION OF EXCLUSIVE REPRESENTATIVE

Section 1. Recognition: In accordance with the PELRA, the School District recognizes Education Minnesota/Yellow Medicine East as the Exclusive Representative of teachers employed by the School District, which Exclusive Representative shall have those rights and duties as prescribed by the PELRA and as described in this Agreement.

Section 2. Appropriate Unit: The Exclusive Representative shall represent all the teachers of the District as that term is defined in the PELRA.

ARTICLE III. DEFINITIONS

Section I. Terms and Conditions of Employment: Terms and conditions of employment shall mean the hours of employment, the compensation therefore, including fringe benefits except retirement contributions or benefits other than School District payment of, or contributions to, premiums for group insurance coverage of retired teachers or severance pay, and the School District's personnel policies affecting the working conditions of the teachers. The term does not include educational policies of the School District. The term in both cases is subject to the provisions of the PELRA.

Section 2. Teacher: The term, "teacher," shall mean all persons employed by the School District in a position for which the person must be licensed by the State Board of Teaching or the Commissioner of the Department of Education or in a position of an Occupational Therapist or Physical Therapist, pursuant to MS 179A.03 Subd. 8; but shall not include Superintendent, assistant superintendent, principals and assistant principals who devote more than 50% of their time to administrative or supervisory duties, confidential employees, supervisory employees, essential employees and such other employees excluded by law.

Section 3. School District: For purposes of administering this Agreement, the term, "School District," shall mean the School Board or its designated representative.

Section 4. Meet and Negotiate: "Meet and negotiate" means the performance of the mutual obligations of the School District and the Exclusive Representative to meet at reasonable times, including where

possible meeting in advance of the budget-making process, with the good faith intent of entering into an Agreement with respect to terms and conditions of employment; provided that, by such obligation, neither party is compelled to agree to a proposal or required to make a concession.

Section 5. Other Terms: Terms not defined in this Agreement shall have those meanings as defined by the PELRA.

ARTICLE IV. SCHOOL DISTRICT RIGHTS

Section 1. Managerial Policy: The Exclusive Representative recognizes that the School District is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, such areas of discretion or policy as the functions and programs of the School District, its overall budget, utilization of technology, the organizational structure, and selection, direction and number of personnel.

Section 2. Obligations: The Exclusive Representative recognizes the right and obligation of the School Board to efficiently manage and conduct the operation of the School District within its legal limitations and with its primary obligation to provide educational opportunities for the students of the School District.

Section 3. Reasonable Services: The Exclusive Representative recognizes that all teachers covered by this Agreement shall perform all reasonable teaching and non-teaching services prescribed by the School Board and shall be governed by the laws of the State of Minnesota, and by School Board rules, regulations, directives, and orders issued by properly designated officials to promulgate rules, regulations, directives, and orders from time to time as deemed necessary by the School Board insofar as such rules, regulations, directives, and orders are not inconsistent with the terms of this Agreement. The Exclusive Representative also recognizes that the School Board, all teachers covered by this Agreement, and all provisions of this Agreement are subject to the laws of the State of Minnesota, Federal laws, and valid rules, regulations and orders of State and Federal governmental agencies. Any provision(s) of this Agreement found to be in violation of any such laws, rules, regulations, directives or orders shall be null and void and without force and effect.

Section 4. Other Rights: The foregoing enumeration of rights and duties shall not be deemed to exclude other inherent management rights and functions not expressly reserved herein, and all management rights and functions not expressly delegated in this Agreement are reserved to the School District.

ARTICLE V. TEACHER RIGHTS

Section 1. Right to Views: Pursuant to the PELRA, nothing contained in this Agreement shall be construed to limit, impair, or affect the right of any teacher or the teacher's representative to the expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions or compensation of public employment or their betterment, so long as the same is not designed to and does not interfere with the full, faithful and proper performance of the duties of employment or circumvent the rights of the Exclusive Representative, nor shall it be construed to require any teacher to perform labor or services against his/her will.

Section 2. Right to Join: Each teacher shall have the right to form and join labor or employee organizations and shall have the right not to form and join such organizations. Teachers in this unit shall have the right by secret ballot to designate an exclusive representative for the purpose of negotiating grievance procedures and the terms and conditions of employment for such teachers with the School Board.

Section 3. Request for Dues Check-Off:

Subd. 1. Teachers shall have the right to request and be allowed dues check-off for the Exclusive Representative. Upon receipt of a properly executed dues deduction authorization form of the teacher involved, the School District will deduct from the teacher's paycheck the dues that the teacher has agreed to pay to the Exclusive Representative during the period provided in said authorization.

Subd. 2. The teacher must request dues check-off in writing on or before the nearest school day to the 10th of September. Such authorization shall continue in effect from year to year unless revoked in writing by the teacher.

Subd. 3. The School District shall deduct the dues in ten (10) equal, monthly installments for each month beginning with the September payroll.

Section 4. Fair Share Fee: In accordance with the PELRA, any teacher included in the appropriate unit who is not a member of the Exclusive Representative may be required to contribute a fair share fee for services rendered as exclusive representative. The fair share fee for any teacher shall be in an amount equal to the regular membership dues of the Exclusive Representative, less the cost of benefits financed through the dues and available only to members of the Exclusive Representative, but in no event shall the fee exceed 85% of the regular membership dues.

The Exclusive Representative shall provide written notice of the amount of the fair share fee assessment to the School District and to each teacher to be assessed the fair share fee.

A challenge by a teacher or by a person aggrieved by the assessment shall be filed in writing with the Commissioner of the Bureau of Mediation Service, the School District and the Exclusive Representative

within thirty (30) days after receipt of the written notice. All challenges shall specify those portions of the assessment challenged and the reasons therefore, but the burden of proof relating to the amount of the fair share fee shall be on the Exclusive Representative. The School District shall deduct the fee from the earnings of the employee and transmit the fee to the Exclusive Representative thirty (30) days after the written notice was provided, or, in the event a challenge is filed, the deductions for a fair share fee shall be held in escrow by the School District pending a decision by the Commissioner or the Court. Any fair share challenge shall not be subject to the grievance procedure.

The Exclusive Representative hereby warrants and covenants that it will defend, indemnify, and hold the School District harmless from any and all actions, suits, claims, damages, judgments and executions or other forms of liability, liquidated or unliquidated, which any person may have or claim to have, now or in the future, arising out of or by reason of the deduction of the fair share fee specified by the Exclusive Representative as provided herein.

Section 5. Financial Information: The School District shall provide, upon written request of the Exclusive Representative, all information pertaining to the School District's budget, both present and proposed, revenues and other financial information.

Section 6. Personnel Files: Pursuant to MS 122A.40, Subd. 19, as amended, all evaluations and files located/generated in the School District relating to each individual teacher shall be available during regular School District business hours to each individual teacher upon his/her written request. Prior to the entering of either evaluative or disciplinary material into the teacher's file or files, the teacher shall be given a copy of such material and shall sign a statement indicating that he or she has reviewed a copy of the material. The teacher shall have the right to reproduce any of the contents of the files at the teacher's expense and to submit for inclusion in the file written information in response to any material contained therein. However, the School District may destroy such files as provided by law.

Section 7. Teacher Rights: Nothing contained herein shall be construed to deny or restrict to any teacher, rights he/she may have under state law and regulations. The rights granted to teachers hereunder shall be deemed to be in addition to those provided elsewhere.

Section 8. Meet and Confer: Teachers shall have the right to meet and confer with the School District regarding policies and matters other than terms and conditions of employment. Upon request of the Exclusive Representative, the School District agrees to meet and confer meetings at the mutual convenience of the parties.

ARTICLE VI. LEAVES OF ABSENCE

Section 1. Disability Leave:

Subd. 1. All full-time teachers shall earn disability leave at the rate of fifteen (15) days for the first year, which shall be earned as follows: two days of disability leave on the first day of employment, two days of disability leave on the first of October, two days of disability leave on the first of November, and 1.5 days of disability leave on the first of each month for December through May for a total of 15 disability days for the first year. Teachers will then earn ten (10) days in each succeeding year of service while in the employment of the School District. Part-time teachers will accrue and be charged disability leave on a pro-rated basis. Annual disability leave shall accrue monthly as it is earned on a proportionate basis to the teacher's work year.

Subd. 2. Unused disability leave may accumulate to a maximum credit of ninety-five (95) days of disability leave per teacher.

Subd. 3. Disability leave with pay shall be allowed whenever a teacher's absence is found to have been due to illness and/or disability of the teacher or teacher's child, *which prevented attendance at school*, and the performance of duties on that day or days.

Subd. 4. The School District may require a teacher to furnish a medical certificate from a qualified physician as evidence of illness indicating such absence was due to illness in order to qualify for disability leave pay.

Subd. 5. In the event that a medical certificate will be required, the teacher will be so advised in writing.

Subd. 6. Disability leave allowed shall be deducted from the accrued disability leave days earned by the teacher. Routine doctor or dentist appointments and/or examinations will not be considered bonafide disability leave. These routine appointments should be scheduled so as not to conflict with the school day. In the event of unusual circumstances, a request in writing may be made to the Superintendent for special consideration.

Subd. 7. Disability leave pay shall be approved only upon submission of a signed request upon the record of teacher absence form available in each school office.

Subd. 8. Any final determination as to the eligibility of a teacher for disability leave is reserved to the School Board.

Section 2. Personal Leave:

Subd. 1. A full-time teacher may be granted a leave of absence of no more than one (1) day per year, accumulative to two (2), for employment service of 1-9 years and (2) days per year, accumulative to three (3) for employment service of 10+ years. Personal leave days shall only be used for situations that arise requiring the teacher's personal attention which cannot be attended to when school is not in session and

which is not covered under other provisions of this Agreement.

Subd. 2. A teacher planning on using a personal leave day shall notify his/her supervising principal in writing on the form provided, as early as possible but in any event at least two (2) days in advance. In the event that a teacher has not complied with the two day advanced notice and an emergency arises forcing a teacher to miss a day, the teacher may appeal for emergency consideration to his/her supervising principal who will make a decision whether or not to grant the personal leave.

Subd. 3. Teachers shall not lose regular pay or accumulated disability leave time when using personal leave days. The teacher shall give the reason for any personal leave requested. Reasonable restrictions on personal leave may be imposed on school days immediately before or after a holiday or vacation period. Personal leave will not be granted if it results in more than three (3) elementary teachers being absent and three (3) high school teachers being absent on the same day. The teacher may appeal to the Superintendent for special consideration to use a personal day on a day for which the request would normally be denied.

Subd. 4. Personal leave without pay may be applied for to the building principal with reasonable advance notice. Personal leave without pay shall not exceed four (4) working days per year. In the event of extenuating circumstances, additional days may be requested. Personal leave without pay shall be non-grievable beyond the School Board level.

Section 3. Other Personal Leave:

Subd. 1. For absence because of serious illness or death in the immediate family (“serious illness” is defined as illness requiring the attention of a physician or hospitalization), the teacher shall receive a maximum of two (2) days per year (non-accumulative) without loss of regular pay. If additional time is required, the teacher will receive a maximum of two (2) additional days per year, which will be deducted from accumulated disability leave. The “immediate family” shall be understood to include the teacher’s spouse, son-in-law, daughter-in-law, child, brother, sister, parent, guardian, mother-in-law, father-in-law, grandchildren and grandparents. In severe hardship cases, additional leave may be allowed subject to the discretion of the Superintendent.

Subd. 2. For absence because of serious illness or death of friends or relatives outside the immediate family, the teacher shall be permitted to deduct up to a maximum of two (2) days per year from accumulated disability leave without loss of pay.

Subd. 3. Teachers may, without deduction from pay or leave, attend local funerals when such absences involve only an hour or so and when classes can be arranged for within the staff with School District written approval.

Section 4. Professional/Association Leave:

Subd. 1. Professional Leave: Upon the prior written approval of the Superintendent, or his/her designee, an employee may be granted time off with pay to attend professional meetings which are related to the teacher's teaching assignment and are designed to improve the teacher's performance. In addition, upon the prior approval of the Superintendent, or his/her designee, a teacher may be granted time off without pay to attend professional meetings which are related to the teacher's teaching assignment but are not designed to improve the teacher's performance as a teacher.

Subd. 2. Association Leave: Elected Association officers or representatives appointed by the Association shall be permitted reasonable time off to conduct the duties of the Association. The salary deduction shall be total loss of salary for time lost calculated by dividing the yearly salary by the number of contract days.

Section 5. Child Care Leave:

Subd. 1. A child care leave shall be granted by the School District subject to the provisions of this section, to one (1) parent of an infant child, provided such parent is caring for the child on a full-time basis.

Subd. 2. A teacher making application for child care leave shall inform the Superintendent in writing of his/her intention to take the leave at least three (3) calendar months before commencement of the intended leave.

Subd. 3. If the reason for the childcare leave is occasioned by pregnancy, a teacher may utilize disability leave pursuant to the disability leave provisions of the Agreement during a period of physical disability. However, a teacher shall not be eligible for disability leave during a period of time covered by a childcare leave. A pregnant teacher will also provide, at the time of the leave application, a statement from her physician indicating the expected date of delivery.

Subd. 4. The School District may adjust the proposed beginning or ending date of a childcare leave so that the dates of the leave coincide with some natural break in the school year (i.e., winter vacation, spring vacation, semester break or quarter break, end of a grading period, end of the school year, or the like).

Subd. 5. In making a determination concerning the commencement and duration of a childcare leave, the School Board shall not in any event, be required to:

1. Grant any leave of more than twelve (12) months in duration.
2. Permit the teacher to return to his or her employment prior to the date designated in the request for childcare leave.

Subd. 6. A teacher returning from childcare leave shall be reemployed in a position for which he or she is

licensed unless previously discharged or placed on unrequested leave.

Subd. 7. Failure of the teacher to return pursuant to the date determined under this section shall constitute grounds for termination unless the School District and the teacher mutually agree to an extension of the leave.

Subd. 8. The parties agree that the applicable periods of probation for teachers as set forth in Minnesota Statutes are intended to be periods of actual service enabling the School District to have opportunity to evaluate a teacher's performance. The parties agree, therefore, that periods of time for which the teacher is on child care leave shall not be counted in determining the completion of the probationary period.

Subd. 9. A teacher who returns from child care leave within the provisions of this section shall retain all previous experience credit for pay purposes and any unused leave time accumulated under the provisions of this Agreement at the commencement of the beginning of the leave. The teacher shall not accrue additional experience credit for pay purposes or leave time during the period of absence for childcare leave.

Subd. 10. A teacher on child care leave is eligible to participate in group insurance programs if permitted under the insurance policy provisions, but shall pay the entire premium to the School District for such programs as the teacher wishes to retain, commencing with the beginning of the child care leave.

Subd. 11. Leave under this section shall be without pay or fringe benefits.

Section 6. Family and Medical Leave:

Subd. 1. Pursuant to the Family and Medical Leave Act, an eligible teacher shall be granted, upon written request, up to a total of twelve (12) weeks of unpaid leave per year in connection with:

- the birth and first-year care of a child;
- the adoption or foster placement of a child;
- the serious health condition of a teacher's spouse, child, or parent, and
- the teacher's own serious health condition.

Subd. 2. Such leave shall be unpaid, except an eligible teacher, during such leave, shall be eligible for regular School District group health insurance contributions as provided in this Agreement for the period of the leave, but not to exceed twelve (12) weeks per year, notwithstanding any other provisions of this Agreement.

Subd. 3. To be eligible for the benefits of this section and insurance contribution, a teacher must have been employed by the School District for the previous twelve (12) months and must have been employed for at least 1,250 hours during such twelve-month period.

Subd. 4. While FMLA leaves, except for eligible insurance contributions as provided in Subd. 2. hereof,

are unpaid, nothing herein shall preclude a teacher from utilizing paid leave otherwise provided in this Agreement, provided the teacher qualifies for the paid leave (i.e., sick leave or personal leave, pursuant to the provisions of this Agreement governing such leaves). Moreover, nothing herein, or any other provision of this Agreement, shall be construed to require the School District to combine leaves for a period of time that exceeds the leave provided by this section or the period of time for leaves provided in other sections of this Agreement.

Subd. 5. The teacher will provide at least thirty (30) days written notice of request for leave when the reason for the leave is foreseeable. The teacher shall further make reasonable efforts to schedule any treatment so as to minimize disruption of the work of the School District.

Section 7. Sabbatical Leave:

Subd. 1. A sabbatical leave may be granted to full-time teachers for the purpose of professional improvement subject to the conditions established by the School Board and subject and pursuant to MS 122A.49. Sabbatical leave is not a right but a privilege, which may be granted by the School Board. Sabbatical leave may be granted to teachers who have demonstrated, by their performance and their application for sabbatical leave, that such experience would enable them to make a contribution to the improvement of the instructional program of the School District.

Subd. 2. To be eligible for sabbatical leave, a teacher must have been continuously employed for at least six (6) years in the School District.

Subd. 3. Sabbatical leave for study shall be limited to teachers entering study in their area of employment in the School District and shall not be used for retraining in a new area unless at the request of the School Board.

Subd. 4. The proposed program of study must be approved in advance by the Superintendent.

Subd. 5. Applications for sabbatical leave shall be submitted in writing to the Superintendent no later than February 15 of the year preceding the school year in which the leave is sought.

Subd. 6. The granting of sabbatical leave is purely within the discretion of the School Board and the School Board reserves the right to refuse to grant any and all sabbatical leaves for financial or other good and sufficient reasons if, in the judgment of the School Board, such leave should not be granted. Not more than one teacher in any school year shall be granted sabbatical leave.

Subd. 7. The allowance granted to a teacher on sabbatical leave shall be one-half of the teacher's individual employment contract salary (not including any extra-curricular pay) for the school term for which the application for the sabbatical leave is made. Existing School District contributions toward premiums for fringe benefits would be maintained.

Subd. 8. A teacher receiving a sabbatical leave of absence must agree in writing to return to the School District for at least two consecutive years of service after completion of the sabbatical leave. A teacher who has received a sabbatical leave and who fails to complete two years of service with the School District shall refund, on a prorated basis, those monies received from the School District for sabbatical leave and said monies shall be due and payable forthwith upon the cessation of employment in the School District.

Subd. 9. The application for a sabbatical leave shall contain a detailed description of the intended activity and expected benefit to the school district, including, but not limited to, the institution where study will take place, courses and number of credits to be carried and all other details surrounding the program.

Subd. 10. If, in its discretion, the School Board grants a sabbatical leave, it may be contingent upon the ability of the School District to secure a satisfactory substitute.

Subd. 11. Sabbatical leave shall not exceed one contract year and shall be awarded not more than once to any teacher in the School District.

Subd. 12. The School District reserves the right to rescind an approved sabbatical leave in the event of an emergency.

Subd. 13. Upon satisfactory completion of a sabbatical leave, the teacher shall be assigned an equivalent contractual position unless previously discharged or placed on unrequested leave of absence.

Subd. 14. A teacher on sabbatical leave shall retain such amount of disability leave days and other accrued benefits which he/she had accrued, if any, at the time he/she went on sabbatical leave for use upon his/her return. No additional disability leave shall accrue for the period of time that a teacher is on sabbatical leave.

Subd. 15. A teacher who returns from sabbatical leave shall be continued at the same step on the salary schedule as if he/she had taught in the School District during such period. He/she shall maintain tenure, insurance benefits, accumulated sick leave and all other accrued benefits, including seniority as provided in this Agreement.

Section 8. Jury Service:

A teacher who serves on jury duty shall be granted the days necessary, as stipulated by the court, to discharge this responsibility without any salary deduction or loss of leave allowance. The compensation (other than expense reimbursement) received for jury duty service shall, however, be remitted to the School District.

Section 9. Workers' Compensation:

Pursuant of MS 176, a teacher injured on the job in the service of the School District and collecting workers' compensation insurance may draw sick leave and receive salary from the School District. However, that teacher's salary will be reduced by an amount equal to the insurance payments and only that fraction of the days not covered by insurance will be deducted from disability leave.

Section 10. Military Leave: Military Leave shall be granted pursuant to applicable law. Reference MS 192.26 and Federal Statute 5 U.S.C. 6323.

Section 11. Eligibility: The leaves of absences provided in this article will not be available for teachers employed as substitute teachers, provided, however, that those substitute teachers who are employed under a long-term substitute contract shall be eligible for sick leave on a prorated basis.

ARTICLE VII. HOURS OF SERVICE

Section 1. Basic Day: The basic teacher's day, inclusive of lunch, shall be eight (8) hours.

Section 2. Building Hours: The specific hours at any individual building may vary according to the needs of the educational program of that building. Specific hours for each building will be determined by the School Board.

Section 3. Additional Activities: In addition to the basic school day, teachers may be required to reasonably participate in School District activities beyond the basic teacher's day.

Section 4. Preparation Time: Statutory language applies. Reference MS 122A.50.

ARTICLE VIII. LENGTH OF SCHOOL YEAR

Section 1. Teacher Duty Days: The School Board shall establish the number of school days and teacher duty days for each school year, and each teacher shall perform services on those days as determined by the School Board, including those legal holidays on which the School Board is authorized to conduct school, and pursuant to such authority, has determined to conduct school.

Section 2. Length of School Year: The length of each school year during the term of this Agreement will not be more than 184 days (174 student days).

Section 3. Modifications in Calendar, Length of School Day:

Subd. 1. In the event of energy shortage, severe weather, or other emergency, the School District reserves the right to modify the school calendar, and, if school is closed on a normal duty day(s), the teacher shall perform duties on such other day(s) in lieu thereof as the School Board or its designated representative shall determine, except that the first school day missed for severe weather shall not be made up, nor shall the teachers' pay be deducted.

Subd. 2. In the event of an energy shortage, severe weather, or other exigency, the School District further

reserves the right to modify the length of the school day as the School District shall determine but with the understanding that the total number of hours shall not be increased.

Subd. 3. Prior to modifying the scheduled length of the school day pursuant to Subd. 2. hereof, or scheduling more than two (2) make-up days pursuant to Subd. 1. hereof, the School District shall afford to the Exclusive Representative the opportunity to meet and confer on such matter.

Subd. 4. When emergency closings occur, teachers may leave after student busses have departed. Teachers shall not suffer any loss of salary, benefits, seniority, and other advantages because of the closing. Teachers shall not be required to make up the time.

ARTICLE IX . GRIEVANCE PROCEDURES

Section 1. Grievance: A grievance is a claim by a teacher or the Exclusive Representative that there has been a violation, misinterpretation, or misapplication of any provision of this Agreement and may be processed as a grievance as hereinafter provided.

Section 2. Representative: The Exclusive Representative, the grievant, the administration, or the School Board may be represented during any step of the procedure by any person or agent designated by such party to act on the party's behalf.

Section 3. Definitions:

Subd. 1. The parties, by mutual written agreement, may waive any step and extend any time limits in this grievance procedure.

Subd. 2. Reference to days regarding time periods in this procedure shall refer to "working days", unless otherwise indicated herein. A working day is defined as all weekdays not designated as holidays by state law.

Subd. 3. The filing or service of any notice or document herein shall be timely if it bears a postmark of the United States mail within the time period.

Subd. 4. "Exclusive Representative" means Education Minnesota/YME or its designee.

Section 4. Time Limitation and Waiver: Grievances shall not be valid for consideration unless the grievance is submitted in writing to the building principal, setting forth the facts and the specific provision(s) of the Agreement allegedly violated and the particular relief sought within forty (40) days after the date the event giving rise to the grievance occurred. Failure to file any grievance within such period shall be deemed a waiver thereof. Failure to appeal a grievance from one level to another within the time periods hereafter provided shall constitute a waiver of the grievance.

Section 5. Adjustment of Grievance:

Subd. 1. In the event that a teacher believes there is a basis for a grievance, the teacher shall first discuss the alleged grievance with his/her building principal either personally or accompanied by the Exclusive Representative.

Subd. 2. If, as a result of the informal discussion with the building principal, a grievance still exists, the grievant may invoke the formal grievance procedure through the Exclusive Representative on the form set forth in Appendix A, signed by the grievant and the Exclusive Representative, which form shall be available from the representative in each building or the school office. A copy of the grievance form shall be delivered to the building principal and the Superintendent. Within five (5) days of receipt of the grievance, the building principal shall meet with the Exclusive Representative in an effort to resolve the grievance. The building principal shall give an answer to the grievance, in writing, within five (5) days of such meeting and shall furnish a copy thereof to the Exclusive Representative.

Subd. 3. If the grievant is not satisfied with the answer to the grievance or if no answer has been given within five (5) days of such meeting, or ten (10) days from the date of filing, whichever shall be later, the grievance shall be transmitted to the Superintendent within five (5) days. Within five (5) days of receipt of the grievance, the Superintendent or the Superintendent's designee shall meet with the grievant on the grievance and shall give an answer to the grievance in writing within five (5) days of such meeting, and shall furnish a copy thereof to the Exclusive Representative.

Section 6. School Board Review: The School Board or its designee, reserves the right to review any decision issued in Subd. 2. or 3. above provided the School Board or its representative notifies the Exclusive Representative, in writing, of its intention to review, within five (5) days after the decision has been rendered. In the event the School Board reviews a grievance under this section, the School Board reserves the right to reverse or modify such decision. If the School Board chooses to review a decision, it will do so no later than its next regular meeting or two (2) calendar weeks from the date of the decision made in Subd. 2. or 3., whichever shall be later. A written response to the grievance by the School Board shall be made no later than seven (7) calendar days thereafter. A copy of such response shall be furnished to the Exclusive Representative. If the grievant is not satisfied with the School Board's response to the grievance, or if no answer has been given within the period provided, the grievance may be submitted to arbitration before an impartial arbitrator as provided in Section 8. below.

Section 7. Appeal: If the grievant is not satisfied with the answer to the grievance by the Superintendent or the Superintendent's designee, or if no answer has been given within five (5) days of meeting with the Superintendent or the Superintendent's designee or ten (10) days from the date of filing the grievance with the Superintendent, the grievant may appeal the grievance to the School Board by filing a written copy

thereof with the clerk or other designee of the School Board within five (5) days. The School Board, upon receipt of the grievance, but no later than its next regular meeting or two (2) calendar weeks, whichever shall be later, shall meet with the grievant on the grievance. A written response to the grievance by the School Board shall be made no later than seven (7) calendar days thereafter. A copy of such answer shall be furnished to the Exclusive Representative.

Section 8. Arbitration Procedures: If the Exclusive Representative is not satisfied with the response to the grievance by the School Board, or if no answer has been given within the period above provided, the grievance may be submitted, within five (5) days, to arbitration before an impartial arbitrator. If the parties cannot agree as to the arbitrator within five (5) days from the notification date that arbitration will be pursued, the arbitrator shall be selected through the PELRA. Both parties will have the opportunity to submit evidence, offer testimony, and make oral or written arguments relating to the issue to be arbitrated. The arbitrator shall have no power to alter, add to, or subtract from the express terms of this Agreement. The proceeding before the arbitrator is subject to the limitations of arbitration decisions as provided by the PELRA. The fees and expenses of the arbitrator shall be shared equally by both parties.

Subd. 1. In the event a grievance is filed after May 15 of any year and strict adherence to the time limits may result in hardship to any party, the School Board shall use its best efforts to process such grievance prior to the end of the school term or as soon thereafter as possible.

Subd. 2. Notwithstanding the expiration of this Agreement, any claim or grievance arising thereunder may be processed through the grievance procedure until resolution.

Section 9. Reprisals: No reprisals of any kind will be taken by the School Board against any grievant because of the grievant's participation in this grievance procedure.

Section 10. Election of Remedies and Waiver: A grievant instituting any action, proceeding, or complaint in a federal or state court of law, or before an administrative tribunal, federal agency, state agency, or seeking relief through any statutory process for which relief may be granted, the subject matter of which may also constitute a grievance under this Contract, shall immediately be deemed to have waived any and all rights to pursue a grievance under this article. Upon instituting and proceeding in another forum as noted above, the grievant shall be deemed to waive the right to initiate a grievance pursuant to this article or, if the grievance is already pending, the right to pursue it further. This section shall not apply to actions to compel arbitration or to enforce the award of an arbitrator.

ARTICLE X. UNREQUESTED LEAVE OF ABSENCE AND SENIORITY

Section 1. Purpose: The purpose of this article is to implement the provisions of MS 122A.40, Subd 10, which, when adopted, shall constitute a plan for unrequested leave because of discontinuance of position, lack of pupils, financial limitations or merger of classes caused by consolidation of School Districts.

Section 2. Definitions:

Subd. 1. For purposes of this article, the terms defined shall have the meanings respectively ascribed to them.

Subd. 2. “Teacher” shall mean those members of the unit as defined by the PELRA and this Agreement, except the provisions of this article shall not be applicable to any bargaining unit member who is not a teacher as defined by M.S. 122A.40, Subdivision 1.

Subd. 3. “Qualified” shall mean a teacher who:

1. possesses a valid state license to teach in Minnesota;
2. has a major in the area of a license(s) or;
3. has successfully had teaching experience in such license(s) within the last five years in the School District.

Subd. 4. “Seniority” means continuing contract, qualified teachers commencing with the first day of actual service in the School District and shall exclude probationary teachers and those teachers who are acting incumbents for teachers on authorized military or other similar leave of absences. A seniority list shall be updated in accordance with the provisions of Section 6 on an annual basis.

Part-time teachers shall not be able to displace junior full-time teachers. A part-time teacher may claim a vacant position. Provided, however, that part-time teachers who have non-interrupted service in the School District system that employed them prior to the interdistrict cooperation and who previously taught full-time for the School District system that employed them before interdistrict cooperation shall be able to displace junior, full-time teachers and shall be able to claim vacant full-time positions.

In determining the length of seniority, a teacher whose employment has been legally terminated by resignation, or termination pursuant to MS 122A.40, but whose employment was subsequently reinstated at the beginning of the next school year by action of the School Board and the teacher, without interruption of regular service, shall retain his/her original seniority date.

Subd.5: “School Board” means the local governing board of the School District.

Section 3. Unrequested Leave of Absences:

Subd. 1. The School Board may place on unrequested leave of absence, for a period not exceeding five (5) calendar years from the time such leave is commenced, without pay or fringe benefits, such teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of

classes. Such leave shall be effective no later than the close of the school year or at such earlier time as mutually agreed between the teacher and the School Board.

Subd. 2. Teachers to be placed on unrequested leave of absence shall be entitled to the notice and hearing rights specified in MS 122A.40. Notice of intention to place a teacher on unrequested leave shall also be given to the President of the Association.

Subd. 3. Teachers shall be placed on unrequested leave of absence in inverse order of seniority and qualified licenses. No teacher shall be placed on unrequested leave if there is any other qualified teacher with less seniority.

Subd. 4. If there is a reduction that affects teachers with identical seniority, the tie shall be broken based upon the following criteria used in sequence until the tie is broken:

1. The higher total of additional credits or higher lane placement shall create greater seniority.
2. The higher total number of years of experience in the School District shall create greater seniority.
3. The lowest file folder number shall create greater seniority.

Subd. 5. Any teacher placed on such leave may engage in teaching or any other occupation during such period and may be eligible for unemployment compensation if otherwise eligible under the law for such compensation, and such a leave will not result in a loss of credit for years of service in the School District earned prior to the commencement of such leave.

Section 4. Realignment: Nothing in this article, for purposes of placement on unrequested leave of absence or recall therefrom, shall require the School Board to reassign a senior teacher to a different subject matter category to accommodate the seniority claims of a junior teacher; nor shall it require the School Board to assign a senior teacher to a substantially different grade level assignment. For purposes of this section, a substantially different grade level assignment shall mean an assignment between kindergarten through the sixth grade or seventh grade through the twelfth grade.

Section 5. Reinstatement:

Subd. 1. No new teacher shall be employed by the School District while any qualified teacher is on unrequested leave of absence. Teachers placed on unrequested leave of absence shall be reinstated to the position from which they have been given leave or any other available position in the school district in the fields in which they are qualified as such positions become available. The order of reinstatement shall be in the inverse order in which teachers were placed on unrequested leave.

Subd. 2. When placed on unrequested leave, a teacher shall file his/her name and address with the School District to which any notice of reinstatement or availability of position shall be mailed by certified mail.

Proof of service by the person in the School District depositing such notice to the teacher at the last known address shall be sufficient, and it shall be the responsibility of any teacher on unrequested leave to provide for forwarding of mail or for address changes. Failure of a notice to reach a teacher shall not be the responsibility of the School District if any notice has been mailed as provided herein.

Subd. 3. If a position becomes available for a qualified teacher on unrequested leave, the School District shall notify such teacher, by certified mail, who shall have ten (10) days from the date of receipt of such notice to accept the reemployment. Failure to reply in writing within such ten (10) day period shall constitute waiver on the part of any teacher to any further rights of employment or reinstatement, and the teacher shall forfeit any future reinstatement of employment rights. The School District shall then offer a contract to the next senior, qualified teacher on unrequested leave of absence who has specified in writing a desire to accept the position.

Subd. 4. Reinstatement rights shall automatically cease five (5) years from the date the unrequested leave of absence was commenced, and no further rights to reinstatement shall exist unless extended by written mutual consent of the School District and the qualified teacher.

Subd. 5. Teachers on unrequested leave shall remain eligible for all benefit plans, subject to the approval of the insurance carrier, but must pay the entire premium to the School District during the period of such leave. The School District's contribution towards fringe benefits for teachers placed on unrequested leave shall be maintained until September 1st following the placement of such teacher on unrequested leave.

Section 6. Establishment of Seniority List:

Subd. 1. By October 15 of each year, the School District shall cause a seniority list (by name, date of employment, qualifications, and license) to be prepared from its records. It shall thereupon post such list in an official place in each schoolhouse of the district. A copy shall also be sent to the President of the Association and will be made available to all teachers.

Subd. 2. Any person whose name appears on such list and who may disagree with the finding of the School Board and the order of seniority in said list shall have ten (10) days from the date of posting to supply written documentation, proof and request for seniority change to the School Board. Within ten (10) days thereafter, the School District shall evaluate any and all such written communications regarding the order of seniority contained in said list and shall make a final seniority list. By October 15, the School District shall cause such seniority list to be updated to reflect any addition or deletion of personnel caused by retirement, death, resignation, or other cessation of services, or new employees. Such yearly revised list shall govern the application of the unrequested leave of absence policy until thereafter revised.

Subd. 3. Any new licenses obtained by a teacher must be filed in the office of the Superintendent prior to

February 1 if they are to be considered for that year's reduction, if any. Any license filed on February 1 or thereafter shall not be considered for purposes of reinstatement from unrequested leave of absence.

Section 7. Effect: This article shall be effective at the beginning date of this Master Agreement and shall be governed by its duration clause. This article shall govern all teachers as defined therein and shall not be construed to limit the rights of any other licensed employee not covered by the Master Agreements or any Master Agreements affecting such licensed employees.

Section 8. Procedure: Any challenge by a teacher who is proposed for unrequested leave of absence or recall therefrom shall be subject to the hearing and review procedures as provided in M.S. 1224.40 and, therefore shall not be subject to the grievance procedure.

ARTICLE XI: DEFERRED COMPENSATION and SEVERANCE OPTIONS

Section 1. Determining Eligibility to Qualify for Retirement Options: Teachers are eligible for deferred compensation upon retirement provided they meet the criteria of one or more of the following components: he/she must have been employed in the State of Minnesota and: 1) has not less than fifteen (15) years of allowable service as defined by the Minnesota Teacher's Retirement Association and has or will attain the age of fifty-five years as of June 30 in the school year during which he/she submits a resignation, or 2) has at least thirty years of allowable service as defined by the Minnesota Teachers' Retirement Association, or 3) as a full-time teacher has completed twenty years of professional service in School Districts No. 892, 893, 894, 2183 and 2190. A teacher must retire and be eligible to begin drawing TRA benefits to qualify for ~~deferred compensation. either of these options.~~

Teachers enrolled under a deferred compensation School District match plan prior to September 1, 1995, may be eligible to receive a total district match toward a 403(b) plan up to \$19,500 as outlined in Section 2, Subd. 3. All other teachers employed may be eligible to receive a total School District match toward a 403(b) of up to \$22,500. Part-time teachers will be eligible for a prorated match dependent upon their annual percentage of full-time employment.

Subd. 1. In order to start receiving a maximum School District match for the deferred compensation, teachers may begin making their personal contributions at the beginning of their fifth year of service in the School District. Teachers who choose not to start making contributions at the beginning of their fifth year of service agree to forego the School District's match in those years in which they were eligible and chose not to participate. Those years may not be made up at a later date.

Subd. 2. In all of the options outlined, upon retirement, a teacher must provide the School District with written notice of resignation by April 1 of the school year at the end of which the resignation will be

effective. If the teacher resigns effective during the school year, written notice of the resignation must be provided to the School District at least 90 days before the effective date of the resignation. A teacher terminated pursuant to MS 122A.40 , Subd. 9 and 13, shall not be granted severance pay.

Section 2. Deferred Compensation 403(b) Option: Any teacher is eligible to participate in the deferred compensation match plan provided he/she is willing to contribute a match to a School District contribution as follows:

Subd. 1. Teachers enrolled in the deferred compensation School District match after September 1, 1995 may receive a match according to the schedule listed below. Years of service to the School District must be continuous years of employment. ~~This subdivision includes teachers who are on unrequested leave of absence.~~ Continuous years of employment includes teachers who are on Unrequested Leave of Absence.

Years of Service to School Districts No. 892, No. 893, No. 894, No. 2183 and No. 2190:	Annual Employer Match:
0-4 years	\$0,
5-13 years	\$800,
14-25 years	\$1,200,
26 th year	\$900.

Subd. 2. This subdivision applies only to teachers who meet the following criteria: 1) they were employed prior to September 1, 1995; 2) they are eligible for a retirement option in accordance with Section 1. above; 3) they have chosen the deferred compensation retirement option; and 4) prior to the 1999-2000 school year they were not previously enrolled in the deferred compensation School District match plan. If the District's total contribution to such a teacher's deferred compensation plan is less than the maximum School District match of \$22,500 (calculated based on years of service), the teacher is eligible to receive the balance of the ~~teacher's calculated~~ maximum School District match, ~~as described below~~, to be placed in the Minnesota Post Retirement Health Care Savings Plan (PRHCSP) established under Minn. Statutes, 352.98 and as outlined in the Minnesota State Retirement System's Trust and Plan Documents. ~~If a teacher dies subsequent to the last teacher duty day, but prior to receiving his/her balance of the maximum School District match, such payment shall be made to his/her estate.~~

~~The balance of the maximum School District match of up to \$22,500 (calculated as described above) will be based upon the number of accumulated and unused disability leave days available to the teacher as of the effective date of his/her resignation, according to the following:~~

~~1.) — Number of unused sick leave days x daily rate of pay = \$X (but not to exceed the calculated maximum School District match of up to \$22,500);~~

~~2.) — \$X (from “1” above) minus the amount paid by the School District to teacher’s deferred compensation plan = \$Y;~~

~~3.) — \$Y (from “2” above) is the balance to be paid to date by the School District to the Minnesota Post Retirement Health Care Savings Plan.~~

Subd. 3. Beginning with the 2005-2006 school year, teachers enrolled in the deferred compensation School District match plan prior to September 1, 1995, will receive a prorated match of \$1,200 based on their annual employment status until they reach the maximum School District match of up to \$19,500.

Subd. 4. This Subdivision applies only to teachers who meet the following criteria: 1) they were employed prior to September 1, 1995; 2) they are eligible for a retirement option in accordance with Section I. above; 3) they have chosen the deferred compensation retirement option; and 4) they were enrolled in the deferred compensation match plan prior to September 1, 1995. If the School District’s total contribution to such a teacher’s deferred compensation plan is less than the maximum School District match of \$19,500 (calculated based on years of service), the teacher is eligible to receive the balance of the **teacher’s calculated** maximum School District match, ~~as described below~~, to be placed in the Minnesota Post Retirement Health Care Savings Plan (PRHCSP) established under Minn. Statutes, 352.98 and as outlined in the Minnesota State Retirement System’s Trust and Plan Documents. **If a teacher dies subsequent to receiving his/her balance of the maximum School District match, such payment shall be made to his/her estate.**

~~The balance of the maximum School District match of up to \$19,500 (calculated as described above) will be based upon the number of accumulated and unused disability leave days available to the teacher as of the effective date of his or her resignation, according to the following:~~

~~1.) — Number of unused disability leave days x daily rate of pay = \$X (but not to exceed the calculated maximum School District match of up to \$19,500);~~

~~2.) — \$X (from “1” above) minus the amount paid to date by the School District to teacher’s deferred compensation plan = \$Y;~~

~~3.) — \$Y (from “2” above) is the balance to be paid by the School District to the Minnesota Post Retirement Health Care Savings Plan.~~

Subd. 5. The plan year extends from September 1 through August 31. Teachers not matching the maximum School District contribution on an annual basis will forfeit that portion of the School District match not utilized. Part-time teachers will be eligible for a prorated School District match based upon the annual percentage of full-time employment.

Subd. 6. Teachers shall indicate on the enrollment form which of the School District approved providers

they have selected and authorize the School District to withhold their matching contribution. The deadline date for the designation of a 403(b) carrier and the amount of the teacher contributions is September 1st.

Subd. 7. If a teacher is on authorized, unpaid leave for all or a portion of an entire school year and receives no portion of his/her annual salary, he/she does not have the right to participate in the deferred compensation plan. A teacher receiving no portion of his/her annual salary cannot authorize withholding of his/her matching contribution; therefore, the School District will make no contribution.

Subd. 8. If a teacher is on an authorized, sabbatical leave and receives a half (0.5) salary for the year as allowed pursuant to this Master Agreement, then the teacher will be granted half (0.5) the district contribution match toward his/her 403(b) deferred compensation School District match plan for that year, based on his/her present years of service to the School District under Subd. 1. or 3. of Section 2 above.

Section 3. Severance Pay Option:

~~Subd. 1. The elementary teacher hired in December of 1984 and who chose the severance pay option has earned 26.3 days of severance pay through her twentieth (20th) year of service based on previously negotiated Agreements. In addition, this teacher may earn one prorated day of credit for each school year in which no disability leave was used during the last 5 full years of service. In the event that the last year of employment is not a full school year, the additional day of credit shall be prorated.~~

~~Subd. 2. The teacher's daily rate of pay shall be his/her base salary at the time of the effective date of his/her resignation from employment with the School District, as provided in the basic salary schedule for the school year, and shall not include any additional compensation for co-curricular activities, extended employment, or other compensation.~~

~~Subd. 3. The amount of the teacher's severance pay is determined by using the following formula: number of days of credit x teacher's daily rate of pay = amount of severance pay.~~

~~Subd. 4. Severance pay shall be paid by the School District in one lump sum on June 30th following the effective date of the teacher's resignation. If a teacher dies subsequent to the last teacher duty day, but prior to receiving his/her severance pay, such payment shall be made to his/her estate.~~

~~Subd. 5. No teacher other than the teacher identified will be eligible to receive severance pay as defined in this section.~~

Section 4. Payment of Health Insurance Benefits after Retirement:

Subd. 1. All teachers remain eligible for a single insurance benefit of \$200.00 per month upon retirement until eligible for Medicare.

Subd. 2. Any teacher terminated pursuant to Mn. Statute 122A.40, Subd. 9 and 13, shall not be eligible to

receive payment toward insurance premiums under this section.

ARTICLE XII. GROUP INSURANCE

Section 1. Selection: The selection of the insurance carrier and policy shall be made by the School District as provided by law.

Section 2. School District Approved Insurance Plans:

Subd. 1. Long-Term Disability Coverage: The School District ~~shall contribute a sum of up to \$225 per year (\$18.75/mo.) toward the premium for individual coverage for each full-time~~ will provide coverage for an individual premium for each teacher who qualifies for and is enrolled in the School District long-term disability plan (LTD). The LTD premium will be paid by the teacher, but the amount of the School District's contribution will be added to each teacher's salary. ~~Teachers employed less than 8 hours/day or for less than the total number of contracted days shall receive School District contributions on a prorated basis.~~

Subd. 2. Health and Hospitalization Coverage: The School District shall contribute a sum up to ~~\$4,920 \$4,400~~ (\$410 ~~\$366.67~~ per month) for individual coverage and ~~\$6,140 \$5,500~~ (\$511.67 ~~\$458.33~~ per month) for dependent coverage for each full-time teacher employed by the School District who qualifies for and is enrolled in the School District group health and hospitalization plan during the 2007-2008 school year. For the 2008-2009 school year, the School District shall contribute a sum up to ~~\$5,050 \$4,800~~ (~~\$420.83~~ \$400 per month) for individual coverage and ~~\$6,400 \$5,900~~ (\$533.33 ~~\$491.67~~ per month) for dependent coverage for each full-time teacher employed by the School District who qualifies for and is enrolled in the School District group health and hospitalization plan during this school year. Any additional cost of the premium shall be borne by the teacher and paid by payroll deduction. Teachers employed less than 8 hours/day or for less than the total number of contracted days shall receive contributions on a prorated basis.

Subd. 3. Life Insurance Coverages: The School District shall contribute a sum of up to \$81.00 per year (\$6.75/month) toward the premium for individual or dependent basic term life insurance coverages for each full-time teacher employed by the School District who qualifies for and is enrolled in the School District basic term life insurance program. Any additional cost of the premium shall be borne by the teacher and paid by payroll deduction. Teachers employed less than 8 hours/day or for less than the total number of contracted days shall receive contributions on a prorated basis.

Subd. 4. Dental Insurance Coverages: The School District shall contribute a sum of up to \$480 per year (\$40 per month) toward the premium for individual and dependant coverage for each full-time teacher

employed by the School District who qualifies for and is enrolled in the School District dental plan. Any additional cost of the premium shall be borne by the teacher and paid by payroll deduction. Teachers employed less than 8 hours/day or for less than the total number of contracted days shall receive contributions on a prorated basis.

Section 3. Claims Against the School District: The School District's only obligation is to purchase these insurance policies and pay such amounts as agreed to herein, and no claim shall be made against the School District as a result of a denial of insurance benefits by an insurance carrier.

Section 4. Duration of Insurance Contribution: A teacher is eligible for School District contributions as provided in this article as long as the teacher is employed by the School District. Upon termination of employment, all School District contributions shall cease except that the contribution for teachers who complete the school year shall be continued to the following September 1st.

ARTICLE XIII. TEACHER DISCIPLINE

Section 1. Definition: A teacher may be disciplined only for just cause. Disciplinary action may include the following:

1. oral reprimand,
2. written reprimand,
3. suspension with or without pay,
4. withholding of a scheduled salary increase, and/or
5. discharge.

Section 2. Severity: The severity of the disciplinary action chosen by the School District shall be commensurate to the seriousness of the teacher's misconduct or failure to act, in the sole judgment of the School District. The School District is not required to follow progressive discipline.

Section 3. Review: Disciplinary action is subject to review through the grievance procedure, subject to the provisions of M.S. 122A.40.

Section 4 Suspension: The School District shall not propose suspension of any teacher without just cause. The Exclusive Representative, with the consent of the affected teacher, shall have the right to take up the suspension at the Superintendent's level of the grievance procedure, and the matter shall be handled in accordance with this procedure if so requested by the Exclusive Representative.

ARTICLE XIV. SCHOOL DISTRICT PEER REVIEW

Section 1. Introduction: Minnesota Statute 122A.40, subdivisions 6 and 8 provide that a School Board

and the Exclusive Representative shall develop a peer review process for continuing contract teachers and probationary teachers through joint agreement. This article is intended by the parties to fulfill the statutory peer review requirements.

Section 2. Purpose: The purpose of this article is to improve the instructional effectiveness of all teachers covered by this article. Any written or oral review of a teacher's performance, subject to the terms of this article, shall be used only for improving the instructional effectiveness of the teacher reviewed. In no case may said review form the basis for any disciplinary action, nor shall it be used to judge the competency of any teacher, nor shall it be used for any defense. Any review will become the property of the teacher reviewed.

Section 3. Committee: The School District-wide committee, charged with peer review, shall consist of four members, two elementary teachers and two secondary teachers. All members shall be teachers selected by the Exclusive Representative. For the duration of this article, the members of the peer review committee will be four teachers from the Yellow Medicine East staff development committee. The number of classroom observers selected by the committee shall be dependent upon the needs of individual buildings within the district.

All committee members and classroom observers shall receive training, at least annually, in appropriate techniques to determine effective classroom teaching skills, in the skills necessary to become effective observers including, but not limited to conferencing skills, listening skills, and conflict resolution.

The School District-wide peer review committee shall develop the process necessary to conduct a peer review and a classroom observation. All teachers shall receive a copy of the review process and shall receive inservice training, conducted by the committee, on the process prior to any classroom observations taking place.

The training component will be determined by the School District-wide peer review committee and will be paid for by the School District via the staff development budget.

Section 4. Peer Review Activities: Each building site will choose the peer review activities appropriate for its building needs. Peer review activities which may be implemented at the building site may include, but are not limited to, the following:

1. Paired peer review for teachers. The peer review committee facilitates the link-up of teachers two by two, each pair working together throughout the year as a mini team, doing joint planning, observing one another's classes, reflecting, sharing insights, and translating ideas into future lessons. Note: this model can be as simple as two people working out their own plans, or it could involve planned workshop participation in which specific instructional behaviors, which are research based,

are brought into the review process by the paired individuals.

2. Teamed peer review for teachers. The peer review committee facilitates the link-up of teachers in teams of three or more, each team working together throughout the year as a mini-team doing joint planning, observing one another's classes, reflecting, sharing insights, and translating ideas into future lessons.

Section 5. Observations: All observers shall conduct all observations in person during the working day. Observers shall not be required to use their preparation time to conduct observations. Substitute teachers may be hired to facilitate these observations. Each building site will coordinate observations with building principals to maximize use of substitute teacher time. These observations are not to be a replacement for the teacher evaluation requirements provided for in the School District policy, nor may it be used as an evaluative tool for any disciplinary or job status decisions provided for in M.S.122A.40, nor as a defense for any disciplinary or job status decision.

Section 6. Compensation: Meetings of the School District-wide peer review committee shall be conducted outside the normal workday. All committee members shall be compensated at the rate of \$30.00 per diem plus mileage.

Section 7. Accountability: The committee will give an annual report to the School Board indicating the type of peer review activities and a subjective assessment of the peer review effectiveness.

Section 8. Budget: A peer review line item within the staff development budget of \$3,000 per year may be utilized by the School District-wide peer review committee for activities within this article. Flexibility of budget for training will be assured for development of a quality program.

ARTICLE XV. EARLY CHILDHOOD FAMILY EDUCATION TEACHERS

Section 1. Statutory Considerations: Pursuant to M.S. 122A.26, an Early Childhood Family Education (ECFE) teacher who teaches in an early childhood and family education program which is offered through a community education program which qualifies for community education aid or ECFE aid must meet licensure requirements as a teacher. However, M.S. 122A.26 specifically provides that such licensure shall not be construed to bring such ECFE teacher within the definition of a teacher for purposes of M.S. 122A.40, Subdivision 1.

Section 2. Application of Agreement: The employment of ECFE teachers is unique and market driven and, accordingly, requires particular consideration in the Agreement because of this unique employment relationship.

Section 3. Probationary Period: The probationary period for ECFE teachers shall be three (3) school years

of continuous service. Upon completion of the probationary period, an ECFE teacher may be suspended or discharged only for just cause, and such ECFE teacher shall have access to the grievance procedure.

Section 4. Layoff and Recall: ECFE teachers shall have seniority only as an ECFE teacher and shall have a separate seniority list consisting only of ECFE teachers. An ECFE teacher shall not have any rights to any other teaching position in the School District. ECFE teachers shall be laid off and recalled within order of seniority with other ECFE teachers.

Section 5. Compensation: ECFE teachers shall be compensated pursuant to the following schedule:

	<u>2007-2008 School Year</u>	<u>2008-2009 School Year</u>
Years 1 & 2	\$24.03 \$25.49	\$24.75 \$26.26
Years 3 & 4	\$24.82 \$26.33	\$25.56 \$27.12
Years 5 & Over	\$25.65 \$27.21	\$26.42 \$28.03

Section 6. Applicable Sections of the Master Agreement: ECFE teachers shall be covered by the following sections of the Master Agreement listed below. They are not covered by the other Agreement articles not listed here.

Article I, Purpose

Article II, Recognition of Exclusive Representative

Article III, Definitions

Article IV, School District Rights

Article V, Teacher Rights

Article IX, Grievance Procedure

Article XIII, Teacher Discipline

Article XIV, Duration

Section 7. Hours of Service, Duty Day, Duty Week, and Duty Year: Recognizing the unique, changing, and irregular nature of the ECFE program, hours of service, duty day, duty week, and duty year shall be as assigned by the School District and modified from time to time based upon the needs of the program.

Section 8. Director Benefit: The Director of the Early Childhood Family Education programs shall receive a health insurance benefit of \$200.00 per month.

ARTICLE XVI. DURATION

Section 1. Term and Reopening Negotiations: This Agreement shall remain in full force and effect for a period commencing on July 1, 2007 through June 30, 2009, and thereafter until modifications are made pursuant to the PELRA. If either party desires to modify or amend this Agreement commencing on July 1,

2007, it shall give written notice of such intent to the other party no later than May 1, 2009. Unless otherwise mutually agreed, the parties shall, on each odd-numbered year, commence negotiations for the purpose of entering into a successor Agreement before the expiration of this Agreement.

Section 2. Effect: This Agreement constitutes the full and complete Agreement between the School District and the Exclusive Representative. The provisions herein relating to terms and conditions of employment supersede any and all prior agreements, resolutions, practices, school district policies, rules or regulations concerning terms and conditions of employment inconsistent with these provisions.

Section 3. Severability: The provisions of this Agreement shall be severable, and if any provision thereof or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this Agreement or the application of any provision thereof.

ARTICLE XVII. BASIC SCHEDULES AND RATES OF PAY

Section 1. 2007-2009 Salary Schedules: The wages and salaries reflected in the schedules attached hereto, shall be a part of the Agreement for the 2007-2009 school years.

Section 2. Status of Salary Schedule: The salary schedules are not to be construed as a part of a teacher's continuing contract. In the event a successor Agreement is not entered into prior to the commencement of school in ~~2009~~ 2007, a teacher shall be compensated according to the last individual employment contract executed between the teacher and the School District until such time as a successor Agreement is executed and fully implemented.

Section 3. Placement on Salary Schedule: The following rules shall be applicable in determining placement of a teacher on the appropriate salary schedule.

Subd. 1. Credits to be considered for application on any lane of the salary schedule must be germane to the teaching assignment as determined by the School Board.

Subd. 2. To apply on the salary schedule, credits beyond the bachelor's degree must be graduate credits and carry a grade equivalent of B or higher.

Subd. 3. All credits, in order to be considered for application on the salary schedule, must be approved by the Superintendent in writing prior to the taking of the course.

Subd. 4. At the time a block of credits are considered for a lane change, no credits more than seven (7) years old will be counted toward the lane change.

Subd. 5. All credits counted toward lane changes beyond the BA lane must be earned after a teacher has received the BA degree. All credits counted toward lane changes after the MA degree must be earned after a teacher has received the MA degree.

Subd. 6. Individual employment contracts will be modified to reflect qualified lane changes twice every year as follows:

1. The salary increase resulting from a lane change shall be effective at the beginning of the school year providing a transcript of qualified credits is submitted to the Superintendent's office no later than September 15th of each year. Credits submitted by transcript after September 15th but before February 15th even though otherwise qualifying, shall not be considered until February 15th.
2. The salary increase resulting from a lane change shall be effective on February 15th providing a transcript of qualified credits is submitted to the Superintendent's office no later than February 15th of each year. Credits submitted by transcript after February 15th even though otherwise qualifying, shall not be considered until the following school year.
3. Requests for lane changes must be made in writing according to the dates listed above.

Subd. 7. Teachers employed in the School District prior to July 1, 2005 and placed on the then existent BA+75 lane shall be provided the MA lane negotiated increase for the remainder of their tenure in the School District. Any teacher eligible to move to the then existent BA+75 lane during the 2005-2006 school year will also be provided the MA lane negotiated increase for the remainder of their tenure in the School District.

Subd. 8. A teacher shall be paid on the master's degree lane or higher degree lane only if the degree program is germane to the teaching assignment as approved by the School Board and the degree program is approved in writing by the Superintendent in advance.

Subd. 9. Notwithstanding the other provisions of this article, a teacher may not be credited with more than fifteen (15) credits toward a lane change in any single fiscal year, allowing teachers to advance one lane only in a given year. However, ~~the two teachers~~ a teacher who ~~have~~ has completed a pre-approved master's programs ~~and have completed such program~~ and has forwarded the required documentation to the District office ~~by February 15, 2006~~, shall be allowed to move directly to the MA lane ~~during the 2005-2006 school year~~. pursuant to Subd. 6 above.

A teacher on sabbatical leave shall be an exception to this restriction. A teacher on sabbatical leave shall receive salary schedule credit for all credit hours earned during the leave that meet the criteria established in this section.

Subd. 10. A newly hired teacher shall be placed on such step of the salary schedule as agreed upon between the School District and the teacher. Teachers may be given up to six (6) years of outside experience on the salary schedule. The School District may, in its sole discretion, compensate teachers in the bargaining unit above the scheduled salary as provided herein.

Subd. 11. A teacher must be employed and be paid for a minimum of 90 days in a school year to qualify for a salary step advancement.

Subd. 12. Legislative amendments relative to teacher retirement make it possible for school districts to rehire retired teachers who are drawing their full pensions. A retired teacher who is hired by the School District will:

1. be placed on Step I of the BA lane of the negotiated salary schedule. **The School District reserves the right to negotiate a salary higher than that of Step 1 of the BA Lane for hard to fill positions.**
2. continue to receive the health insurance benefit that was negotiated at the time of their retirement. Retired teachers from other school districts will receive no health insurance benefit.
3. not be eligible to participate in the deferred compensation School District match plan or to receive any other retirement benefits made available to other teachers.
4. be eligible to receive the leaves of absence as negotiated in the Agreement.
5. be employed for a period of not more than one year.
6. willingly waive his or her rights to tenure and acknowledges that the district reserves the right to terminate his or her employment at the end of any school year.

The teacher’s individual contract will be modified to include language which states (1) that the retired teacher has had the opportunity to talk with his/her attorney relative to waiving his/her statutory rights to tenure, (2) that the retired teacher understands statutory rights to tenure, and (3) that the retired teacher willingly agrees to waive those statutory rights.

Subd. 13. Substitute teachers shall be compensated pursuant to School District policy. When a regularly employed teacher substitutes for another regularly employed teacher, the compensation rate per hour shall be the same as the current substitute pay.

Subd. 14. Title I teachers shall be paid according to the following schedule:

	<u>2007-2008 School Year</u>	<u>2008-2009 School Year</u>
Years 1 & 2	\$24.03 \$25.49	\$24.75 \$26.26
Years 3 & 4	\$24.82 \$26.33	\$25.56 \$27.12
Years 5 & Over	\$25.65 \$27.21	\$26.42 \$28.03

~~Title I teachers employed by the School District during the 2005-2006 school year shall be provided the negotiated increase in salary based on 5+ years of service.~~

Subd. 15. The rules contained herein relating to the application of credits on the salary schedule shall not deprive any teacher of any salary schedule placement already recognized and/or actually being paid for.

Subd. 16. Part-time teachers required to attend conferences and all-day inservice days with the

supervising principal's written approval will receive prorated pay for the extra required hours.

2007-2008 Salary Schedule							
STEP	BA	BA+15	BA+30	BA+45	BA+60	MA	MA+15
1	30,969	31,896	32,854	33,839	34,855	36,074	37,301
2	31,896	32,854	33,839	34,855	35,900	37,156	38,419
3	32,854	33,839	34,855	35,900	36,978	38,272	39,571
4	33,839	34,855	35,900	36,978	38,087	39,420	40,759
5	34,855	35,900	36,978	38,087	39,230	40,602	41,982
6	35,900	36,978	38,087	39,230	40,406	41,821	43,241
7	36,978	38,087	39,230	40,406	41,617	43,075	44,539
8	38,087	39,230	40,406	41,617	42,867	44,367	45,875
9	39,230	40,406	41,617	42,867	44,154	45,698	47,250
10	40,406	41,617	42,867	44,154	45,479	47,069	48,668
11	-	42,867	44,154	45,479	46,842	48,482	50,128
12	-	44,154	45,479	46,842	48,247	49,935	51,631
13	-	45,479	46,842	48,247	49,695	51,433	53,181
14	-	47,123	48,756	50,218	51,724	53,532	55,629
14+	49,035	50,070	52,022	53,583	55,190	57,117	59,629
Grandfathered		50,508					

The salary schedule matrix is adjusted as follows:

1. The schedule matrix reflects a salary adjustment in the BA lane for the last step. However, for all teachers who had not reached the 10th step by the 2002-2003 fiscal year, the schedule is capped at ten years. Further advancement through the salary schedule, after the BA 10 step, must occur by changing lanes of advanced credits.
2. Notwithstanding the foregoing schedule, the two teachers employed in the School District as the Elementary Physical Education Instructor hired September 3, 1987, and the senior high Spanish instructor hired August 28, 1990, who would be affected by the 10 step cap of the BA lane shall be provided the negotiated increase in salary and career increment for the remainder of tenure in the School District.
3. Notwithstanding the foregoing schedule, **the elementary instructor hired August 27, 1986 in the BA+15 increment cap employed in the School District shall be provided the negotiated increase in salary at the career increment for the remainder of their tenure in the School District.**

Teachers employed for summer work will receive \$575.00/week. Such employment will be at the discretion of the School Board.

All teachers who work at extra-curricular events and as bus chaperones will be paid at a rate of \$8.00/hour. Fractional parts of an hour will be paid to the next highest half-hour.

2008-2009 Salary Schedule							
STEP	BA	BA+15	BA+30	BA+45	BA+60	MA	MA+15
1	31,278	32,215	33,183	34,177	35,204	36,435	37,674
2	32,215	33,183	34,177	35,204	36,259	37,528	38,803
3	33,183	34,177	35,204	36,259	37,348	38,654	39,967
4	34,177	35,204	36,259	37,348	38,468	39,814	41,166
5	35,204	36,259	37,348	38,468	39,622	41,008	42,402
6	36,259	37,348	38,468	39,622	40,810	42,239	43,674
7	37,348	38,468	39,622	40,810	42,034	43,505	44,984
8	38,468	39,622	40,810	42,034	43,296	44,811	46,333
9	39,622	40,810	42,034	43,296	44,595	46,155	47,722
10	40,810	42,034	43,296	44,595	45,933	47,540	49,154
11	-	43,296	44,595	45,933	47,310	48,967	50,629
12	-	44,595	45,933	47,310	48,730	50,434	52,148
13	-	45,933	47,310	48,730	50,192	51,948	53,712
14	-	47,594	49,243	50,720	52,242	54,068	56,185
14+	50,752	51,822	53,843	55,458	57,121	59,117	61,716
Grandfathered		52,275					

The salary schedule matrix is adjusted as follows:

1. The schedule matrix reflects a salary adjustment in the BA lane for the last step. However, for all teachers who had not reached the 10th step by the 2002-2003 fiscal year, the schedule is capped at ten years. Further advancement through the salary schedule, after the BA 10 step, must occur by changing lanes of advanced credits.
2. Notwithstanding the foregoing schedule, the two teachers employed in the School District as the Elementary Physical Education Instructor hired September 3, 1987, and the senior high Spanish instructor hired August 28, 1990, who would be affected by the 10 step cap of the BA lane shall be provided the negotiated increase in salary and career increment for the remainder of tenure in the School District.
3. Notwithstanding the foregoing schedule, **the elementary instructor hired August 27, 1986 in the BA+15 increment cap employed in the School District shall be provided the negotiated increase in salary at the career increment for the remainder of their tenure in the School District.**

Teachers employed for summer work will receive \$575.00/week. Such employment will be at the discretion of the School Board.

All teachers who work at extra-curricular events and as bus chaperones will be paid at a rate of \$8.00/hour. Fractional parts of an hour will be paid to the next highest half-hour.

2007-2008 Extra Curricular Athletic Salary Schedule

	A	B	C	D	E
YEARS 1&2	3,797	3,074	2,124	1,898	1,551
YEARS 3&4	4,260	3,536	2,590	2,206	1,860
OVER 4 YEARS	4,564	4,001	3,337	2,513	2,165

Level A	head basketball, head football, head wrestling, head volleyball;
Level B	head track, head baseball, head softball, head tennis, head golf, head cross country;
Level C	assistant football, B basketball, J.V. basketball, J.V. volleyball, assistant wrestling, assistant volleyball;
Level D	assistant track, assistant baseball, 9 th grade basketball, assistant softball, 9 th grade football, 9 th grade volleyball, assistant tennis, assistant golf, assistant cross-country
Level E	J.H. football, J.H. volleyball, J.H. basketball, J.H. wrestling, J.H. track, J.H. softball, J.H. baseball.

NOTES

1. “Years coaching” means years of coaching in the School District and in the particular sport.
2. Years are accumulated regardless of transfer to a different coaching level.
3. The School District reserves the right to pay a head coach above the schedule amount if necessary in order to secure coaching replacements.
4. Elementary athletic activity supervisors will be paid \$393 per activity.
5. Extra-curricular pay shall be paid in three (3) equal installments during the season.

OFFICIALS FOR ATHLETIC EVENTS: Officials for athletic contests will be paid \$20.00 per event. (An event is a game in baseball, football, basketball, and softball and a match in volleyball.) Track workers and cross county workers will be taken off of the official’s schedule, and those teachers will be paid according to the hourly extra-curricular work schedule @ \$8.00 per hour.

2008-2009 Extra-Curricular Athletic Salary Schedule

	A	B	C	D	E
YEARS 1&2	3,797	3,074	2,124	1,898	1,551
YEARS 3&4	4,260	3,536	2,590	2,206	1,860
OVER 4 YEARS	4,564	4,001	3,337	2,513	2,165

Level A	head basketball, head football, head wrestling, head volleyball;
Level B	head track, head baseball, head softball, head tennis, head golf, head cross country;
Level C	assistant football, B basketball, J.V. basketball, J.V. volleyball, assistant wrestling, assistant volleyball;
Level D	assistant track, assistant baseball, 9 th grade basketball, assistant softball, 9 th grade football, 9 th grade volleyball, assistant tennis, assistant golf, assistant cross-country
Level E	J.H. football, J.H. volleyball, J.H. basketball, J.H. wrestling, J.H. track, J.H. softball, J.H. baseball.

NOTES

1. "Years coaching" means years of coaching in the School District and in the particular sport.
2. Years are accumulated regardless of transfer to a different coaching level.
3. The School District reserves the right to pay a head coach above the schedule amount if necessary in order to secure coaching replacements.
4. Elementary athletic activity supervisors will be paid \$393 per activity.
5. Extra-curricular pay shall be paid in three (3) equal installments during the season.

OFFICIALS FOR ATHLETIC EVENTS: Officials for athletic contests will be paid \$20.00 per event. (An event is a game in baseball, football, basketball, and softball and a match in volleyball.) Track workers and cross county workers will be taken off of the official's schedule, and those teachers will be paid according to the hourly extra-curricular work schedule @ \$8.00 per hour.

2007-2008 Extra-Curricular Non-Athletic Salary Schedule

	A	B	C	D	E
YEARS 1&2	2,330	1,498	1,167	832	335
YEARS 3&4	2,643	1,701	1,324	944	378
OVER 4 YEARS	3,134	1,930	1,501	1,075	431

- Level A annual, concessions, instrumental music, musical director, winter head dance line;
- Level B vocal music, math league, ~~fall~~ play, ~~elementary technology coordinator, junior high technology coordinator~~, cheerleaders, fall head dance line, musical assistant, FFA advisor;
- Level C newspaper, school patrol, assistant math league, JH math league, winter dance line assistant, **musical 2nd assistant, intramural supervisor, HS knowledge bowl;**
- Level D declam, ~~photo club~~, one act play, ~~musical 2nd assistant~~, elementary play director, JH **musical**/play director, JH dance line, Spanish club, SH student council, fall assistant dance line, **mock trial, JH knowledge bowl;**
- Level E National Honor Society, elementary student council, ~~JH~~ **assistant HS** student council (to be paid at over 4 years), **JH spelling bee, JH geography bee.**

NOTES

1. “Years in assignment” means years working in the particular activity in the School District.
2. Years are accumulated regardless of a transfer to a different level of responsibility in the same activity.
3. Extra-curricular pay shall be paid in three (3) equal installments during the season.
4. The School District reserves the right to pay a supervisor/director above the schedule amount if necessary in order to secure supervisor/director replacement.
5. Pay for the summer band instruction (senior high and junior high) will be based on the hourly rate of pay from the BA Step 1 cell of the salary schedule.
6. Pay for the summer agriculture program will be based on the hourly rate of pay from the BA Step 1 cell of the salary schedule.

EXTRA-CURRICULAR NON-ATHLETIC SCHEDULE 2008-2009

	A	B	C	D	E
YEARS 1&2	2,330	1,498	1,167	832	335
YEARS 3&4	2,643	1,701	1,324	944	378
OVER 4 YEARS	3,134	1,930	1,501	1,075	431

- Level A annual, concessions, instrumental music, musical director, winter head dance line;
- Level B vocal music, math league, ~~fall~~ play, ~~elementary technology coordinator, junior high technology coordinator~~, cheerleaders, fall head dance line, musical assistant, FFA advisor;
- Level C newspaper, school patrol, assistant math league, JH math league, winter dance line assistant, **musical 2nd assistant, intramural supervisor, HS knowledge bowl;**
- Level D declam, ~~photo club~~, one act play, ~~musical 2nd assistant~~, elementary play director, JH **musical**/play director, JH dance line, Spanish club, SH student council, fall assistant dance line, **mock trial, JH knowledge bowl;**
- Level E National Honor Society, elementary student council, ~~JH~~ **assistant HS** student council (to be paid at over 4 years), **JH spelling bee, JH geography bee.**

NOTES

1. “Years in assignment” means years working in the particular activity in the School District.
2. Years are accumulated regardless of a transfer to a different level of responsibility in the same activity.
3. Extra-curricular pay shall be paid in three (3) equal installments during the season.
4. The School District reserves the right to pay a supervisor/director above the schedule amount if necessary in order to secure supervisor/director replacement.
5. Pay for the summer band instruction (senior high and junior high) will be based on the hourly rate of pay from the BA Step 1 cell of the salary schedule.
6. Pay for the summer agriculture program will be based on the hourly rate of pay from the BA Step 1 cell of the salary schedule.

IN WITNESS WHEREOF, the parties have executed this Agreement as follows:

FOR:
The Exclusive Representative

FOR:
The School District

Kim Sandry, Co-President
~~Lisa Hansen~~

Elmo Volstad, School Board Chairperson
~~Warren Formo~~

Karen Gustafson, Co-President
~~Pete Scheffler~~

Cheryl Eckhardt, School Board Clerk
~~Elmo Volstad~~

Steve Petrich, Co-Head Negotiator

Dated this ____ day of _____, 2008

Dated this ____ day of _____, 2008

APPENDIX A
GRIEVANCE REPORT FORM

Grievance # _____

Received by:

Supervising Principal's Signature

Date

Submit a form to both Supervising
Principal and Superintendent

Superintendent's Signature

Date

School

Position

Name of Grievant

Date Filed

Section 5., Subd.

A. Date Cause of Grievance Occurred _____

B. 1. Article and Section of Master Agreement in question _____

2. Statement of Grievance _____

3. Relief Sought _____

Signature of Grievant

Date

Signature of Exclusive Representative

Date

(If additional space is needed in reporting, attach additional sheets)

C. Answer by Superintendent _____

Signature of Superintendent

Date

D. Position of Grievant _____

Signature of Grievant

Date

Section 5., Subd. 3

- A. Answer received by Superintendent or designee _____
B. Answer of director or designee _____
-

Signature of Superintendent or Designee Date

- C. Position of Grievant _____

Signature of Grievant Date

Section 7

- A. Date received by Board of Education or designee _____
B. Answer by board or designee _____
-

Signature of Board or Designee Date

- C. Position of Grievant _____

Signature of Grievant Date

Section 8

- A. Date submitted to arbitration _____
B. Answer and award of arbitrator _____
-
-

Signature of Arbitrator Date

07-08/08-09 Contract

YME

64.08	Base	New \$	Percent		1st Year
Salary	3085766	123163	3.9913%		1.05/3.75
TRA & FICA	390349	16196	4.1491%		0.1315
Insurance	249278	6960	2.7921%		120/240
Extra Curricular	110253	1621	5.1070%		0
Total	3835646	147940	3.8570%		

120 240 # Single # Family
10/month 20/month 44 7

	Base	New \$	Percent		2nd Year
Salary	3208929	123454	3.8472%		1.0/3.5
TRA & FICA	406545	16234	3.9932%		0.1315
Insurance	256238	7525	2.9367%		130/260
Extra Curricular	111874	2286	5.1040%		0
Total	3983586	149499	3.7529%		

130 260 # Single # Family
10.83/month 21.67/month 44 7

7.6099%

New \$ over 2 years \$ 445,379 11.612%

Per FTE 1st year 64.08 \$ 2,309
Per FTE 2nd year \$ 2,333
Over 2 Years per FTE \$ 6,950



Yellow Medicine East 2007-2008 School Calendar

The school day will begin at **8:30** am & end at **3:09** pm



July 2007						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2007						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2007						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2007						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2007						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2007						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 27-30 Inservice Days

September 4 First Day of School

September 17-21 Homecoming Week

October 16 Early Out

October 17 Inservice Day

October 18 & 19 EM Break

November 2 End of 1st Quarter – 41 Days

November 5 Late Start

November 21 Inservice Day

November 22 & 23 Thanksgiving Break

Dec. 24 – Jan. 1 Christmas Break

January 18 End of 2nd Quarter – 45 Days

January 21 Inservice Day

January 22 Late Start

February 13 Early Out

February 14 Inservice Day

February 15 Comp Day – No School

February 18 Presidents Day

March 19 Early Out

March 20 Inservice Day

March 21-24 Easter Break

March 28 End of 3rd Quarter – 43 Days

April 18 Early Out

May 2 Early Out

May 3 Prom

May 26 Memorial Day

May 28 End of 4th Quarter – 42 Days

May 29 Inservice Day

May 30 Inservice Day

May 30 Graduation

January 2008						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2008						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	

March 2008						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2008						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2008						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2008						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Board approved April 9, 2007
Approved corrected calendar January 14, 2008

- First/Last Day of School
- Inservice Day
- Vacation Day
- Early Out
- Late Start
- Comp Day
- End of Quarter

Up to two days may be used for Parent-Teacher Conferences and will be scheduled by the administrators. The first day missed for inclement weather will not be made up. All other days missed for storms or other emergencies will be made up at the end of the year. The board reserves the right to amend or adjust the calendar.



Yellow Medicine East 2008-2009 School Calendar

The school day will begin at **8:25** am & end at **3:10** pm



July 2008						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2008						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2008						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2008						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2008						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2008						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 25-28 Inservice Days

September 2 First Day of School

September 15-19 Homecoming Week

September 22 Late Start

October 14 Early Out

October 15 Inservice Day

October 16 & 17 EM Break

October 31 End of 1st Quarter – 41 Days

November 3 Late Start

November 26 Inservice Day

November 27 & 28 Thanksgiving Break

Dec. 24 – Jan. 2 Christmas Break

January 16 End of 2nd Quarter – 44 Days

January 19 Inservice Day

January 20 Late Start

February 11 Early Out

February 12 Inservice Day

February 13 Comp Day – No School

February 16 Presidents Day

March 20 Early Out

March 27 End of 3rd Quarter – 46 Days

April 8 Early Out

April 9 Inservice Day

April 10-13 Easter Break

May 1 Early Out

May 2 Prom

May 25 Memorial Day

May 28 End of 4th Quarter – 40 Days

May 29 Early Out

Inservice Day

Graduation

June 1 Inservice Day

171 Student Contact Days

- First/Last Day of School
- Inservice Day
- Vacation Day
- Early Out
- Late Start
- Comp Day
- X

 End of Quarter

January 2009						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2009						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2009						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2009						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2009						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2009						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION DIRECTING THE ADMINISTRATION TO MAKE RECOMMENDATIONS FOR REDUCTIONS IN PROGRAMS AND POSITIONS AND REASONS THEREFORE

WHEREAS, the financial condition of the School District dictates that the School Board must reduce expenditures immediately, and

WHEREAS, there has been a reduction in student enrollment, and,

WHEREAS, this reduction in expenditure and decrease in student enrollment must include discontinuance of positions and discontinuance or curtailment of programs, and

WHEREAS, a determination must be made as to which teachers' contracts must be terminated and not renewed and which teachers may be placed on unrequested leave of absence without pay or fringe benefits in effecting discontinuance of positions,

BE IT RESOLVED, by the School Board of Independent School District No. 2190, as follows:

That the School Board hereby directs the Superintendent of Schools and administration to consider the discontinuance of programs or positions to effectuate economies in the School District and reduce expenditures and, as a result of a reduction in enrollment, make recommendations to the School Board for the discontinuance of programs, curtailment of programs, discontinuance of positions or curtailment of positions.

The motion for the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof: _____

and the following voted against the same: _____

whereupon said resolution was declared duly passed and adopted January 14, 2008.

MINNESOTA SCHOOL BOARDS ASSOCIATION
OFFICERS' WORKSHOP
 FOR BOARD CHAIRS, CLERKS AND TREASURERS

6 hours of MSBA
 credit will be
 awarded for this
 workshop

Superintendents & Designated Office Personnel Welcome

February 5, 2008
Hampton Inn, Bemidji

February 7, 2008
Country Inn & Suites, Mankato

February 9, 2008
Marriott Minneapolis West, St. Louis Park

8:00 a.m.	Registration & Coffee	
8:45 a.m.	Greetings	
9:00 a.m.	Statutory Duties of Board Officers	Jan Rhode & Cathy McIntyre MSBA Staff
	◆ Unusual Voting Requirements	
	◆ Parliamentary Procedure Requirements	
	◆ Conducting Board Hearings	
10:15 a.m.	Break	
	◆ The Open Meeting Law & Other Questions Frequently Asked	
11:15 a.m.	Organizing for Effective Meetings.	Linda Johnson Past Board Chair, Robbinsdale School District
Noon	Luncheon	
1:00 p.m.	One of three options:	
	◆ Practice Scenarios - Chairing the Meeting	Jan Rhode, MSBA Staff
	◆ Monetary Information for Treasurers	Dr. Charles Speiker, MDE
	◆ Duties of the Clerk	Representative, MN Assoc. of Educational Office Professionals
3:00 p.m.	Adjournment	

Learner First = Student Success

- ✓ Adequate Funding
- ✓ School Infrastructure
- ✓ Educational Fairness
- ✓ High Quality Teachers

It's all about the kids...



Contact Us: 700 Cedar Street, Suite #208 • Alexandria, MN 56308
office@mnrea.org • www.mnrea.org • 320-762-6574

Lee Warne, Executive Director • lwarne@mnrea.org
Sam Walseth, Legislative Director • sam@capitolhillassoc.com

2008 MREA Platform

Adequate Funding

- ✓ Increase state revenue for schools, and reduce over-reliance on property taxes.
- ✓ Fund all day, every day Kindergarten.
- ✓ Provide predictable funding that is equitable and includes inflationary increases.
- ✓ Guarantee a uniform rate for taxpayers and equal dollars for students when property taxes are used for education.

School Infrastructure

- ✓ Increase the fairness of school building levies.
- ✓ Provide state funding or local bonding authority for deferred maintenance of school facilities that is fair and equalized across the state.
- ✓ Ensure uniform access to technology.

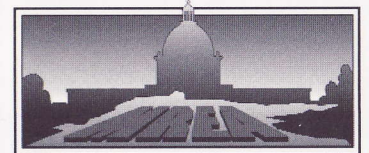
Educational Fairness

- ✓ Provide adequate access to programs for all students, regardless of where they live.
- ✓ Fix equalization of operating referendums so the state share stays proportionate when enrollments decline or property values increase.
- ✓ Provide an equitable education program with highly qualified teachers to every student in the state.

High Quality Teachers

- ✓ Ensure state leadership and relevant training so technology is integrated into curriculum, assessment and instruction.
- ✓ Allow appropriate flexibility in licensure.
- ✓ Increase teacher supply through alternative licensure, loan forgiveness, scholarships, and competitive teacher compensation packages.

It's all about the kids...



Upcoming Events and Activities

Event	Date	Location	Time
MSBA Leadership Conference	January 17-18, 2008	Mpls. Convention Center	8:00 AM
Inservice Day - No School	January 21, 2008	District	
Math Grant Lesson Study	January 31, 2008	Room 258/259	1:00 PM
Staff Development Committee Meeting	February 4, 2008	Board Room	3:15 PM
Meet & Confer Session w/ EM-YME	February 11, 2008	Board Room	6:00 PM
Board Meeting	February 11, 2008	Board Room	7:00 PM