

# Yellow Medicine East ISD 2190 School Board Meeting Agenda



Monday, August 8, 2016 at 6:00 PM  
Regular Meeting  
YME Board Room - # 113

*Our Mission is: To provide a caring environment of high expectations that prepares every student for a successful future and instills the value of learning.*

---

1. Call the Meeting to Order
2. Roll Call of Board Members
3. Approval of Agenda
4. Reading of the YME Mission Statement
5. Public Address to the Board of Education
6. Consent Agenda - Action
  1. Regular Business
    1. Approval of Regular Meeting Minutes - July 11, 2016 3
    2. Approval of Payment for Claims 6
    3. Approval of Finance Report 21
    4. Prairie Five Head Start Agreement/Memo of Understanding 22
  2. Personnel Items
    1. Approval of Employment - Senior Advocate - Steph Fry
    2. Non-Non Staff Agreement - 2016-2018 44
    3. Approve Part-Time ECFE Paraprofessional - 13 Hours per Week/60 Days per Year
7. Reports
  1. District - Dr. Rick Clark, Superintendent 45
  2. Bert Raney Elementary - Lisa Hansen, Principal 47
  3. YME Middle/High School - Ryan Luft, Principal 51
8. Written Reports Submitted
  1. ECFE/School Readiness Reports 59
9. Old Business

1. MS/HS Handbook - Use of Backpacks During the School Day
2. Review of Strategic Plan - Establish Administrative Goal(s) for the 2016-2017 School Year that are in Agreement with the Adopted Mission Statement 69
3. Discussion - Usage Fee for Those Who Pay School Fees by Credit Card 96
4. Approve the Most Current Activities Handbook and Rescind Support of Document Submitted at July 11, 2016 Meeting 97
10. New Business
  1. Substitute Staff Rates of Pay 124
11. Correspondence
12. Upcoming Events
  1. Deadline to File For School Board - August 16, 2016 - 5:00 pm - District Office
  2. First Day of School - September 6, 2016 - Yellow Medicine East
  3. Board Meeting - September 12, 2016 - 6:00 pm - Board Room #113
  4. Early Dismissal - September 14, 2016 - 2:30 pm
  5. Early Dismissal - September 28, 2016 - 2:30 pm
  6. Early Dismissal - October 5, 2016 - 2:30 pm
  7. Board Meeting - October 10, 2016 - 6:00 pm - Board Room # 113
13. Adjourn the Meeting

**YELLOW MEDICINE EAST ISD #2190  
REGULAR SCHOOL BOARD MEETING MINUTES  
MONDAY, JULY 11, 2016 – 6:00 PM  
YME BOARD ROOM**

Chair Dawn Odegard called the meeting to order.

Roll Call of Board Members Present: Dawn Odegard, Tim Opdahl, Sharon Rupp, Steve Rupp, Steve Zumhofe, Dr. Rick Clark

Board Members Absent: Jane Hagert, Grant Velde

Community / Staff Members Present: Deb Beckler, LeeAnn Boushek, Leanne Carmany, Liz DeBlieck, Mary Grey, Alyssa Johnson, Sheila Koepke, Kaitlin Mahlum, Denise Streich

Motion by Steve Rupp, second by Sharon Rupp and carried to approve the agenda for the meeting with the following amendments – Move 6.1.5 - Sale of Student Built House to Old Business – 9.6 and move item 6.1.8 – 2016-2017 Handbooks to 10.18, 10.19, & 10.20.

Board Member Steve Zumhofe read the YME Mission Statement.

The opportunity to address the Board of Education received no response.

Motion by Tim Opdahl, second by Steve Rupp and carried to approve the following consent agenda items:

- June 13, 2016 regular meeting minutes.
- payment of bills in the amount of \$526,526.08 with checks numbered 16775-16904; and wire transfers in the amount of \$435338.49 numbered 201500150-201500156 and 201600001-201600002.
- finance report, as submitted.
- notice of filing dates for board member election.
- accept the bid received from Pan-O-Gold Baking Company, St. Cloud, MN, to supply bread and bread products for the 2016-2017 school year.
- joint powers agreement with the State of Minnesota – Perpich Art Center to implement arts integration.
- employment of Jiana Robertsdahl, EL Teacher.
- employment of Robyn Aslesen, Musical Director.

Principals Hansen and Luft submitted written reports on their respective buildings.

Sheila Koepke reported on the YME Q Comp Council and gave an overview on the annual report.

Written reports submitted: June 15, 2016 MVCC Board meeting minutes and the contract with Ridgewater College for PSEO Enrollment.

Motion by Tim Opdahl, second by Sharon Rupp and carried, with Steve Rupp opposed, to set food service prices for the 2016-2017 school year, as follows:

<b>Meal Prices</b>	<b>2016-17</b>
<b>Breakfast</b>	
Grades K-3	Free
Grades 4-12	\$1.45
Adults	\$2.10
<b>Lunch</b>	
Grades K-5	\$2.60
Grades 6-8	\$2.70
Grades 9-12	\$2.80
Adults	\$3.80

Motion by Sharon Rupp, second by Tim Opdahl and carried, with Steve Zumhofe abstaining, to approve the negotiated settlement with Tim Knapper, Athletic Director and Community Education Director for 2016-2018.

Motion by Tim Opdahl, second by Sharon Rupp and carried to approve the negotiated settlement with the Supervisory/Confidential Employees for 2016-2018.

Motion by Steve Rupp, second by Steve Zumhofe and carried to approve new freezer & equipment with a capital outlay budget adjustment of approximately \$9,000.

Motion by Tim Opdahl, second by Steve Rupp and carried to accept the bid received from Deans Foods, Sioux Falls, SD, to provide milk and milk products for the 2016-2017 school year.

Motion by Steve Zumhofe, second by Sharon Rupp accept the bid received from William E. Drown who bid \$90,000 for the purchase of the student built house.

Motion by Steve Zumhofe, second by Sharon Rupp and carried to approve mandatory policies in Series 400, 500, 600, & 800, as follows: 410 – Family & Medical Leave Policy, 413 – Harassment & Violence, 414 – Mandatory Reporting of Child Neglect and Abuse, 415 – Mandatory Reporting of Vulnerable Adults, 506 – Student Discipline, 514 – Bullying Prohibition Policy, 522 – Student Sex Nondiscrimination, 525 – Violence Prevention, 616 – School District System Accountability, 806 – Crisis Management Policy.

Motion by Tim Opdahl, second by Steve Rupp and carried to approve the annual Q Comp report, as presented.

Discussion – Strategic plan/goal setting for 2016-2017. Will be reviewed in August and/or September.

Discussion – Service Fee(s) for use of credit cards to pay school bills. Will be presented in August.

Motion by Steve Zumhofe, second by Tim Opdahl and carried to approve the facsimile use of board signatures for board bills and payroll checks for 2016-2017.

Motion by Tim Opdahl, second by Steve Rupp and carried to approve authorize financial procedures and personnel for 2016-2017 as follows: Designate LeeAnn Boushek, Finance Officer, and Tara Miller, Payroll Officer, 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 interest return as possible.

Motion by Steve Rupp, second by Sharon Rupp and carried, with Tim Opdahl opposed, to designate the law firms of Rupp, Anderson, Squires & Waldspurger, P.A. – Kevin Rupp, and Holmstrom & Kvam – Spencer Kvam as legal counsel for 2016-2017 and to authorize the superintendent and board chair to contact them as needed.

Motion by Tim Opdahl, second by Steve Zumhofe and carried to designate The Advocate Tribune as the official newspaper and [www.isd2190.org](http://www.isd2190.org) as the official website for publications for 2016-2017.

Motion by Sharon Rupp, second by Tim Opdahl and carried to designate depositories for 2016-2017 as follows: F& M Bank of Clarkfield for payroll checks; Granite Falls Bank of Granite Falls for the Board account, Student Programs, and Administrative account; Minnesota School District Liquid Asset Fund for receiving state-aid and levy revenues; and to authorize the Granite Falls Bank of Granite Falls to provide electronic fund transfers to allow for payroll direct deposit services.

Motion by Tim Opdahl, second by Sharon Rupp and carried to adopt a resolution to conduct school, hold regular School Board meetings, and other such business on Columbus Day, October 10, 2016.

Motion by Tim Opdahl, second by Sharon Rupp and carried, with Steve Rupp abstaining, to approve contracting with Minnesota Valley Cooperative Center for special education services for 2016-2017.

Motion by Steve Rupp, second by Tim Opdahl and carried to approve the contract with Minnesota Valley Cooperative to provide accounting and payroll services for 2016-2017.

Motion by Tim Opdahl, second by Steve Rupp and carried to authorize membership with Minnesota School Boards Association for 2016-2017.

Motion by Tim Opdahl, second by Sharon Rupp and carried to approve activity fees and ticket prices for 2016-2017 as follows:

<b>Athletic Fees</b>	
Grades 7 & 8	\$60
If you qualify for Reduced Lunch	\$30
If you qualify for Free Lunch	\$12
Grades 9-12	\$80
If you qualify for Reduced Lunch	\$40
If you qualify for Free Lunch	\$16
<b>Activity Tickets</b>	
Student Activity Pass – Grades K-12	\$25
Adult Activity Pass	\$75
Senior Citizen Pass (60+)	\$50
<b>Single Game Admission</b>	
Students K-12	\$4
Adults	\$6

Motion by Steve Zumhofe, second by Tim Opdahl and carried to acknowledge Policy # 807 - Health & Safety.

Motion by Sharon Rupp, second by Tim Opdahl and carried to approve the transfer of \$175,057.11 in OPEB funds for FY2015-2016 from the OPEB Trust Fund to the YME Board Account as follows:

General Fund	\$116,095
Food Service	\$2,055
Community Education	\$1,956
OPEB Fund	\$54,951.11
<b>Total:</b>	<b>\$175,057.11</b>

Motion by Tim Opdahl, second by Steve Rupp and carried to approve the long-term facilities maintenance 10-year plan, as presented.

Motion by Tim Opdahl, second by Dawn Odegard and carried to approve YME MS/HS Handbook for 2016-2017, as presented, with the no backpack section to be addressed at the August meeting.

Motion by Steve Zumhofe, second by Steve Rupp and carried to approve the BRE Handbook for 2016-2017.

Motion by Sharon Rupp, second by Steve Rupp and carried to approve the Coach/Advisor Handbook for 2016-2017.

Correspondence items: UMRDC Board information and a Thank You received from Peggy Kvam.

Motion by Sharon Rupp, second by Steve Rupp and carried to adjourn the meeting.

Upcoming Events

Board Meeting – August 8, 2016 – 6:00 pm – YME Board Room

CHECK NUMBER	VENDOR	CHECK DATE	AMOUNT
16905	AMERICAN FAMILY LIFE ASSURANCE	07/22/2016	284.28
16906	AMERITAS LIFE INSURANCE CORP.	07/22/2016	296.00
16908	DELTA DENTAL	07/22/2016	5,134.90
16909	ENGER, EMILY	07/22/2016	600.00
16911	MADISON NATIONAL LIFE	07/22/2016	1,642.01
16912	154200 NCPERS MN	07/22/2016	64.00
16913	ND CHILD SUPPORT DIVISION	07/22/2016	285.60
16914	SCHULTE, TREVOR	07/22/2016	400.00
16915	SELECT ACCOUNT	07/22/2016	3,313.33
16917	SW/WC SVC. COOP - HEALTH INS.	07/22/2016	43,606.51
16918	A&B BUSINESS SOLUTIONS	08/08/2016	11,636.51
16919	ADVOCATE TRIBUNE	08/08/2016	106.00
16920	BENSON LAUNDRY	08/08/2016	6.66
16921	CITY OF GRANITE FALLS	08/08/2016	2,820.76
16922	LUFT, RYAN	08/08/2016	383.91
16923	MEEKER & WRIGHT SP ED COOP	08/08/2016	794.88
16924	MN CENTER FOR READING RESEARCH	08/08/2016	110.00
16925	SAWMILL	08/08/2016	6.46
16926	ST. PAUL PUBLIC SCHOOLS	08/08/2016	2,479.68
16928	VISA	08/08/2016	8,051.02
16929	YME SCHOOLS-ADM	08/08/2016	202.75
16930	YME SCHOOL READINESS	08/08/2016	2,400.00
16931	A&B BUSINESS SOLUTIONS	08/08/2016	4,525.64
16932	ACELLUS LEARNING SERVICES	08/08/2016	200.00
16933	ADVOCATE TRIBUNE	08/08/2016	471.66
16934	ALMICH'S MARKET	08/08/2016	76.10
16935	AMERICAN WELDING AND GAS, INC.	08/08/2016	325.11
16936	APPLE COMPUTER, INC.	08/08/2016	11,875.00
16937	ASSOCIATION OF NUTRITION & FOODSERVICE PROF.	08/08/2016	155.00
16938	BALDRY DEAN	08/08/2016	216.00
16939	BENNETT & BENNETT INC.	08/08/2016	211.32
16940	BENNETT & BENNETT INC.	08/08/2016	3,564.30
16941	BOUSHEK LEEANN	08/08/2016	51.96
16942	CDW GOVERNMENT, INC.	08/08/2016	44,940.00
16943	CENEX CREDIT CARD	08/08/2016	361.12
16945	CITY OF GRANITE FALLS	08/08/2016	19,074.61
16946	CONSUMERS COOPERATIVE OIL CO.	08/08/2016	45.70
16947	COUNTRYSIDE PUBLIC HEALTH	08/08/2016	76.80
16948	DEAN FOODS NORTH CENTRAL, INC.	08/08/2016	47.35
16949	ETA HAND2MIND	08/08/2016	39.95
16950	FARMERS UNION OIL CO.	08/08/2016	131.65
16951	FEDORENKO, SHAWN	08/08/2016	54.99
16952	FRENCH, JUNE	08/08/2016	82.44
16953	G-SPORTS WRESTLING	08/08/2016	44.50
16954	GRANITE FALLS AUTO PARTS	08/08/2016	117.30
16955	GRAPHIC EDGE	08/08/2016	1,295.99
16956	GREAT PLAINS NATURAL GAS CO	08/08/2016	643.66
16957	H & H CONST. INC	08/08/2016	724.53
16958	HANSEN, LISA	08/08/2016	114.44
16959	HEARTLAND PAYMENT SYSTEMS	08/08/2016	419.50
16960	HILLYARD/HUTCHINSON	08/08/2016	457.77
16961	INNOVATIVE OFFICE SOLUTIONS	08/08/2016	67.22
16962	INTERSTATE ALL BATTERY CENTER	08/08/2016	193.60
16963	ISCORP	08/08/2016	195.50
16964	IXL LEARNING	08/08/2016	4,112.00
16965	JANS, ANGIE	08/08/2016	22.00

CHECK NUMBER	VENDOR	CHECK DATE	AMOUNT
16966	JENSEN, MARY	08/08/2016	342.07
16967	JENSEN, PAM	08/08/2016	375.00
16968	JIM'S CLOTHING & SPORTING GOOD	08/08/2016	1,040.19
16969	LAKESHORE LEARNING MATERIALS	08/08/2016	154.94
16970	LAKEVIEW SCHOOL DIST. #2167	08/08/2016	750.00
16971	LEARNING SCIENCES INTL	08/08/2016	2,000.00
16972	LOUWAGIE, KEISHA	08/08/2016	231.12
16973	LUFT, RYAN	08/08/2016	372.72
16974	MINNESOTA ELEVATOR TOTAL ELEVATOR SOLUTIONS	08/08/2016	338.96
16976	MSHSL	08/08/2016	1,868.00
16977	MUSSER ENVIRONMENTAL INC.	08/08/2016	2,712.18
16978	MVCC	08/08/2016	151,637.42
16979	MVTV	08/08/2016	49.95
16980	NASCO	08/08/2016	349.77
16981	NDR CABLES & NETWORKS	08/08/2016	111.73
16982	OLSON SANITATION INC.	08/08/2016	526.50
16983	PITNEY BOWES	08/08/2016	1,017.00
16984	PRAIRIE GRAIN PARTNERS LLC	08/08/2016	180.00
16985	RESZEL, AL	08/08/2016	1,481.80
16986	RTS	08/08/2016	58.31
16987	SAWMILL	08/08/2016	234.00
16988	SCHOLASTIC INC	08/08/2016	377.53
16989	SCHROEDER-DAVIS, STEPHEN	08/08/2016	1,200.00
16990	SCHULZ, FLORENCE	08/08/2016	615.11
16991	SNELLER, ASHLY	08/08/2016	318.51
16992	SPORTDECALS SPORT & SPIRIT PRODUCTS	08/08/2016	141.41
16993	SW/WC SERVICE COOP - MARSHALL	08/08/2016	6,936.00
16994	TIERNEY BROTHERS INC	08/08/2016	279.00
16995	TREND ENTERPRISES INC	08/08/2016	49.66
16997	TRUE VALUE-GF/MONTE	08/08/2016	635.52
17000	VISA	08/08/2016	7,512.91
17001	VOCABULARYSPELLINGCITY.COM	08/08/2016	120.00
17002	XCEL ENERGY	08/08/2016	32.66
17003	YME SCHOOLS-ADM	08/08/2016	1,330.43
201600003	FEDERAL TAX WITHHOLDING	07/22/2016	10,551.29
201600004	MN TEACHERS RETIREMENT ASSOC.	07/22/2016	1,138.34
201600005	PUBLIC EMPLOYEES RETIREMENT	07/22/2016	5,537.28
201600006	STATE TAX WITHHOLDING	07/22/2016	1,716.00
201600007	VOYA INSTITUTIONAL TRUST	07/22/2016	1,508.13
201600008	FEDERAL TAX WITHHOLDING	06/29/2016	763.13
201600009	FEDERAL TAX WITHHOLDING	06/29/2016	18.00
201600010	FEDERAL TAX WITHHOLDING	06/29/2016	19,811.26
201600011	FEDERAL TAX WITHHOLDING	06/29/2016	79.20
201600012	FEDERAL TAX WITHHOLDING	06/29/2016	13,752.76
201600013	FEDERAL TAX WITHHOLDING	06/29/2016	3,216.39
201600014	FEDERAL TAX WITHHOLDING	06/29/2016	13,752.76
201600015	FEDERAL TAX WITHHOLDING	06/29/2016	3,216.39
201600022	MN REVENUE	06/29/2016	686.00
201600023	MN TEACHERS RETIREMENT ASSOC.	06/29/2016	14,148.53
201600024	MN TEACHERS RETIREMENT ASSOC.	06/29/2016	14,148.53
201600027	PUBLIC EMPLOYEES RETIREMENT	06/29/2016	1,843.65
201600028	PUBLIC EMPLOYEES RETIREMENT	06/29/2016	2,127.31
201600029	PUBLIC EMPLOYEES RETIREMENT	06/30/2016	413.90
201600030	PUBLIC EMPLOYEES RETIREMENT	06/30/2016	477.58
201600031	STATE TAX WITHHOLDING	06/29/2016	8,555.10
201600032	STATE TAX WITHHOLDING	06/29/2016	50.00

CHECK		CHECK	
NUMBER	VENDOR	DATE	AMOUNT
201600033	STATE TAX WITHHOLDING	06/29/2016	12.00
201600034	STATE TAX WITHHOLDING	06/29/2016	39.60
201600037	VOYA INSTITUTIONAL TRUST	06/29/2016	613.67
201600039	VOYA INSTITUTIONAL TRUST	06/29/2016	625.00
201600040	VOYA INSTITUTIONAL TRUST	06/29/2016	66.67
201600041	VOYA INSTITUTIONAL TRUST	06/29/2016	4,133.34
201600042	VOYA INSTITUTIONAL TRUST	06/29/2016	416.67
201600043	VOYA INSTITUTIONAL TRUST	06/29/2016	310.00
201600044	VOYA INSTITUTIONAL TRUST	06/29/2016	658.34
201600045	VOYA INSTITUTIONAL TRUST	06/29/2016	0.00
201600046	VOYA INSTITUTIONAL TRUST	06/29/2016	191.67
201600047	VOYA INSTITUTIONAL TRUST	06/29/2016	1,666.68
201600048	VOYA INSTITUTIONAL TRUST	06/29/2016	100.00
201600049	VOYA INSTITUTIONAL TRUST	06/29/2016	200.00
		Totals for BNK05	491,485.54
		Totals for checks	491,485.54

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	GENERAL FUND	162,667.58	153.46	299,602.53	462,423.57
02	FOOD SERVICE	2,657.64	8.25	1,264.08	3,929.97
04	COMMUNITY SERVICE	7,257.67	4,190.00	4,351.08	15,798.75
09	TRUST FUND	278.55	0.00	0.00	278.55
25	REVOCABLE TRUST (FY10)	0.00	0.00	9,054.70	9,054.70
***	Fund Summary Totals ***	172,861.44	4,351.71	314,272.39	491,485.54

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

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
16918	A&B BUSINESS SOLUTIONS	08/08/2016	305371	fy16 maint eoy	0	11,636.51	11,636.51
01 E 300 292 000 000 899				BOYS/GIRLS ATHLETICS//MISCELLANEOUS EXPENSE/		342.22	
04 E 500 505 000 321 401				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/GENERAL		25.05	
04 E 500 580 000 325 430				EARLY CHILDHOOD AND FAM ED/EARLY CHILDHOOD AND FAMILY E		174.04	
01 E 005 020 290 000 350				SUPERINTENDENT'S OFFICE//REPAIRS AND MAINTENANCE SVCS/F		-104.30	
01 E 100 203 290 000 350				ELEMENTARY GENERAL ED.//REPAIRS AND MAINTENANCE SVCS/FO		7,486.78	
01 E 300 211 290 000 350				SECONDARY EDUCATION GENERAL//REPAIRS AND MAINTENANCE SV		3,712.72	
16919	ADVOCATE TRIBUNE	08/08/2016	1	HOUSE AD	0	47.00	106.00
01 R 300 361 000 000 619				VOCATIONAL WEIDAUER//HOUSE EXPENSES-CONTRA REVENUE/		47.00	
			2		0	59.00	
01 E 005 010 000 000 380				BOARD OF EDUCATION//PRINTING/ADVERTISING/		59.00	
16920	BENSON LAUNDRY	08/08/2016	1		0	6.66	6.66
02 E 005 770 000 709 401				FOOD SERVICES/SUMMER FOOD SERVICE/GENERAL SUPPLIES/		6.66	
16921	CITY OF GRANITE FALLS	08/08/2016	1	2016 SUMMER REC	0	2,820.76	2,820.76
04 E 500 505 000 321 450				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/MATERIA		-1,369.24	
04 R 500 000 000 321 050				COMMUNITY EDUCATION/FEES FROM PATRONS/		4,190.00	
16922	RYAN C LUFT	08/08/2016	1	VANDALISM	0	383.91	383.91
01 E 300 050 000 000 899				PRINCIPAL'S OFFICE//MISCELLANEOUS EXPENSE/		383.91	
16923	MEEKER & WRIGHT SP ED COOP	08/08/2016	1	TUITION FY 16	0	794.88	794.88
01 E 998 211 000 000 390				SECONDARY EDUCATION GENERAL//TUITION TO OTH MN SCH DIST		794.88	
16924	MN CENTER FOR READING RESEARCH	08/08/2016	1		0	110.00	110.00
01 E 100 216 667 401 401				TITLE I - PART A/TITLE I/GENERAL SUPPLIES/CURRENT SCHL		110.00	
16925	SAWMILL	08/08/2016	11		0	6.46	6.46
01 R 300 361 000 000 619				VOCATIONAL WEIDAUER//HOUSE EXPENSES-CONTRA REVENUE/		6.46	
16926	ST. PAUL PUBLIC SCHOOLS	08/08/2016	3392	TUITION FY16	0	2,479.68	2,479.68
01 E 998 211 000 000 390				SECONDARY EDUCATION GENERAL//TUITION TO OTH MN SCH DIST		2,479.68	
16927	Vendor Continued Void	08/08/2016					0.00
16928	VISA	08/08/2016	1	amazon	0	31.65	8,051.02
01 E 005 020 000 000 401				SUPERINTENDENT'S OFFICE//GENERAL SUPPLIES/		31.65	
			10	u of m arboretum	0	828.00	
04 E 500 505 000 321 450				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/MATERIA		828.00	
			2	greenwood/heineman	0	5,395.50	
01 E 005 790 000 313 430				OTHER PUPIL SUPPORT SERVICES/ACHIEVEMENT & INTEGRATION		5,395.50	
			3	amazon	0	709.04	
01 E 005 790 000 318 430				OTHER PUPIL SUPPORT SERVICES/INTER DIST COOPERATION/SUP		709.04	
			4	follett	0	389.70	
01 E 005 790 000 318 430				OTHER PUPIL SUPPORT SERVICES/INTER DIST COOPERATION/SUP		389.70	
			5	glacier wear	0	241.50	
01 E 005 790 000 320 430				OTHER PUPIL SUPPORT SERVICES/SUCCESS GRANT (INDIAN ED.)		241.50	
			6	nasco	0	435.60	
01 E 005 790 000 320 430				OTHER PUPIL SUPPORT SERVICES/SUCCESS GRANT (INDIAN ED.)		435.60	
			7	amazon	0	54.39	
01 E 005 790 000 320 430				OTHER PUPIL SUPPORT SERVICES/SUCCESS GRANT (INDIAN ED.)		54.39	
			8	adobe	0	-24.74	
01 E 300 292 000 000 405				BOYS/GIRLS ATHLETICS//SOFTWARE ETC/		-24.74	
			9	dicks	0	-9.62	
04 E 500 505 000 321 401				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/GENERAL		-9.62	
16929	YME SCHOOLS-ADM	08/08/2016	14353	DAWN RICHARDSON	0	94.50	202.75
04 E 500 505 000 321 450				COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/MATERIA		94.50	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 R	005 000 000 000 099		14354	\$ FOR SCHOLARS MISCELLANEOUS LOCAL REVENUE/	0	100.00 100.00	
02 R	005 000 000 701 601		14355	BRIAN STRUFFERT SCHOOL LUNCH/SALES TO PUPILS/	0	8.25 8.25	
16930	YME SCHOOL READINESS	08/08/2016	1		0	2,400.00	2,400.00
01 E	100 790 000 320 898			OTHER PUPIL SUPPORT SERVICES/SUCCESS GRANT (INDIAN ED.)		2,400.00	
			13	Computer	Check(s) For a Total of		28,998.63

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
13	Computer	Checks For a Total of	28,998.63
Total For	13	Manual, Wire Tran, ACH & Computer Checks	28,998.63
Less	0	Voided Checks For a Total of	0.00
		Net Amount	28,998.63

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
01	GENERAL FUND	0.00	153.46	24,897.53	25,050.99
02	FOOD SERVICE	0.00	8.25	6.66	14.91
04	COMMUNITY SERVICE	0.00	4,190.00	-257.27	3,932.73

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
16931	A&B BUSINESS SOLUTIONS	08/08/2016	305371	JULY - COPIER MAINT.	0	770.32	4,525.64
01 E	005 020 290 000 350			SUPERINTENDENT'S OFFICE//REPAIRS AND MAINTENANCE SVCS/F		115.50	
01 E	100 203 290 000 350			ELEMENTARY GENERAL ED./REPAIRS AND MAINTENANCE SVCS/FO		231.00	
01 E	300 211 290 000 350			SECONDARY EDUCATION GENERAL//REPAIRS AND MAINTENANCE SV		260.67	
01 E	350 211 290 000 350			SECONDARY EDUCATION GENERAL//REPAIRS AND MAINTENANCE SV		163.15	
			305371	JULY COPIER LEASE	0	1,492.50	
01 E	005 020 290 302 580			SUPERINTENDENT'S OFFICE/CAPITAL OUTLAY/CAPITAL LEASE PR		200.00	
01 E	100 203 290 302 580			ELEMENTARY GENERAL ED./CAPITAL OUTLAY/CAPITAL LEASE PRI		450.00	
01 E	300 211 290 302 580			SECONDARY EDUCATION GENERAL/CAPITAL OUTLAY/CAPITAL LEAS		561.67	
01 E	350 211 290 302 580			SECONDARY EDUCATION GENERAL/CAPITAL OUTLAY/CAPITAL LEAS		280.83	
			309571	COPIER LEASE	0	1,492.50	
01 E	005 020 290 302 580			SUPERINTENDENT'S OFFICE/CAPITAL OUTLAY/CAPITAL LEASE PR		200.00	
01 E	100 203 290 302 580			ELEMENTARY GENERAL ED./CAPITAL OUTLAY/CAPITAL LEASE PRI		450.00	
01 E	300 211 290 302 580			SECONDARY EDUCATION GENERAL/CAPITAL OUTLAY/CAPITAL LEAS		561.67	
01 E	350 211 290 302 580			SECONDARY EDUCATION GENERAL/CAPITAL OUTLAY/CAPITAL LEAS		280.83	
			309571-	COPIER MAINTENANCE	0	770.32	
01 E	005 020 290 000 350			SUPERINTENDENT'S OFFICE//REPAIRS AND MAINTENANCE SVCS/F		115.50	
01 E	100 203 290 000 350			ELEMENTARY GENERAL ED./REPAIRS AND MAINTENANCE SVCS/FO		231.00	
01 E	300 211 290 000 350			SECONDARY EDUCATION GENERAL//REPAIRS AND MAINTENANCE SV		260.67	
01 E	350 211 290 000 350			SECONDARY EDUCATION GENERAL//REPAIRS AND MAINTENANCE SV		163.15	
16932	ACELLUS LEARNING SERVICES	08/08/2016	114365	ONLINE CLASSES	0	200.00	200.00
01 E	300 200 000 000 394			PSEO/ONLINE//PAYMENTS TO OTHER AGENCIES/		200.00	
16933	ADVOCATE TRIBUNE	08/08/2016	10		0	369.90	471.66
01 E	005 010 000 000 380			BOARD OF EDUCATION//PRINTING/ADVERTISING/		369.90	
			11		0	74.73	
04 E	500 505 000 321 401			COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/GENERAL		74.73	
			3		0	27.03	
09 L	230 28			TRUST FUND/DEFERRED REVENUE/SENIOR CITIZENS CARD PROJEC		27.03	
16934	ALMICH'S MARKET	08/08/2016	1		0	19.12	76.10
02 E	005 770 000 709 490			FOOD SERVICES/SUMMER FOOD SERVICE/FOOD/		19.12	
			10		0	4.19	
01 E	300 292 000 000 899			BOYS/GIRLS ATHLETICS//MISCELLANEOUS EXPENSE/		4.19	
			22		22	16.45	
02 E	005 770 000 709 490			FOOD SERVICES/SUMMER FOOD SERVICE/FOOD/		16.45	
			33	CAMP KDGTN	0	36.34	
01 E	100 790 179 000 401			OTHER PUPIL SUPPORT SERVICES//GENERAL SUPPLIES/FAGEN \$		36.34	
16935	AMERICAN WELDING AND GAS, INC.	08/08/2016	04168001		0	300.66	325.11
01 E	300 301 501 830 433			AG EDUCATION (VOCATIONAL)/VOCATIONAL PROGRAMS/INDIVIDUA		300.66	
			1		0	24.45	
01 E	300 301 501 830 433			AG EDUCATION (VOCATIONAL)/VOCATIONAL PROGRAMS/INDIVIDUA		24.45	
16936	APPLE COMPUTER, INC.	08/08/2016	4392935869	5 ipads	0	2,395.00	11,875.00
01 E	100 203 000 302 556			ELEMENTARY GENERAL ED./CAPITAL OUTLAY/INSTRUCTIONAL TEC		2,395.00	
			4393503865	20 ipads	0	9,480.00	
01 E	100 203 000 302 556			ELEMENTARY GENERAL ED./CAPITAL OUTLAY/INSTRUCTIONAL TEC		9,480.00	
16937	ASSOCIATION OF NUTRITION & FOO	08/08/2016	222214	CERT. FEE	0	155.00	155.00
02 E	005 770 000 701 820			FOOD SERVICES/SCHOOL LUNCH/DUES & MEMBERSHIPS/		155.00	
16938	BALDRY DEAN	08/08/2016	1	SHOTPUT CONST.	0	216.00	216.00
01 E	300 292 000 302 530			BOYS/GIRLS ATHLETICS/CAPITAL OUTLAY/EQUIPMENT PURCHASES		216.00	
16939	BENNETT & BENNETT INC.	08/08/2016	1	SPICER FISHING	0	211.32	211.32
09 L	230 27			TRUST FUND/DEFERRED REVENUE/SR. CITIZENS GEN ACTIVITY		211.32	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
16940	BENNETT & BENNETT INC.	08/08/2016	3	SS MN RIVER	0	105.13	3,564.30
				CANOEING			
01 E 005 760 000 714 360				PUPIL TRANSPORTATION/INTEGRATION BUSSING/TRANSPORTATION		105.13	
			4	BLDG BRIDGES	0	2,158.00	
04 E 500 505 030 499 360				COMMUNITY EDUCATION GENERAL/MISC FEDERAL GRANTS/TRANSP		2,158.00	
			40	SS CANBY	0	678.28	
01 E 005 760 000 714 360				PUPIL TRANSPORTATION/INTEGRATION BUSSING/TRANSPORTATION		678.28	
			41	SS LAKEVIEW	0	198.68	
01 E 005 760 000 714 360				PUPIL TRANSPORTATION/INTEGRATION BUSSING/TRANSPORTATION		198.68	
			6	SUMMER SCHOOL	0	3,986.00	
01 E 005 760 000 714 360				PUPIL TRANSPORTATION/INTEGRATION BUSSING/TRANSPORTATION		3,422.00	
04 E 500 505 030 499 360				COMMUNITY EDUCATION GENERAL/MISC FEDERAL GRANTS/TRANSP		564.00	
			8	SUMMER SCHOOL	0	-3,561.79	
01 E 005 760 000 720 360				PUPIL TRANSPORTATION/REGULAR TO AND FROM SCHOOL/TRANSP		-3,561.79	
16941	BOUSHEK LEEANN	08/08/2016	1		0	51.96	51.96
01 L 230 10				GENERAL FUND/DEFERRED REVENUE/DISTRICT POP FUND		51.96	
16942	CDW GOVERNMENT, INC.	08/08/2016	dp55622	60 licenses	0	5,040.00	44,940.00
01 E 100 203 000 302 556				ELEMENTARY GENERAL ED./CAPITAL OUTLAY/INSTRUCTIONAL TEC		1,680.00	
01 E 300 211 000 302 556				SECONDARY EDUCATION GENERAL/CAPITAL OUTLAY/INSTRUCTIONA		1,680.00	
01 E 350 211 000 302 556				SECONDARY EDUCATION GENERAL/CAPITAL OUTLAY/INSTRUCTIONA		1,680.00	
			DPQ7806	60 CHROMEBOOKS	0	36,000.00	
01 E 100 203 000 302 556				ELEMENTARY GENERAL ED./CAPITAL OUTLAY/INSTRUCTIONAL TEC		12,000.00	
01 E 300 211 000 302 556				SECONDARY EDUCATION GENERAL/CAPITAL OUTLAY/INSTRUCTIONA		12,000.00	
01 E 350 211 000 302 556				SECONDARY EDUCATION GENERAL/CAPITAL OUTLAY/INSTRUCTIONA		12,000.00	
			DPT7081	1 CHARGING CART	0	3,900.00	
01 E 100 203 000 302 556				ELEMENTARY GENERAL ED./CAPITAL OUTLAY/INSTRUCTIONAL TEC		1,300.00	
01 E 300 211 000 302 556				SECONDARY EDUCATION GENERAL/CAPITAL OUTLAY/INSTRUCTIONA		1,300.00	
01 E 350 211 000 302 556				SECONDARY EDUCATION GENERAL/CAPITAL OUTLAY/INSTRUCTIONA		1,300.00	
16943	CENEX CREDIT CARD	08/08/2016	1		0	250.12	361.12
01 E 005 810 191 000 442				OPERATIONS AND MAINTENANCE//GAS & OIL/OUTSIDE MAINTENAN		250.12	
			2		0	111.00	
01 E 005 810 193 000 442				OPERATIONS AND MAINTENANCE//GAS & OIL/CAR EXPENSES		111.00	
16944	Vendor Continued Void	08/08/2016					0.00
16945	CITY OF GRANITE FALLS	08/08/2016	10	BR WATER/SEWER	0	1,557.71	19,074.61
01 E 005 810 183 000 330				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/SEWER-WATE		1,557.71	
			2	BR ELECTRICITY	0	4,352.11	
01 E 005 810 184 000 330				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/ELECTRICIT		4,352.11	
			3	HS WATER-SEWER	0	2,871.60	
01 E 005 810 183 000 330				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/SEWER-WATE		2,871.60	
			4	HS ELECTRICITY	0	10,156.23	
01 E 005 810 184 000 330				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/ELECTRICIT		10,156.23	
			5	TRACK	0	12.62	
01 E 005 810 184 000 330				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/ELECTRICIT		12.62	
			6	CARPENTRY	0	12.00	
01 E 300 361 000 000 330				VOCATIONAL WEIDAUER//UTILITY SERVICES/		12.00	
			7	OUTSIDE MAINTENANCE	0	112.34	
01 E 005 810 191 000 330				OPERATIONS AND MAINTENANCE//UTILITY SERVICES/OUTSIDE MA		112.34	
16946	CONSUMERS COOPERATIVE OIL CO.	08/08/2016	1		0	45.70	45.70
01 E 005 810 192 000 410				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/INSIDE		45.70	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
16947	COUNTRYSIDE PUBLIC HEALTH	08/08/2016	61860	HEP B SHOTS	0	76.80	76.80
01 E 005 860 000 352 305				LONG TERM FACILITY MAINTENANCE/ENVIRONMENTAL HLTH & SAF		76.80	
16948	DEAN FOODS NORTH CENTRAL, INC.	08/08/2016	1	SUMMER MILK	0	47.35	47.35
02 E 005 770 000 709 495				FOOD SERVICES/SUMMER FOOD SERVICE/MILK/		47.35	
16949	ETA HAND2MIND	08/08/2016	50722784		0	39.95	39.95
01 E 100 203 000 000 430				ELEMENTARY GENERAL ED.//SUPPLIES/		39.95	
16950	FARMERS UNION OIL CO.	08/08/2016	1		0	131.65	131.65
01 E 005 810 193 000 442				OPERATIONS AND MAINTENANCE//GAS & OIL/CAR EXPENSES		131.65	
16951	SHAWN M FEDORENKO	08/08/2016	1	SHOES	0	54.99	54.99
01 E 005 810 126 000 401				OPERATIONS AND MAINTENANCE//GENERAL SUPPLIES/CUSTODIAL		54.99	
16952	JUNE FRENCH	08/08/2016	1	CHICAGO CONF.	0	82.44	82.44
01 E 100 640 179 000 367				STAFF DEVELOPMENT//TRAVEL-PROFESS DEVELOPMENT/FAGEN \$		82.44	
16953	G-SPORTS WRESTLING	08/08/2016	60045	FY17	0	44.50	44.50
01 E 300 292 000 000 899				BOYS/GIRLS ATHLETICS//MISCELLANEOUS EXPENSE/		44.50	
16954	GRANITE FALLS AUTO PARTS	08/08/2016	1		0	33.45	117.30
01 E 005 810 191 000 410				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/OUTSID		33.45	
					0	83.85	
01 E 005 810 193 000 401				OPERATIONS AND MAINTENANCE//GENERAL SUPPLIES/CAR EXPENS		83.85	
16955	GRAPHIC EDGE	08/08/2016	1	CREDITS	0	-42.01	1,295.99
01 E 300 292 000 000 899				BOYS/GIRLS ATHLETICS//MISCELLANEOUS EXPENSE/		-42.01	
					0	270.56	
01 E 300 296 227 000 401				1007896 VBALL SHORTS GIRLS ATHLETICS//GENERAL SUPPLIES/UNIFORMS		270.56	
					0	930.03	
01 E 300 296 227 000 401				1007897 VOLLEYBALL GIRLS ATHLETICS//GENERAL SUPPLIES/UNIFORMS		930.03	
					0	137.41	
01 E 300 296 227 000 401				1007907 VOLLEYBALL GIRLS ATHLETICS//GENERAL SUPPLIES/UNIFORMS		137.41	
16956	GREAT PLAINS NATURAL GAS CO	08/08/2016	11	BERT RANEY	0	220.63	643.66
01 E 005 810 000 000 440				OPERATIONS AND MAINTENANCE//FUEL FOR BUILDINGS/		220.63	
					0	398.32	
01 E 005 810 000 000 440				2 hs OPERATIONS AND MAINTENANCE//FUEL FOR BUILDINGS/		398.32	
					0	24.71	
01 E 005 810 191 000 440				3 MAINTENANCE OPERATIONS AND MAINTENANCE//FUEL FOR BUILDINGS/OUTSIDE		24.71	
16957	H & H CONST. INC	08/08/2016	1	AG LIME - TRACK	0	724.53	724.53
01 E 300 292 000 302 530				BOYS/GIRLS ATHLETICS/CAPITAL OUTLAY/EQUIPMENT PURCHASES		724.53	
16958	HANSEN, LISA	08/08/2016	1	WORKSHOP	0	114.44	114.44
01 E 100 216 667 401 366				TITLE I - PART A/TITLE I/TRAVEL-SCHOOL BUSINESS/CURRENT		114.44	
16959	HEARTLAND PAYMENT SYSTEMS	08/08/2016	11230	ANNUAL	0	419.50	419.50
02 E 005 770 000 701 405				FOOD SERVICES/SCHOOL LUNCH/SOFTWARE ETC/		419.50	
16960	HILLYARD/HUTCHINSON	08/08/2016	6012172365		0	266.86	457.77
01 E 005 810 000 000 410				OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/		266.86	
					0	190.91	
01 E 005 810 000 000 410				602172-366 OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/		190.91	
16961	INNOVATIVE OFFICE SOLUTIONS	08/08/2016	1217537		0	39.95	67.22
01 E 100 203 000 000 433				ELEMENTARY GENERAL ED.//INDIVIDUAL INST SUPPLIES/		39.95	
					0	27.27	
01 E 100 203 000 000 430				1260171 ELEMENTARY GENERAL ED.//SUPPLIES/		27.27	
16962	INTERSTATE ALL BATTERY CENTER	08/08/2016	1912902016744		0	193.60	193.60

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 E 005 630 199 000 401				TECHNOLOGY INSTRUCTIONAL//GENERAL SUPPLIES/TECHNOLOGY		193.60	
16963	ISCORP	08/08/2016	1	SKYWARD & FINANCE	0	195.50	195.50
01 E 005 110 000 000 350				ACCOUNTING OFFICE//REPAIRS AND MAINTENANCE SVCS/		195.50	
16964	IXL LEARNING	08/08/2016	S288777	ENGLISH//SOFTWARE ETC/	0	2,000.00	4,112.00
01 E 300 220 000 000 405						2,000.00	
01 E 300 256 000 000 405				S288777- MATHEMATICS//SOFTWARE ETC/	0	2,112.00	2,112.00
16965	JANS, ANGIE	08/08/2016	1	KINDERGARTEN//INDIVIDUAL INST SUPPLIES/	0	22.00	22.00
01 E 100 201 000 000 433						22.00	
16966	JENSEN, MARY	08/08/2016	1	CONF. TITLE I - PART A/TITLE I/TRAVEL-SCHOOL BUSINESS/CURRENT	0	342.07	342.07
01 E 100 216 667 401 366						342.07	
16967	PAM JENSEN	08/08/2016	1	SUMMER OTHER PUPIL SUPPORT SERVICES/INTER DIST COOPERATION/CER	0	375.00	375.00
01 E 005 790 000 318 185						375.00	
16968	JIM'S CLOTHING & SPORTING GOOD	08/08/2016	108287	MEDALS - TRACK BOYS/GIRLS ATHLETICS//GENERAL SUPPLIES/TRACK	0	675.00	1,040.19
01 E 300 292 219 000 401						675.00	
01 E 300 292 226 000 401				108287- MEDALS- C/C BOYS/GIRLS ATHLETICS//GENERAL SUPPLIES/CROSS COUNTRY	0	365.19	365.19
16969	LAKESHORE LEARNING MATERIALS	08/08/2016	4076230716	ELEMENTARY GENERAL ED.//SUPPLIES/	0	129.95	154.94
01 E 100 203 000 000 430						129.95	
01 E 100 203 000 000 433				4076230716A ELEMENTARY GENERAL ED.//INDIVIDUAL INST SUPPLIES/	0	24.99	24.99
16970	LAKEVIEW SCHOOL DIST. #2167	08/08/2016	IPAD CART	ELEMENTARY GENERAL ED./CAPITAL OUTLAY/INSTRUCTIONAL TEC	0	750.00	750.00
01 E 100 203 000 302 556						750.00	
16971	LEARNING SCIENCES INTL	08/08/2016	1	IOBSERVATION STAFF DEVELOPMENT/QCOMP/SOFTWARE ETC/	0	2,000.00	2,000.00
01 E 005 640 000 335 405						2,000.00	
16972	KEISHA LOUWAGIE	08/08/2016	1	CHICAGO CONF. STAFF DEVELOPMENT//TRAVEL-PROFESS DEVELOPMENT/FAGEN \$	0	231.12	231.12
01 E 100 640 179 000 367						231.12	
16973	RYAN C LUFT	08/08/2016	10	SS SUPPLIES OTHER PUPIL SUPPORT SERVICES/INTER DIST COOPERATION/SUP	0	59.55	372.72
01 E 005 790 000 318 430						59.55	
01 E 005 790 000 318 430				100 OTHER PUPIL SUPPORT SERVICES/INTER DIST COOPERATION/SUP	0	313.17	313.17
16974	MINNESOTA ELEVATOR TOTAL ELEVA	08/08/2016	672263	INSPECTION LONG TERM FACILITY MAINTENANCE/PHYSICAL HAZARD CONTROL/	0	338.96	338.96
01 E 005 860 000 347 590						338.96	
16975	Vendor Continued Void	08/08/2016					0.00
16976	MSHSL	08/08/2016	29264	ANNUAL FEES	0	148.00	1,868.00
01 E 300 292 219 000 401				BOYS/GIRLS ATHLETICS//GENERAL SUPPLIES/TRACK		6.00	
01 E 300 294 211 000 401				BOYS ATHLETICS//GENERAL SUPPLIES/FOOTBALL		12.00	
01 E 300 294 213 000 401				BOYS ATHLETICS//GENERAL SUPPLIES/BASKETBALL		6.00	
01 E 300 294 215 000 401				BOYS ATHLETICS//GENERAL SUPPLIES/BASEBALL		12.00	
01 E 300 294 221 000 401				BOYS ATHLETICS//GENERAL SUPPLIES/WRESTLING		12.00	
01 E 300 296 209 000 401				GIRLS ATHLETICS//GENERAL SUPPLIES/VOLLEYBALL		12.00	
01 E 300 296 210 000 401				GIRLS ATHLETICS//GENERAL SUPPLIES/SOFTBALL		6.00	
01 E 300 296 213 000 401				GIRLS ATHLETICS//GENERAL SUPPLIES/BASKETBALL		6.00	
01 E 300 296 228 000 401				GIRLS ATHLETICS//GENERAL SUPPLIES/DANCELINE		6.00	
01 E 300 298 000 000 899				EXTRACURRICULAR ACTIVITIES//MISCELLANEOUS EXPENSE/		70.00	
01 E 300 292 219 000 401				29743 ANNUAL FEE	0	1,720.00	
01 E 300 292 225 000 401				BOYS/GIRLS ATHLETICS//GENERAL SUPPLIES/FOOTBALL		180.00	
01 E 300 292 226 000 401				BOYS/GIRLS ATHLETICS//GENERAL SUPPLIES/GOLF		180.00	
01 E 300 292 226 000 401				BOYS/GIRLS ATHLETICS//GENERAL SUPPLIES/CROSS COUNTRY		180.00	
01 E 300 294 211 000 401				BOYS ATHLETICS//GENERAL SUPPLIES/FOOTBALL		90.00	
01 E 300 294 213 000 401				BOYS ATHLETICS//GENERAL SUPPLIES/BASKETBALL		90.00	
01 E 300 294 215 000 401				BOYS ATHLETICS//GENERAL SUPPLIES/BASEBALL		90.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 E 300 294 221 000 401				BOYS ATHLETICS//GENERAL SUPPLIES/WRESTLING		90.00	
01 E 300 294 224 000 401				BOYS ATHLETICS//GENERAL SUPPLIES/TENNIS		90.00	
01 E 300 296 209 000 401				GIRLS ATHLETICS//GENERAL SUPPLIES/VOLLEYBALL		90.00	
01 E 300 296 210 000 401				GIRLS ATHLETICS//GENERAL SUPPLIES/SOFTBALL		90.00	
01 E 300 296 213 000 401				GIRLS ATHLETICS//GENERAL SUPPLIES/BASKETBALL		90.00	
01 E 300 296 224 000 401				GIRLS ATHLETICS//GENERAL SUPPLIES/TENNIS		90.00	
01 E 300 296 228 000 401				GIRLS ATHLETICS//GENERAL SUPPLIES/DANCELINE		90.00	
01 E 300 298 000 000 899				EXTRACURRICULAR ACTIVITIES//MISCELLANEOUS EXPENSE/		100.00	
01 E 300 298 233 000 401				EXTRACURRICULAR ACTIVITIES//GENERAL SUPPLIES/INSTRUMENT		90.00	
01 E 300 298 236 000 401				EXTRACURRICULAR ACTIVITIES//GENERAL SUPPLIES/MUSICAL		90.00	
16977	MUSSER ENVIRONMENTAL INC.	08/08/2016	1	16-17 HEALTH & SAFETY	0	2,712.18	2,712.18
01 E 005 860 000 352 305				LONG TERM FACILITY MAINTENANCE/ENVIRONMENTAL HLTH & SAF		2,712.18	
16978	MVCC	08/08/2016	16-17	SPECIAL ED SERVICES	0	151,637.42	151,637.42
01 E 200 420 978 740 396				SPECIAL EDUCATIONAL GENERAL/STATE FUNDED SPECIAL ED/DUE		151,637.42	
16979	MVTV	08/08/2016	1	MAINT. INTERNET	0	49.95	49.95
01 E 005 630 199 000 305				TECHNOLOGY INSTRUCTIONAL//PROFESSIONAL FEES/TECHNOLOGY		49.95	
16980	NASCO	08/08/2016	23302	FAMILY CONSUMER SCIENCE//SUPPLIES/	0	349.77	349.77
01 E 300 250 000 000 430						349.77	
16981	NDR CABLES & NETWORKS	08/08/2016	11435	TECHNOLOGY INSTRUCTIONAL//GENERAL SUPPLIES/TECHNOLOGY	0	111.73	111.73
01 E 005 630 199 000 401						111.73	
16982	OLSON SANITATION INC.	08/08/2016	JULY2016	OPERATIONS AND MAINTENANCE//UTILITY SERVICES/	0	526.50	526.50
01 E 005 810 000 000 330						526.50	
16983	PITNEY BOWES	08/08/2016	0454116406	16/16 SUPERINTENDENT'S OFFICE//RENTALS AND LEASES/	0	1,017.00	1,017.00
01 E 005 020 000 000 370						1,017.00	
16984	PRAIRIE GRAIN PARTNERS LLC	08/08/2016	1	OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/OUTSID	0	180.00	180.00
01 E 005 810 191 000 410						180.00	
16985	AL RESZEL	08/08/2016	1	COMMUNITY EDUCATION GENERAL/MISC FEDERAL GRANTS/INDIVID	0	130.62	1,481.80
04 E 500 505 030 499 433						130.62	
04 E 500 505 030 499 369				11 COMMUNITY EDUCATION GENERAL/MISC FEDERAL GRANTS/PARTICI	0	1,351.18	1,351.18
16986	RTS	08/08/2016	1	OPERATIONS AND MAINTENANCE//COMMUNICATIONAL SERVICES/	0	58.31	58.31
01 E 005 810 000 000 320						58.31	
16987	SAWMILL	08/08/2016	3194	FIELD SPRAY OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/OUTSID	0	234.00	234.00
01 E 005 810 191 000 410						234.00	
16988	SCHOLASTIC INC	08/08/2016	M5862919	2ND GRADE ELEMENTARY GENERAL ED.//INDIVIDUAL INST SUPPLIES/	0	377.53	377.53
01 E 100 203 000 000 433						377.53	
16989	STEPHEN SCHROEDER-DAVIS	08/08/2016	GF1	TITLE I - PART A/TITLE I/FED SUB AWARD UNDER \$25,000/CU	0	1,200.00	1,200.00
01 E 100 216 667 401 303						1,200.00	
16990	SCHULZ, FLORENCE	08/08/2016	1	CHICAGO CONF. STAFF DEVELOPMENT//TRAVEL-PROFESS DEVELOPMENT/FAGEN \$	0	615.11	615.11
01 E 100 640 179 000 367						615.11	
16991	ASHLY M SNELLER	08/08/2016	1	ELEMENTARY GENERAL ED.//SUPPLIES/	0	288.60	318.51
01 E 100 203 000 000 430						288.60	
01 E 100 203 000 000 433				22 ELEMENTARY GENERAL ED.//INDIVIDUAL INST SUPPLIES/	0	29.91	29.91
16992	SPORTDECALS SPORT & SPIRIT PRO	08/08/2016	ar inv 469270	BOYS ATHLETICS//GENERAL SUPPLIES/FOOTBALL	0	141.41	141.41
01 E 300 294 211 000 401						141.41	
16993	SW/WC SERVICE COOP - MARSHALL	08/08/2016	51077	TYPEiii BUS DR. TRAINING	0	36.00	6,936.00
01 E 100 640 000 316 367				STAFF DEVELOPMENT/STAFF DEVELOPMENT/TRAVEL-PROFESS DEVE		36.00	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 E 005 630 000 000 305			51178	TECH SUPPORT TECHNOLOGY INSTRUCTIONAL//PROFESSIONAL FEES/	0	6,075.00 6,075.00	
01 E 005 108 000 000 305			51178-	TECH SUPPORT TECHNOLOGY ADMINISTRATIVE//PROFESSIONAL FEES/	0	675.00 675.00	
01 E 005 010 000 000 820			51247	DUES BOARD OF EDUCATION//DUES & MEMBERSHIPS/	0	150.00 150.00	
16994 TIERNEY BROTHERS INC 01 E 100 203 000 302 530		08/08/2016 1		ELEMENTARY GENERAL ED./CAPITAL OUTLAY/EQUIPMENT PURCHAS	0	279.00 279.00	279.00
16995 TREND ENTERPRISES INC 01 E 100 203 000 000 430 01 E 100 203 000 000 433		08/08/2016	1977651001	ELEMENTARY GENERAL ED.//SUPPLIES/ ELEMENTARY GENERAL ED.//INDIVIDUAL INST SUPPLIES/	0	49.66 13.44 36.22	49.66
16996 Vendor Continued Void 16997 TRUE VALUE-GF/MONTE 01 E 005 810 191 000 410		08/08/2016		OM OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/OUTSID	0	203.42 203.42	0.00 635.52
01 E 005 810 000 000 410			10	PAINT OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/	0	266.63 266.63	
01 E 005 810 191 000 410			1000	OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/OUTSID	0	21.49 21.49	
01 E 005 810 193 000 401			2	AUTOS OPERATIONS AND MAINTENANCE//GENERAL SUPPLIES/CAR EXPENS	0	20.56 20.56	
01 E 005 810 000 000 410			22	OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/	0	7.47 7.47	
01 E 005 810 192 000 401			3	WALK IN COOLER (STORM) OPERATIONS AND MAINTENANCE//GENERAL SUPPLIES/INSIDE MAI	0	47.96 47.96	
01 E 005 810 000 000 410			33	WATER PUMP OPERATIONS AND MAINTENANCE//CUST/REPAIR SUPPLIES/	0	67.99 67.99	
16998 Vendor Continued Void 16999 Vendor Continued Void 17000 VISA 01 E 005 020 000 000 401		08/08/2016 08/08/2016 08/08/2016 15		SUPERINTENDENT'S OFFICE//GENERAL SUPPLIES/	0	85.06 85.06	0.00 0.00 7,512.91
01 E 005 020 000 302 555			22	AMAZON- MONITOR SUPERINTENDENT'S OFFICE/CAPITAL OUTLAY/TECHNOLOGY EQUIP	0	119.99 119.99	
01 E 005 630 000 302 555			30	AMAZON TECHNOLOGY INSTRUCTIONAL/CAPITAL OUTLAY/TECHNOLOGY EQUI	0	1,399.90 1,399.90	
04 E 500 505 000 321 450			44	AMAZON COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/MATERIA	0	23.78 23.78	
01 E 005 810 192 000 401			444	AMAZON- STORM OPERATIONS AND MAINTENANCE//GENERAL SUPPLIES/INSIDE MAI	0	69.00 69.00	
04 E 500 505 000 321 406			45	SURVEY MONKEY COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/INSTRUC	0	26.00 26.00	
01 E 100 203 000 302 530			46	SCHOOL OUTFITTERS ELEMENTARY GENERAL ED./CAPITAL OUTLAY/EQUIPMENT PURCHAS	0	366.76 366.76	
01 E 100 298 198 000 401			47	US FIRST EXTRACURRICULAR ACTIVITIES//GENERAL SUPPLIES/LEGO LEAGU	0	450.00 450.00	
01 E 300 292 000 302 530			48	DK HARDWARE BOYS/GIRLS ATHLETICS/CAPITAL OUTLAY/EQUIPMENT PURCHASES	0	39.82 39.82	
01 E 300 292 000 302 530			49	TENNIS WAREHOUSE BOYS/GIRLS ATHLETICS/CAPITAL OUTLAY/EQUIPMENT PURCHASES	0	599.90 599.90	

Check Nbr	Vendor Name	Check Date	Invoice Number	Invoice Desc	PO Number	Invoice Amount	Check Amount
01 E 100 216 667 401 405			55	2 SISTERS TITLE I - PART A/TITLE I/SOFTWARE ETC/CURRENT SCHL IMPR	0	108.00	108.00
01 E 100 201 000 000 430			66	AMAZON KINDERGARTEN//SUPPLIES/	0	56.48	56.48
01 E 005 630 199 000 401			700	AMAZON TECHNOLOGY INSTRUCTIONAL//GENERAL SUPPLIES/TECHNOLOGY	0	196.99	196.99
01 E 100 203 000 302 530			77	AMAZON ELEMENTARY GENERAL ED./CAPITAL OUTLAY/EQUIPMENT PURCHAS	0	1,742.75	1,742.75
01 E 100 640 179 000 367			78	WESTIN HOTELS STAFF DEVELOPMENT//TRAVEL-PROFESS DEVELOPMENT/FAGEN \$	0	1,189.02	1,189.02
01 E 100 216 667 401 405			80	AMAZON TITLE I - PART A/TITLE I/SOFTWARE ETC/CURRENT SCHL IMPR	0	135.63	135.63
04 E 500 505 000 321 450			81	BASEBALL SAVINGS COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/MATERIA	0	59.90	59.90
04 E 500 505 000 321 401			88	BASEBALL SAVINGS COMMUNITY EDUCATION GENERAL/COMMUNITY EDUCATION/GENERAL	0	19.23	19.23
01 E 300 640 000 316 401			99	AMAZON STAFF DEVELOPMENT/STAFF DEVELOPMENT/GENERAL SUPPLIES/	0	824.70	824.70
17001 VOCABULARYSPELLINGCITY.COM 01 E 350 203 406 000 430		08/08/2016	530293	ELEMENTARY GENERAL ED.//SUPPLIES/6TH GRADE	0	120.00	120.00
17002 XCEL ENERGY 01 E 005 810 184 000 330		08/08/2016	1	CLKFD OPERATIONS AND MAINTENANCE//UTILITY SERVICES/ELECTRICIT	0	11.75	32.66
04 E 500 560 000 321 330			2	POOL RECREATION-SWIM POOL/COMMUNITY EDUCATION/UTILITY SERVIC	0	20.91	20.91
17003 YME SCHOOLS-ADM 01 E 005 810 000 000 320		08/08/2016	14356	CENTURY LINK OPERATIONS AND MAINTENANCE//COMMUNICATIONAL SERVICES/	0	510.23	1,330.43
02 E 005 770 000 701 367			14357	SW/WC SERV. COOP FOOD SERVICES/SCHOOL LUNCH/TRAVEL-PROFESS DEVELOPMENT/	0	75.00	75.00
02 E 005 770 000 701 367			14358	ANNETTE HENDRIX FOOD SERVICES/SCHOOL LUNCH/TRAVEL-PROFESS DEVELOPMENT/	0	525.00	525.00
04 E 500 590 157 321 366			14359	MNRAAA OTHER COMMUNITY SERVICES/COMMUNITY EDUCATION/TRAVEL-SCH	0	180.00	180.00
09 L 230 27			14360	NORMA IVERSON TRUST FUND/DEFERRED REVENUE/SR. CITIZENS GEN ACTIVITY	0	40.20	40.20
			73	Computer		Check(s) For a Total of	280,315.11

0	Manual	Checks For a Total of	0.00
0	Wire Transfer	Checks For a Total of	0.00
0	ACH	Checks For a Total of	0.00
73	Computer	Checks For a Total of	280,315.11
Total For	73	Manual, Wire Tran, ACH & Computer Checks	280,315.11
Less	0	Voided Checks For a Total of	0.00
		Net Amount	280,315.11

FUND SUMMARY

Fund	Description	Balance Sheet	Revenue	Expense	Total
01	GENERAL FUND	51.96	0.00	274,118.83	274,170.79
02	FOOD SERVICE	0.00	0.00	1,257.42	1,257.42
04	COMMUNITY SERVICE	0.00	0.00	4,608.35	4,608.35
09	TRUST FUND	278.55	0.00	0.00	278.55

**Yellow Medicine East #2190**

**Board Report  
August 8, 2016**

Ending  
8/8/2016

2016-17 By Fund	Original 2016-17	Year to Date Expenditures	Budget Balance	Percent Expended	For Comparison
					2016-17 YTD Expended
General	9,680,303	609,446	9,070,857	6.30%	4.71%
Food Service	413,830	9,238	404,592	2.23%	1.48%
Community Service	436,607	16,132	420,475	3.69%	5.04%
Debt Red.	1,225,730	212,415	1,013,315	17.33%	18.39%
OPEB Trust	242,417	9,055	233,362	3.74%	3.87%
OPEB Debt Service	192,620	33,760	158,860	17.53%	18.79%
<b>Total</b>	<b>12,191,507</b>	<b>890,046</b>	<b>11,301,461</b>	<b>7.30%</b>	<b>6.26%</b>

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	8.33%
Contracted August-July	Principals/Fd Svc Director	0.00%
Contracted Sept-August	Teachers/Nurse	0.00%
12 Month Non-certified	Secretaries	8.33%
12 Month Non-certified	Custodians	2.88%
9 Month non-Certified	Assistants/Cooks	0.00%

**Liquid Asset Fund**

Month End Cash Invested \$3,271,214.08 General Closing Market Value  
7/31/2016

**Electronic Fund Transfers/ACH Transfers/LAF Chec**

			From	To
7/6/2016	\$ 142.30	rSchool Fees	LAF	rSchool
7/12/2016	\$ 450,000.00	Board Accounts Payable	LAF	Granite Falls Bank
	\$ -	Payroll (F&M Bank)	LAF	F&M Bank
7/22/2016	\$ 183,655.20	Payroll (GF Bank direct deposit)	LAF	Granite Falls Bank
	\$ -	Board Accounts Payable	LAF	Granite Falls Bank
	\$ -	Sales Tax	LAF	Mn. Dept. of Revenue
7/26/2016	\$ 175,057.11	PERA Trust (OPEB)	OPEB Trust	LAF

**Trust Fund (PERA) OPEB \$697,300.87 Ending 8/5/2016**



JUL 18 2016

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

Head Start Director

*Serving Big Stone, Chippewa, Lac qui Parle, Swift & Yellow Medicine Counties*

## Memorandum

TO: Superintendents

FROM: Karen Trost, Interim Director *KT*

DATE: July 13, 2016

RE: Local Education Agreement (LEA) Agreements and  
Memo of Understanding (MOU)  
In-kind

Enclosed you will find the revised LEA agreement. It is the same as in the past, but with an updated format. I also enclosed the MOU and In-Kind agreements. Please sign and return at your earliest convenience. We will mail a copy of the Interagency Agreement after it has been approved by our Head Start Policy Council.

Thank you for your support of the Head Start program.

EOE/AA/ADA Employer

# Head Start Agreement

August 1, 2016 - August 1, 2017

Prairie Five CAC-Head Start and Yellow Medicine East Schools



## Agreement Goals

Yellow Medicine East Schools (YME) and Prairie Five Community Action Council-Head Start agree to the following goals:

1. To provide seamless early childhood education services for families in the YME School District.
2. To coordinate resources in order to provide a high quality educational experience for all participating families and children.

## Purpose Statement

This Agreement establishes working procedures between the above stated programs for the provision of services to pre-school children eligible for Head Start services in compliance with Federal and State laws and regulations. It is the intent of this Agreement to:

1. Define which services will be provided by each Agency;
2. Ensure that arrangements between the above stated school district and Head Start are developed, implemented and preserved whereby each Agency cooperatively maintains communication and responsibilities so that available resources are utilized in the most effective manner.

## Responsibilities

To ensure the integration of all Head Start Performance Standards and program requirements, respective responsibilities under this agreement include, but are not limited to the following:

Prairie Five Head Start will:

- Designate the Head Start Director as the point of contact between Head Start and the school district.
- Provide classroom staff with supervision by a Prairie Five Head Start Education Coordinator, to ensure Head Start's Performance Standards are met and maintained.
- Provide a qualified substitute for Head Start staff if needed

# Head Start Agreement

August 1, 2016 - August 1, 2017

Prairie Five CAC-Head Start and Yellow Medicine East Schools

- Provide supervision of all Head Start employees and consultants.
- Ensure effective communication amongst all staff;
  - Invite school district staff to pertinent Head Start trainings
  - Inform school staff of recommendations from consultants and Head Start monitoring staff if applicable
  - Meet, at least annually, to review/update agreements
- Provide liability insurance for Head Start enrolled children.

School District will:

- Designate the Superintendent as contact person between the school district and Head Start.
- Ensure effective communication amongst all staff;
  - Inform Head Start staff of school district policies and procedures
  - Review recommendations from consultants and Head Start monitoring staff
  - Invite Head Start staff to pertinent school district trainings
  - Meet, at least annually, to review/update agreements
- Provide CACFP and USDA approved meals as specified in rule 3 9503.0145 (food and water) for each child.
  - All Head Start children are automatically eligible for free meals without further application or eligibility determination as addressed in Public Law 110-134.
  - School district will claim USDA reimbursement for all Head Start children's meals provided by the school district.
  - School district will bill Head Start for adult meals served as required to by Head Start Performance Standards.
  - School district will provide Head Start with In-Kind for classroom, playground, commons as well as technology supervisor, nurse, custodian and psychologist.

- **Shared Responsibilities**

- Assist with recruitment of Head Start children
- Ensure that data privacy/confidentiality is maintained for the children, parents and staff
- Share schedules and calendars for the program year, e.g. start and end dates, class times etc.

# **Head Start Agreement**

**August 1, 2016 - August 1, 2017**

Prairie Five CAC-Head Start and Yellow Medicine East Schools

## **Program Coordination and Quality Assurance**

School district and Head Start agree to the importance of coordination and quality assurance.

Head Start coordinators will conduct regular monitoring visits based on Head Start performance measures. Health and safety concerns will be addressed immediately by the most appropriate party. School district will be notified if concerns are related to school property and/or equipment. All parties will work cooperatively to address all manner of concerns.

## **Payment for Purchased Services**

Head Start will reimburse school district in a timely manner for:

- Cost of meals for Teacher, Assistants, Head Start parents, MN Reading Corp, if applicable and other Head Start staff or consultants.
- Cost of field trips. Must be pre-approved.

# Head Start Agreement

August 1, 2016 - August 1, 2017

Prairie Five CAC-Head Start and Yellow Medicine East Schools

## General Terms

This Collaborative Agreement shall be in effect from August 1, 2016 to August 1, 2017. This agreement may be terminated by either party at any time, with or without cause, upon sixty (60) days written notice. Partnership is immediately terminated if Head Start funds are no longer available to provide services.

My signature attests that I have: completely read the above agreement and the attached Addendum, know and understand its content, and agree to its terms.

  
\_\_\_\_\_

Superintendent

  
\_\_\_\_\_

Date

\_\_\_\_\_

Prairie Five Executive Director

\_\_\_\_\_

Date

\_\_\_\_\_

Head Start Director

\_\_\_\_\_

Date

\_\_\_\_\_

Policy Council Chairperson

\_\_\_\_\_

Date

***Prairie Five Head Start  
422 5<sup>th</sup> Ave, Suite 307  
Madison, MN 56256  
320-598-3118***

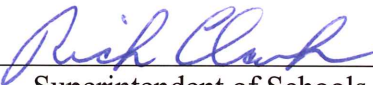
Yellow Medicine East Public School agrees to supply 700 square feet of classroom space and 1800 sq ft of common space to the Prairie Five Head Start program (in Granite Falls) for the year of 2017.

This is an In-Kind contribution to the program valued using the rent appraisal completed 4/10. The School also agrees to supply 1500 square feet of playground space for the year of 2017

Classroom (January - June 2017) RC

Common Space (January - June 2017) RC

Playground Space (January - June 2017) RC

  
\_\_\_\_\_  
Superintendent of Schools

**Prairie Five Head Start**  
**422 5<sup>th</sup> Ave, Suite 307**  
**Madison, MN 56256**  
**320-598-3118**

The non-federal share that was to be provided by the Yellow Medicine East Public School for Head Start (Granite Falls) has been accomplished for the year January 1 - March 31, 2017.

TECHNICAL SUPERVISOR	10 hrs	\$781.20
NURSE	10	220.50
PSYCHOLOGIST	1	38.53
CUSTODIAN	28	<u>459.76</u>
		\$1499.99

SUPERINTENDENT Rich Clark

DATE 8/2/16

**45 CFR Part 74.23**

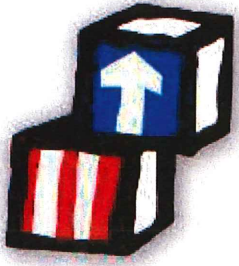
***Prairie Five Head Start  
422 5<sup>th</sup> Ave, Suite 307  
Madison, MN 56256  
320-598-3118***

The non-federal share that was to be provided by the Yellow Medicine East Public School for Head Start (Granite Falls) has been accomplished for the year April 1 -June 30, 2017.

TECHNICAL SUPERVISOR	7 hrs	\$546.84
NURSE	7	154.35
PSYCHOLOGIST	1	38.53
CUSTODIAN	20	<u>328.40</u>
		\$1068.12

SUPERINTENDENT *Rick Clark*

DATE *8/2/16*



## LOCAL EDUCATION AGENCY AGREEMENT FOR PART B & PART C SERVICES

This agreement is between Yellow Medicine East (YME) Public Schools and Prairie Five Head Start for the period of August 1, 2016 to August 1, 2017.

### I. Purpose Statement

The purpose of this agreement is to establish working procedures between the above stated programs for the provision of services to children with disabilities in compliance with Federal and State laws and regulations.

It is the intent of this Agreement to:

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

### II. Program Mandates

Responsibility of YME Public Schools:

1. Accept and triage referrals of potentially eligible children ages birth to five years who are at risk of developmental delay and/or disability.
2. Provide a comprehensive multidisciplinary evaluation on the functioning of an infant, toddler or preschooler with a suspected disability and/or developmental delay.
3. Assist families in the identification of needs that will support child development.
4. Develop an Individual Family Service Plan (IFSP) for each infant and toddler who is eligible under Part C.
5. Provide preschool children with disabilities a free, appropriate public education (FAPE) including the development and implementation of an Individual Education Plan (IEP) under Part B.

6. Place preschool children with disabilities in the least restrictive environment with an opportunity to interact with non-disabled peers to the maximum extent appropriate.
7. Work with appropriate community agencies to provide services and assist in transition planning.

Responsibility of Head Start:

1. Recruit, enroll and serve eligible children. No less than 10 percent of the total number of enrollment opportunities in Head Start programs shall be available for children with disabilities who are eligible to participate.
2. Provide for developmental, hearing and vision screenings of all Head Start children within 45 days of child's entry into the program.
3. Refer children suspected of having a disability to appropriate personnel for evaluation.
4. Work closely with other community agencies in order to provide services to children with disabilities and their families.
5. Assure that children with disabilities receive all services to which they are entitled according to Head Start Program Performance Standards for Children with Disabilities (CFR 45 Part 1308).

**III. Program Description**

1. YME Public Schools — 555 7<sup>th</sup> Avenue, Granite Falls MN 56241 (320) 564-4081
2. Prairie Five Head Start — 422 5<sup>th</sup> Avenue #307, Madison, MN 56256 (320) 598-3118

**IV. Collaboration Efforts**

**1. Child Find/Screening**

YME Public Schools are required to locate and identify all children with disabilities birth to 21 years of age within their jurisdiction.

Head Start is required to recruit children with suspected or diagnosed disabilities by conducting a community assessment and contacting community agencies serving children with disabilities. Once enrolled, all children must be screened within 45 calendar days in areas of hearing, vision, and development.

YME Public Schools and Head Start will coordinate efforts by:

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

**2. Referral for Evaluation**

YME Public Schools are required to provide evaluations of children with suspected disabilities by appropriate personnel using appropriate assessment strategies.

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

YME Public Schools and Head Start will plan together to coordinate referrals for evaluation by:

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

### **3. Evaluation Process**

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

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

YME Public Schools and Head Start will coordinate comprehensive evaluation efforts by:

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

### **4. Individual Education Plan (IEP)/ Individual Family Service Plan (IFSP) Process and Implementations**

YME Public Schools are required to develop an IEP/IFSP for children.

Head Start is required to participate in the development of the IEP/IFSP for children.

YME Public Schools and Head Start may coordinate the development of the IEP/IFSP by:

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

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

YME Public Schools are required to provide services to children with disabilities in the least restrictive environment or natural environment with an opportunity to interact with non-disabled peers, as appropriate.

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

YME Public Schools and Head Start will work cooperatively in regard to placement by considering the following options:

- a. When considering placement in natural environments, teams, including the parents, will consider all placement options, including Head Start and YME Public Schools programs.
- b. YME Public Schools refer children with disabilities to Head Start as a placement option. In this case, the following must be discussed; (1) eligibility and selection criteria for Head Start enrollment; (2) referral procedures; and (3) information on Head Start options for parents.

## **6. Service Provision**

YME Public Schools are required to ensure that all services designated in the child's IEP/IFSPs for children with disabilities are occurring.

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

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

- a. YME Public Schools should provide consultation services to Head Start to ensure continuity and consistency in service delivery.
- b. The YME Public Schools could place special education staff and therapists at the Head Start center.
- c. YME Public Schools reimburse Head Start for salaries of necessary staff as defined by IEP/IFSP.
- d. YME Public Schools provide special education resources, itinerant or consultative teachers and therapists onsite at Head Start program.
- e. Share or coordinate resources and services such as case management, transportation and therapy services across agencies and with families.

- f. Children with disabilities enrolled in Head Start may receive comprehensive Head Start services when placed in the YME Public Schools program for their educational services.

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

YME Public Schools and Head Start will coordinate efforts by:

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

#### **8. Transition**

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

Transition efforts among all programs will be coordinating by:

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

#### **9. Staff Development**

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

- a. Developing a system for staff needs assessment in the area of training.
- b. Coordinating training calendars.
- c. Training staff regarding the regulations and program philosophy of each agency.
- d. Inviting staff from each agency and families to share training activities.
- e. Planning joint activities.
- f. Providing opportunities for information sharing across agencies.

#### **10. System Coordination**

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

- a. Developing a system so that time lines and persons responsible for reporting are clear.
- b. Training staff regarding specific procedures, timelines and regulations for each agency.
- c. Sharing existing interagency agreements that impact children with disabilities and their families.

- d. Sharing information to ensure the uninterrupted delivery of services to children who are migrant and/or homeless.
- e. Assistance will be provided to parents/families with limited English proficiency.

**11. Problem Solving**

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

The system will include:

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

**V. Confidentiality**

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

**VI. Agreement Review**

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

**Signatures:**

Name Rich Clark  
Title Supt  
Date 8/2/16

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Title \_\_\_\_\_

# **A Memorandum of Understanding Between Yellow Medicine East Schools and Prairie Five Head Start**

## **I. Parties to the Agreement**

Yellow Medicine East (YME) Schools and  
Prairie Five Head Start

## **II. Purpose of Agreement**

- A. To improve availability and the quality of services for children, age three through age five, and their families who reside in the YME school district.
- B. To support children's optimal development and readiness for school entry and success
- C. To address the unique strengths and needs of the local population, such as homeless, migrant, or non-English speaking families
- D. To promote collaboration regarding shared use of transportation, facilities, and other resources, as appropriate
- E. To promote further collaboration to reduce duplication and enhance efficiency of services
- F. To define the roles and responsibilities of the named parties toward coordination and greater collaboration; enhance linkages and relationships; and exchange information on the provision of educational and non-educational services
- G. Coordinate a comprehensive system of activities, policies, and procedures among the named parties which guide and support their delivery of services to children and their families.

### **III. Program Descriptions**

**A. Prairie Five** Head Start serves the counties of Big Stone, Chippewa, Lac qui Parle, Swift and Yellow Medicine.

**B.** Head Start is a nation-wide Federal grant program funded by the U.S. Department of Health and Human Services. Head Start is a comprehensive child development program for families with young children in the areas of education, social services, health, and family involvement. Head Start preschool programs are for children from 3 to 5 years of age and their families.

Head Start is mandated to assume a leadership role in the development of partnerships with community agencies and service providers. Each Head Start program must have a written agreement with the local education agency (LEA) to coordinate and collaborate to best meet the needs of children and their families.

**C.** YME Schools are located in Yellow Medicine County.

### **IV. Authority**

Head Start's responsibility for coordination and collaboration with the appropriate local entity responsible for managing publicly funded preschool programs in the service area of the Head Start grantee is mandated in the Head Start Act: Public Law 110-134 "Improving Head Start for School Readiness Act of 2007."

YME Schools are authorized by Minnesota Department of Education.

### **V. Guiding Principles**

- Create and maintain a meaningful partnership to promote school readiness so that children from low-income families in Head Start programs, or who are preschool age, may receive comprehensive services to prepare them for elementary school and to address any potential "achievement gap"
- Plan and implement strategies based on practice and research that have proven to support children's school success
- Respect the uniqueness of each locality's needs and resources
- Promote the involvement of members of the early care and education communities
- Share commitment, cooperation, and collaboration for a coordinated service delivery system

## **VI. Joint Roles in System Review, Coordination, Collaboration, Alignment, and Implementation**

YME Schools and Prairie Five Head Start will review and develop plans for the coordination, collaboration, alignment, and implementation of each of the following 10 activities, as mandated by the Act.

### **A. Educational activities, curricular objectives, and instruction**

1. Prairie Five Head Start uses Teaching Strategies Gold, a research-based early childhood curriculum in all classrooms which is aligned to Head Start's Early Learning Outlook Framework.

2. Prairie Five Head Start has on-going communication with YME Schools staff as the Head Start classroom is located in the school building. The Head Start Early Learning Outlook Framework and the Minnesota Department of Education's Early Learning Standards are used to measure a child's progress. These measuring tools support the research that emphasizes the critical relationship between early childhood experiences and successful learning outcomes.

### **B. Public information dissemination and access to programs for families contacting the Head Start program or any of the preschool programs**

1. Prairie Five Head Start works with families using the Parent, Family, Community Engagement Framework to support families as they work to achieve positive relationships with their child which will improve child outcomes and school readiness.

2. Prairie Five Head Start has signed in-kind agreements with YME Schools nurse, Psychologist, technology supervisor and custodian for the purpose of facilitating coordination between programs. Prairie five Head Start also has a signed LEA Agreement with YME Schools.

### **C. Selection priorities for eligible children to be served by programs**

1. Prairie Five Head Start and YME Schools work collaboratively to ensure that all 3-5-year-old children are given the opportunity to participate in a preschool educational program.

2. Prairie Five Head Start and YME Schools identifies children, at time of enrollment, or at early childhood screening, whichever comes first, who are limited English proficient. Head Start and YME Schools works collaboratively to ensure services are provided that will allow all children to make progress in learning the English language.

3. Prairie Five Head Start and YME Schools have an LEA Agreement, signed annually, that ensures that all children in need of further early childhood or developmental services receives the specialized services.

4. Prairie Five Head Start and YME Schools coordinate and collaborate to provide an early childhood education to children ages 3-5. YME schools also provides Head Start children, who qualify with special education services.

(i) YME Schools is a Title 1 school district.

(ii) YME Schools operates a preschool program under Title 1.

(iii) YME Schools provide Early Childhood Special Education Services

(iv) YME Schools provides a pre-kindergarten program

(v) Child care programs

(vi) YME Schools provides kindergarten option for Head Start children when they enter compulsory school age.

(vii) YME Schools, as well as public libraries will provide opportunities for:

(I) Conducting reading readiness programs

(II) Developing innovative programs to excite children about the world of books, including providing fresh books in the Head Start classroom

(III) Assisting in literacy training for Head Start teachers

(IV) Supporting parents and other caregivers in literacy efforts

D. Definition of service areas

1. The Head Start program is a locally designed option for children, age three to five, and their families who reside in the YME School District.

E. Staff training, including opportunities for joint staff training on topics such as academic content standards, instructional methods, curricula, and social and emotional development

1. Prairie Five Head Start and YME Schools participate in joint training when the topics being trained on pertain to each party and that benefit the children and families in the program.

F. Program technical assistance

1. Prairie Five Head Start and YME Schools both use curriculums that support learning in the areas of language, literacy, and numeracy. Head Start uses Teaching Strategies Gold and the school district uses curriculum approved by Minnesota Department of Education.
2. Prairie Five Head Start and YME Schools actively search out and apply for funds that expand training and technical assistance activities.

G. Provision of services to meet the needs of working parents, as applicable

1. Prairie Five Head Start and YME Schools coordinate activities and make resources available for full working-day and full calendar year available to children. YME Schools provide a Community Education Newsletter to all residents who reside in the school district that lists a variety of resources available to families.
3. Prairie Five and YME Schools coordinate and collaborate to ensure all early childhood programs follow strict health and safety requirements, are family-friendly and provide transparent information to families about the child care choices available to them.

H. Communication and parent outreach for smooth transitions to kindergarten

1. Prairie Five Head Start parents all sign a release of information form, at time of enrollment, which allows the sharing of information between YME Schools and the Head Start program.
2. Prairie Five Head Start has a classroom located in the YME Schools building which provides the children and their families with experiences similar to other children in the school district. Transitioning occurs throughout the school year.
3. Prairie Five Head Start provides YME Schools, upon request, with a copy of each child's educational and developmental progress throughout the school year. Teaching Strategies Gold is the developmental assessment tool used by Head Start. YME Schools works collaboratively with Head Start to ensure that if a child is on an IEP/IFSP, that the plan and other supplemental information are used in the transitioning of a child out of Head Start and into another educational placement.
4. Prairie Five Head Start and YME Schools will collaborate to ensure that parents of limited English proficient children understand-
  - (A) The services offered by YME Schools

(B) That information will be in a language the parents can understand, if the language is available in another format.

5. Prairie Five Head Start utilizes the Parent, Family, Community Framework to support families' in their parental involvement efforts, which includes goal setting and preparation in transitioning into kindergarten or other placement for their child.

6. Prairie Five Head Start and YME Schools work collaboratively to ensure a smooth transition occurs with families as they prepare for their child to enter kindergarten. Head Start parents are provided with opportunities to attend YME Schools activities, along with other parents in the school district.

7. Prairie Five Head Start staff will ensure families understand the importance of maintaining involvement in their child's academic progress as their child transitions out of Head Start and into another placement.

8. Prairie Five Head Start and YME Schools will collaborate to ensure that all families are invited to Kindergarten Round-up and other activities offered by the school district in order to understand the services the school district provides.

I. Provision and use of facilities, transportation, and other program elements

1. (A) Head Start parents will contact YME Schools to provide transportation services for their child.

(B) Prairie Five Head Start, located within the YME Schools building, collaborates throughout the program year with school district to reduce duplication of efforts as well as enhance services each program programs while increasing program participation of underserved, eligible children.

(C) Prairie Five Head Start and YME Schools exchange information on children and their families in order to meet the needs of each. Consent is obtained at time of enrollment by Head Start that allows this exchange of information to take place.

2. Prairie Five Head Start and YME Schools will review and update agreement as needed.

**VII. Confidentiality**

All acknowledge confidentiality requirements that each agency must follow regarding the sharing and release, with the consent of families, of personally identifiable information regarding children and families. Each agency will protect the rights of young children with respect to records and reports created, maintained, and used by the public agencies. It is the intent of this agreement to ensure that parents have rights of access and rights of privacy with respect to such reports and records, and that applicable State and Federal laws for exercise of these rights be strictly followed. Family Educational Rights and Privacy Act (FERPA) will be followed. (See 34CFR 303.460.)

**VIII. Dispute Resolution**

Parties will first attempt to resolve the dispute between or among themselves. All local agencies will ensure that a system is in place to resolve disputes and solve problems. The system should include:

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

**IX. Review of Agreement**

The agreement will be jointly reviewed by all parties annually and more frequently if laws and regulations are amended that will significantly impact this agreement, or when a party requests a formal change.

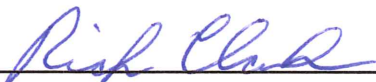
**X. Term of Agreement**

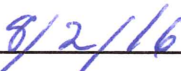
The agreement will become effective immediately after being signed and dated by all parties.

By signing the agreement each agency agrees to the terms.

The signed agreement will be binding on all successors of parties to the agreement.

**IX. SIGNATURES**

  
\_\_\_\_\_  
YME Schools Representative

  
\_\_\_\_\_  
Date

\_\_\_\_\_  
Head Start Grantee Director

\_\_\_\_\_  
Date



**ISD 2190 – BOARD OF DIRECTORS’  
AGENDA ANALYSIS**

**AGENDA ITEM:** Consent Agenda 6.2.2  
**MEETING DATE:** August 8, 2016  
**SUBJECT:** Non-Non Staff Approval – 2016-2018

**BOARD ACTION**

Required X  
Information  
Scheduled Report

**BACKGROUND/RATIONALE**

Non-Certified – Non-Licensed personnel do not have a bargaining unit. The past practice” for negotiations with these employees has been to provide the Average-Average negotiations settlement. Therefore, the targeted Average-Average has been 3.5 percent.

It is the recommendation of the Negotiations Committee to approve an increase of 3.5 percent for 2016-2017 and 3.5 percent 2017-2018.

This settlement is within the parameters of the Budget approved for Fiscal 2017 (School Year 2016-2017).

**PRESENTER(S)**

**COMMITTEE** Negotiations

**SUPERINTENDENT RECOMMENDATION**

Recommend support of the Negotiation Committee recommendation.

# YELLOW MEDICINE EAST – ISD 2190

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

Rick Clark, Ed.D., Superintendent  
450 9<sup>th</sup> Avenue - Granite Falls, MN 56241  
Phone: 320-564-4081 - Fax: 320-564-4781



## Superintendents Monthly Report to the Board of Education August 8, 2017

There have been several significant damages to YME School as a result of severe weather. The areas of damage are: three rooms in the high school lower level, two electrical issues and a roofing issues.

Three rooms which are identified as 13, 12 and 11 are better known as Indian Resource Room, Art Room and Ag Classroom. Approximately four inches of water entered the rooms and destroyed carpeting and caused asbestos tiles/mastic to separate from the concrete. As this issue MAY lead to Friable Asbestos concerns the condition is qualified as EMERGENCY. Under this condition I have authorized custodial staff to seek asbestos abatement contractors, floor covering suppliers and proceed with the cleanup. Cost for this abatement is \$8,533 with services provided by VCI Environmental, Inc. Floor coverings will not be utilized as the three rooms have significant cleaning issues associated with carpeting. The floor finish will be by grinding and floor waxing. This is the recommendation of Francis Staab, Custodial Supervisor.

The electrical issues were caused by the brown outs and on/off power recovery. The compressor for the kitchen walk-in box was damaged and replaced. (About \$1,000 of food was lost.) The second item is the elementary elevator. This item cost was weighed between repairs and replacement. Francis and I agree that replacement of electrical failed equipment is preferred over repairs to partially identified items. The cost of replacement is \$40,062.

The final damaged item is the roof of the auditorium. A 40'X70' section of roof was lifted off of the roof, pictures provided at the meeting. The preliminary assessment is costing approximately \$80,000 for replacement.

These items are brought to your attention at this time but will be included in a later budget amendment when the final costs are determined and insurance payments are factored.

Budget note: Francis and GF employees have been attempting to locate the three (3) roof drain routes and to initiate a fix. Only one (1) route can be remedied without rebuilding the roofs. The problem is that drains were installed in the concrete poured allowing no options for redirection. We will have to work with the city and MN Pollution Control on this issues.

**\*\*Reviewing my notes it was determined that the June 13, 2016 meeting did not include the meeting dates for the Finance Committee and Buildings/Ground Committee. I am recommending the following schedules:**  
Finance Committee: November (Budget Review/Levy Review), March (Preliminary Budget Fiscal Year 2018), May (Budget Review for June adoption)  
Buildings/Ground Committee: September (Green House inspection and building walk-through), November (Discussions of needs and recommendations to Finance Committee), April (Summer Jobs List-Budget implications)

YME MIDDLE/HIGH SCHOOL  
Ryan Luft, Principal  
450 9<sup>th</sup> Avenue  
Granite Falls, MN 56241  
Phone: 320-564-4083  
Fax: 320-564-4782

BERT RANEY ELEMENTARY  
Lisa Hansen, Principal  
555 7<sup>th</sup> Avenue  
Granite Falls, MN 56241  
Phone: 320-564-4082  
Fax: 320-564-4427

ACTIVITIES & COMMUNITY EDUCATION  
Tim Knapper, Director  
450 9<sup>th</sup> Avenue  
Granite Falls, MN 56241  
Phone: 320-564-4084  
Fax: 320-564-4781

MVCC - SPECIAL EDUCATION  
Cindy Loe, Director  
450 9<sup>th</sup> Avenue  
Granite Falls, MN 56241  
Phone: 320-564-4084  
Fax: 320-564-4781

# YELLOW MEDICINE EAST – ISD 2190

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

Rick Clark, Ed.D., Superintendent  
450 9<sup>th</sup> Avenue - Granite Falls, MN 56241  
Phone: 320-564-4081 - Fax: 320-564-4781

---



The months are identified and you will be polled for best opportunity/dates. My schedule will generally be Tues, Wednesday and Thursday but some Mondays, especially board dates, will be arranged.

Members of the committee should look at their calendars and submit a couple of dates in each of the months indicated.

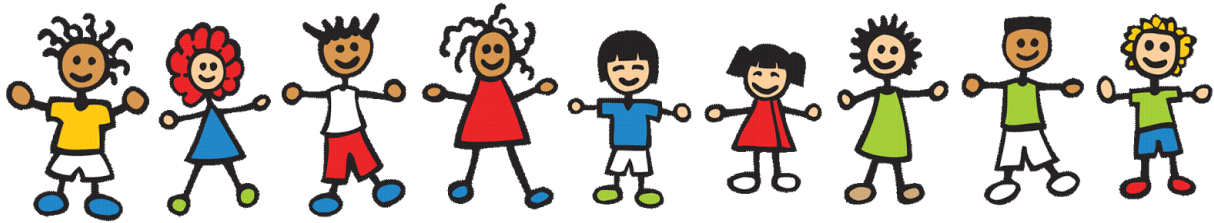
---

YME MIDDLE/HIGH SCHOOL  
Ryan Luft, Principal  
450 9<sup>th</sup> Avenue  
Granite Falls, MN 56241  
Phone: 320-564-4083  
Fax: 320-564-4782

BERT RANEY ELEMENTARY  
Lisa Hansen, Principal  
555 7<sup>th</sup> Avenue  
Granite Falls, MN 56241  
Phone: 320-564-4082  
Fax: 320-564-4427

ACTIVITIES & COMMUNITY EDUCATION  
Tim Knapper, Director  
450 9<sup>th</sup> Avenue  
Granite Falls, MN 56241  
Phone: 320-564-4084  
Fax: 320-564-4781

MVCC - SPECIAL EDUCATION  
Cindy Loe, Director  
450 9<sup>th</sup> Avenue  
Granite Falls, MN 56241  
Phone: 320-564-4084  
Fax: 320-564-4781



## Bert Raney Elementary Board Report

August 2016

Mrs. Hansen, Elementary Principal

### BRE - Current Enrollment

	8/16	9/16	10/16	11/16	12/16	1/17	2/17	3/17	4/17	5/17	6/17	7/17
<b>K</b>	44											
<b>1st</b>	56											
<b>2nd</b>	52											
<b>3rd</b>	66											
<b>4th</b>	54											
<b>5th</b>	55											
<b>Total</b>	327											

<p><b>BRE Happenings</b></p> <ul style="list-style-type: none"> <li>a. Staffing             <ul style="list-style-type: none"> <li>i. Mrs. Paslawski</li> <li>ii. Mrs. Robertsdahl</li> <li>iii. Miss Sneller</li> <li>iv. Miss DeBlieck</li> </ul> </li> <li>b. Camp Kindergarten</li> <li>c. MCA Scores             <ul style="list-style-type: none"> <li>i. Historical data</li> <li>ii. Improvement actions</li> </ul> </li> <li>d. Programming             <ul style="list-style-type: none"> <li>i. Dakota Language</li> <li>ii. Art</li> </ul> </li> </ul>	<p><b>Upcoming Events:</b></p> <p>8/23 &amp; 8/24, New Staff Workshop              8/29, 8/30 &amp; 8/3, Back to School Workshop              8/30, Open House, 5-7PM              9/6, First Day of School, K-5              9/14, Early Dismissal, 2:30PM              9/16, Lifetouch Pictures              9/28, Early Dismissal, 2:30PM              10/5, Early Dismissal, 2:30PM</p> <p><b>BRE Goals for 2016-17:</b>              TBD</p>
--	---

Bert Raney Elementary School  
August 2016

BRE - ALL - Math

	2011 III	2012 III	2013 III	2014 III	2015 III	2016 III
BRE Proficiency	48.8%	51.9%	49.4%	53.7%	55.6%	53.6%
State Proficiency	57.8%	65.4%	62.6%	61.4%	60.2%	59.4%

BRE - ALL - Reading

	2011 II	2012 II	2013 III	2014 III	2015 III	2016 III
BRE Proficiency	62.4%	60.3%	40%	44%	48%	49.1%
State Proficiency	74.6%	76.0%	57.8%	59.1%	59.4%	59.7%

BRE - FRP - Math

	2011 III	2012 III	2013 III	2014 III	2015 III	2016 III
BRE Proficiency	33.6%	34%	34.4%	34.1%	37.8%	39.3%
State Proficiency	39.1%	47%	43.6%	42.2%	40.2%	39.0%

BRE - FRP - Reading

48

	2011 II	2012 II	2013 III	2014 III	2015 III	2016 III
BRE Proficiency	53.3%	40.4%	29.0%	31.8%	32.6%	29.4%
State Proficiency	58.3%	59.8%	38.1%	39.5%	39.8%	40.2%

BRE - LEP - Math

	2011 III	2012 III	2013 III	2014 III	2015 III	2016 III
BRE Proficiency	7.7%	18.2%	30.8%	10.0%	27.3%	33.3%
State Proficiency	27.1%	32.8%	28.8%	27.3%	24.8%	22.5%

BRE - LEP - Reading

	2011 II	2012 II	2013 III	2014 III	2015 III	2016 III
BRE Proficiency	25%	21.1%	30.8%	22.2%	10%	33.3%
State Proficiency	37.6%	37.7%	16%	16.4%	16.8%	16%

**BRE – SPED – Math**

	2011 III	2012 III	2013 III	2014 III	2015 III	2016 III
BRE Proficiency	24.2%	23.1%	15.2%	16.1%	7.1%	15.6%
State Proficiency	29.1%	36.6%	33.8%	31.4%	27%	26.2%

**BRE – SPED – Reading**

	2011 II	2012 II	2013 III	2014 III	2015 III	2016 III
BRE Proficiency	28.6%	32.1%	9.4%	6.5%	0%	9.4%
State Proficiency	40.4%	43.7%	27.3%	28.1%	25.8%	26.1%

**BRE – Hispanic – Math**

	2011 III	2012 III	2013 III	2014 III	2015 III	2016 III
BRE Proficiency	23.8%	25.9%	42.9%	36.4%	40%	42.9%
State Proficiency	33.2%	41%	38.6%	38.2%	37%	36.1%

**BRE – Hispanic – Reading**

69

	2011 II	2012 II	2013 III	2014 III	2015 III	2016 III
BRE Proficiency	31.6%	34.8%	33.3%	34.8%	29.2%	38.1%
State Proficiency	53.1%	54.3%	34%	35.5%	36.4%	37.6%

**BRE – American Indian – Math**

	2011 III	2012 III	2013 III	2014 III	2015 III	2016 III
BRE Proficiency	26.5%	29.7%	31.3%	38.7%	32.4%	33.3%
State Proficiency	32.3%	41.4%	37.2%	36.5%	35.8%	35.5%

**BRE – American Indian – Reading**

	2011 II	2012 II	2013 III	2014 III	2015 III	2016 III
BRE Proficiency	47.1%	41.2%	25.0%	19.4%	27%	27%
State Proficiency	54.4%	56.1%	34.2%	36.1%	38.1%	39%

BRE - Caucasian - Math

	2011 III	2012 III	2013 III	2014 III	2015 III	2016 III
BRE Proficiency	57%	63.6%	57.4%	62.9%	68.5%	62.1%
State Proficiency	64.8%	72.8%	70%	68.9%	68.2%	68%

BRE - Caucasian - Reading

	2011 II	2012 II	2013 III	2014 III	2015 III	2016 III
BRE Proficiency	69.7%	70.8%	57.4%	53.4%	60.2%	58.3%
State Proficiency	80.8%	82.5%	70%	66.8%	67.5%	67.8%

50

MCA Results - Grade Level				
	2014-15	2015-16	2014-15	2015-16
	Math	Math	Reading	Reading
3rd Grade BRE	59.3%	66%	42.4%	47.20%
3rd Grade State	70.9%	69.4%	58.7%	57.30%
4th Grade BRE	63.3%	62.5%	46.7%	46.4%
4th Grade State	70%	68.7%	57.9%	58.3%
5th Grade BRE	44.1%	33.9%	55.2%	53.3%
5th Grade State	59.7%	58.8%	66.7%	67.7%

# YME Middle/High School Board Report

## August 2016 ~ 2017

### Goals for the MS/HS for 2016/2017

- All Students will increase their Math Proficiency by 6% on the MCA
  - Integration/WBWF
- All Students will increase their Reading Proficiency by 6% on the MCA
  - Integration/WBWF

### Areas of Focus

- SMART Goal ~ 100 percent of staff will participate in the book study centered on *“Weird as Always Equal”*, to support our continued learning on the second Dufour question, “How do we know students know it?”
- SMART Goal ~ Train 100 percent of certified staff on the Teacher Observation Form
- SMART Goal ~ 100 percent of staff will complete one curriculum map for one class by the end of the school year

**Back to School Night** ~ We are excited to welcome back the YME student body for the 2016 ~ 2017 school year. Our traditional Open House Night is scheduled for August 30th from 5:00 pm until 7:00 pm. We will be mailing out the traditional student scheduling letter and information the week of August 12th. New this year, we will be with the 6th graders at 4:30 pm, we will be inviting them into meet their teachers while the office staff work with parents for a brief introduction to the building. Topics of discussion will include usage of JMC, procedures and transition to the high school building, etc. The YME FFA will be serving a meal like last year. This event is a wonderful time to come together and share our summer experiences as well as reconnect with teachers as we prepare to continue on with the work from last year.

### 6th Grade Boot Camp

This year we will be welcoming the 6th graders to the middle school through a new Boot Camp. On August 1st, 2016 from 8:40 am till 11:30 am, the 6th graders will be greeted by their advisors and other staff members to help them with the transition to the middle school. Students will get familiarized with the staff and the building. This is going to be a wonderful opportunity to begin their next seven years as a Sting!

**Middle School STEM Summer Academy** ~ Our second attempt at summer school was very successful. We averaged around 20 middle school students and 5 high school students who were willing to take time out of their summer to continue to work on math, language arts and science skills. This program was funded through a combination of Targeted Services, Integration and the 21st Century Grants. We are looking at expanding our summer opportunities even further for next year. This year students participated in lessons involving aviation, computer science and maintenance, environmental science, and taxidermy.

I would like to publically thank Mr. Suter, Ms. Pratt, Mrs. Rutledge, Mrs. Enninga, Mr. Holt, Mr. and Mrs. Reszel and many local and regional organizations for supporting this program.

**Teacher Workshop Highlights** ~ August 29th-31st ~ We will be focusing on developing actions plans on how to accomplish our building goals through staff development and PLC time. On Monday, August 8th we will dedicate the day to fine tune the PLC process to make sure our lessons, assessments, etc. all focus on our students' understanding of materials. We will continue our work on refining our learning goals and the student's ability to self-evaluate through rubrics while also updating the curriculum maps.

## **Backpack Rational**

Definition of a Backpack:

1. a bag with shoulder straps that allow it to be carried on one's back.
2. knapsack, rucksack; etc

1. travel or hike carrying one's belongings in a backpack.

*Students will not be permitted to use a backpack during the school day. They are permitted to use backpacks to carry school and Physical Education class but are not permitted to carry their backpacks with them between classes. Student's locker. Students have an opportunity to go to their student lockers several times a day: before first period, boarding the bus at dismissal. Purses and other smaller handbags must be able to be stored underneath the desk to the teacher. This policy is in response to the following concerns: the weight students carry on their backs*

## **Safety**

- ~ Physical Impacts on Students ~ students under utilize their school lockers and carry heavy weight loads incorrectly causing potential future physical damage
- ~ Classroom Safety ~ Staff reported multiple incidents where staff or students have tripped during the school day. Bags are getting bigger and are able to hold more supplies
- ~ School Safety ~ area schools report reasoning for banning backpacks is for school safety.

## **Organization**

- ~ Help with students organizational skills.

## **Discipline**

- ~ Progressive discipline outlined in School Board Policy and the Student Handbook.

Current schools that ban backpacks: Montevideo Senior High and Middle School, BOLD, Morris, Lac Qui Parle Valley Middle and Senior High, and Lakeview.

Current school that allow: Minneota (banning next 17 ~ 18) , Dawson Boyd, MACCRAY and Benson.

Recommendation was made by the YME Site Leadership Team to amend the 2016 ~ 2017 Student Handbook. Administration recommends approval.

**MCA 2016 Data by Grade**

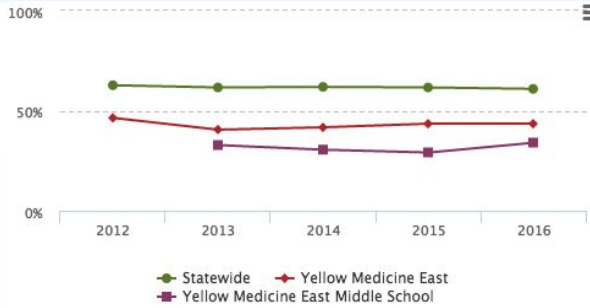
Below I have included data with charts for the 2016 MCA in the tested areas of Math, Reading and Science. I have also include the historical data by grade level.

# Middle School Data ~ All Grades

## Yellow Medicine East Middle School Yellow Medicine East

Subject: Math, Grade: All Grades, Demographics: Enrolled October 1

### 2012 - 2016 Proficiency



#### Statewide

Year	Percent Proficient	Number Proficient	Number Tested
2012	62.7%	258,733	412,856
2013	61.6%	256,030	415,656
2014	61.9%	259,108	418,694
2015	61.6%	259,409	421,387
2016	60.9%	258,167	423,960

#### Yellow Medicine East

Year	Percent Proficient	Number Proficient	Number Tested
2012	46.4%	180	388
2013	40.5%	162	400
2014	41.7%	172	412
2015	43.5%	165	379
2016	43.5%	162	372

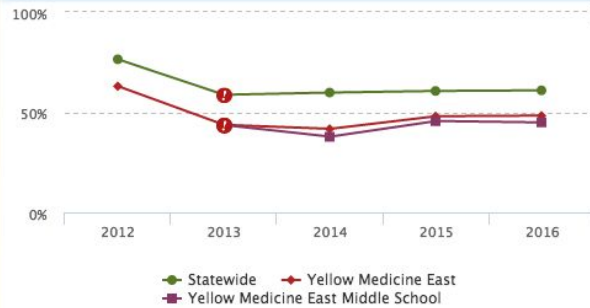
#### Yellow Medicine East Middle School

Year	Percent Proficient	Number Proficient	Number Tested
2012	N/A	N/A	N/A
2013	32.8%	59	180
2014	30.5%	50	164
2015	29.1%	46	158
2016	34.0%	53	156

## Yellow Medicine East Middle School Yellow Medicine East

Subject: Reading, Grade: All Grades, Demographics: Enrolled October 1

### 2012 - 2016 Proficiency



#### Statewide

Year	Percent Proficient	Number Proficient	Number Tested
2012	76.4%	314,808	412,008
2013	58.7%	244,810	417,222
2014	59.8%	251,592	420,394
2015	60.6%	256,722	423,945
2016	60.9%	261,040	428,721

#### Yellow Medicine East

Year	Percent Proficient	Number Proficient	Number Tested
2012	63.0%	240	381
2013	43.7%	183	419
2014	41.7%	161	386
2015	48.0%	184	383
2016	48.3%	187	387

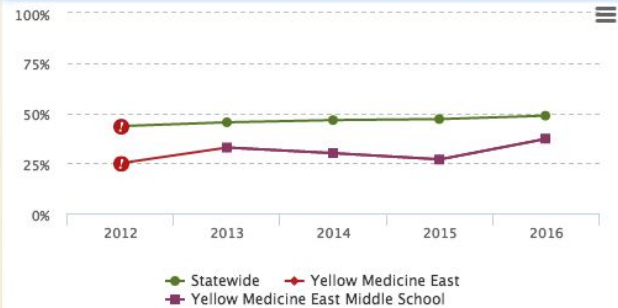
#### Yellow Medicine East Middle School

Year	Percent Proficient	Number Proficient	Number Tested
2012	N/A	N/A	N/A
2013	43.6%	78	179
2014	37.8%	62	164
2015	45.6%	72	158
2016	44.9%	70	156

## Yellow Medicine East Middle School Yellow Medicine East

Subject: Science, Grade: 8, Demographics: Enrolled October 1

### 2012 - 2016 Proficiency



#### Statewide

Year	Percent Proficient	Number Proficient	Number Tested
2012	43.5%	25,150	57,837
2013	45.4%	26,591	58,625
2014	46.5%	27,490	59,174
2015	47.0%	28,213	60,066
2016	48.7%	28,743	59,030

#### Yellow Medicine East

Year	Percent Proficient	Number Proficient	Number Tested
2012	25.0%	13	52
2013	32.8%	19	58
2014	30.0%	18	60
2015	26.9%	14	52
2016	37.2%	16	43

#### Yellow Medicine East Middle School

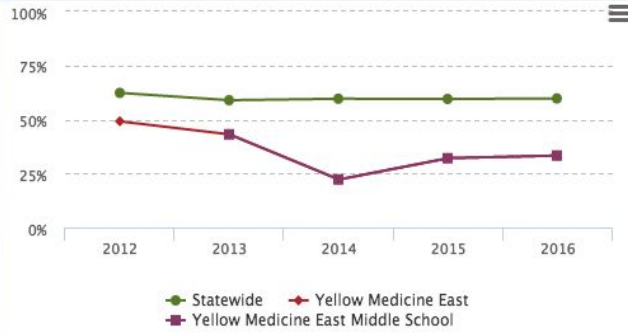
Year	Percent Proficient	Number Proficient	Number Tested
2012	N/A	N/A	N/A
2013	32.8%	19	58
2014	30.0%	18	60
2015	26.9%	14	52
2016	37.2%	16	43

# Math ~ Grade Level

**Yellow Medicine East Middle School** Yellow Medicine East  
Subject: Math, Grade: 8, Demographics: Enrolled October 1



## 2012 - 2016 Proficiency



### Statewide

Year	Percent Proficient	Number Proficient	Number Tested
2012	62.3%	36,452	58,490
2013	58.9%	34,781	59,032
2014	59.6%	35,538	59,591
2015	59.5%	35,975	60,466
2016	59.7%	35,542	59,488

### Yellow Medicine East

Year	Percent Proficient	Number Proficient	Number Tested
2012	49.1%	26	53
2013	43.1%	25	58
2014	22.2%	14	63
2015	32.1%	17	53
2016	33.3%	14	42

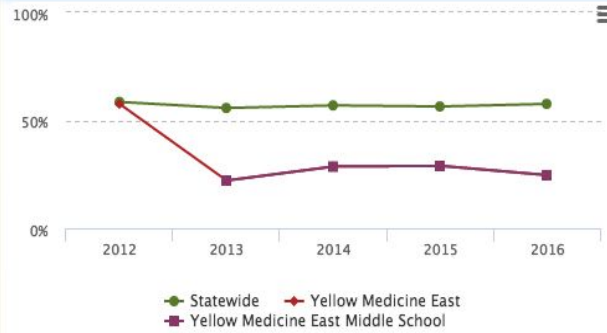
### Yellow Medicine East Middle School

Year	Percent Proficient	Number Proficient	Number Tested
2012	N/A	N/A	N/A
2013	43.1%	25	58
2014	22.2%	14	63
2015	32.1%	17	53
2016	33.3%	14	42

**Yellow Medicine East Middle School** Yellow Medicine East  
Subject: Math, Grade: 7, Demographics: Enrolled October 1



## 2012 - 2016 Proficiency



### Statewide

Year	Percent Proficient	Number Proficient	Number Tested
2012	58.5%	34,698	59,296
2013	55.7%	33,263	59,737
2014	56.9%	34,428	60,478
2015	56.4%	33,635	59,674
2016	57.6%	35,069	60,896

### Yellow Medicine East

Year	Percent Proficient	Number Proficient	Number Tested
2012	57.6%	34	59
2013	22.1%	15	68
2014	28.6%	16	56
2015	28.9%	13	45
2016	24.6%	14	57

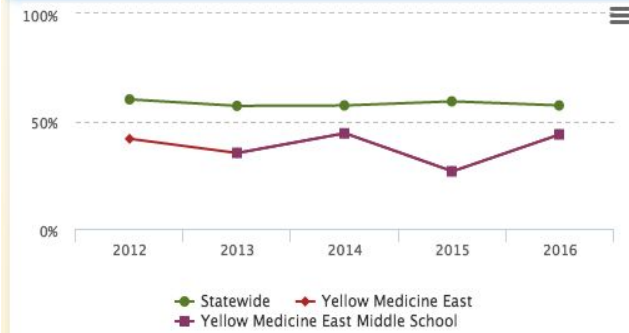
### Yellow Medicine East Middle School

Year	Percent Proficient	Number Proficient	Number Tested
2012	N/A	N/A	N/A
2013	22.1%	15	68
2014	28.6%	16	56
2015	28.9%	13	45
2016	24.6%	14	57

**Yellow Medicine East Middle School** Yellow Medicine East  
Subject: Math, Grade: 6, Demographics: Enrolled October 1



## 2012 - 2016 Proficiency



### Statewide

Year	Percent Proficient	Number Proficient	Number Tested
2012	60.1%	35,542	59,185
2013	57.1%	34,220	59,926
2014	57.3%	33,882	59,091
2015	59.2%	35,924	60,686
2016	57.3%	35,584	62,048

### Yellow Medicine East

Year	Percent Proficient	Number Proficient	Number Tested
2012	41.8%	28	67
2013	35.2%	19	54
2014	44.4%	20	45
2015	26.7%	16	60
2016	43.9%	25	57

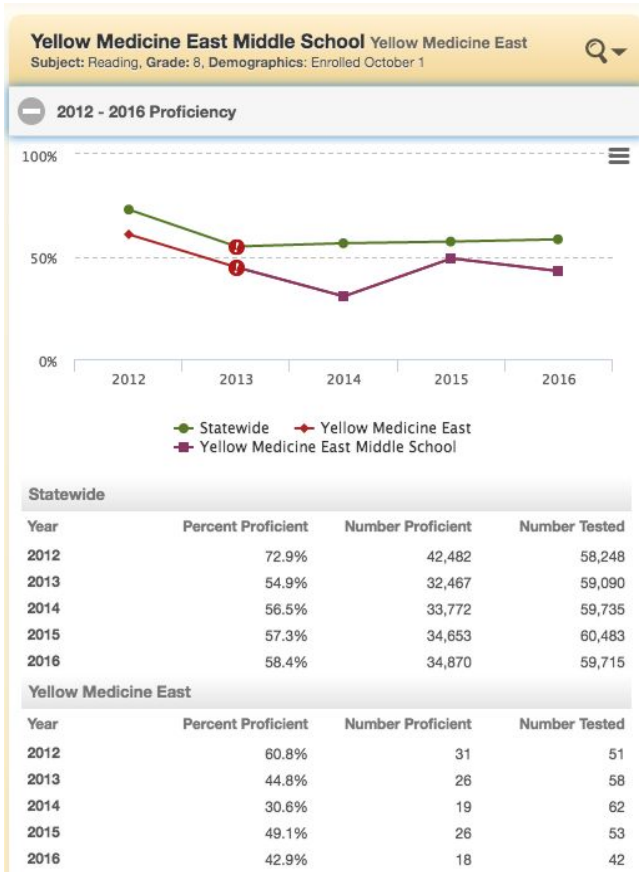
### Yellow Medicine East Middle School

Year	Percent Proficient	Number Proficient	Number Tested
2012	N/A	N/A	N/A
2013	35.2%	19	54
2014	44.4%	20	45
2015	26.7%	16	60
2016	43.9%	25	57

55

Reading ~ Grade Level

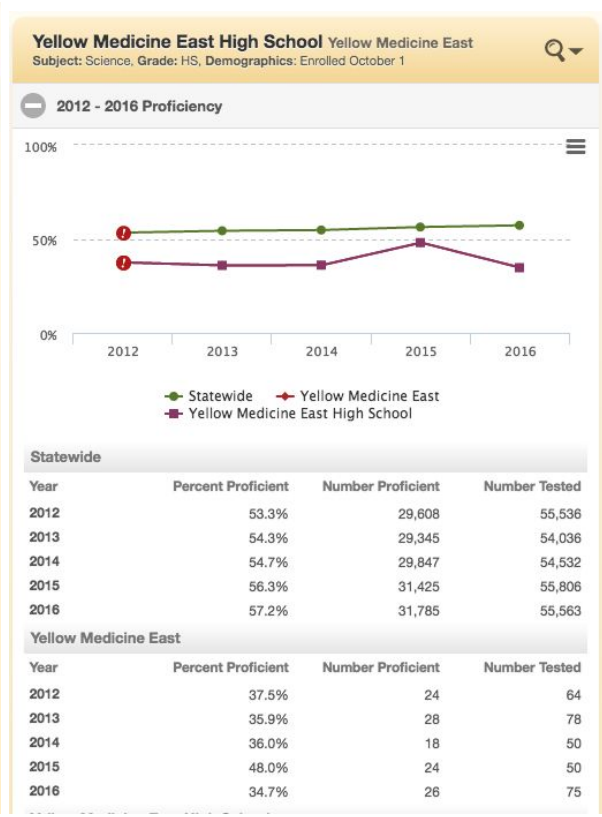
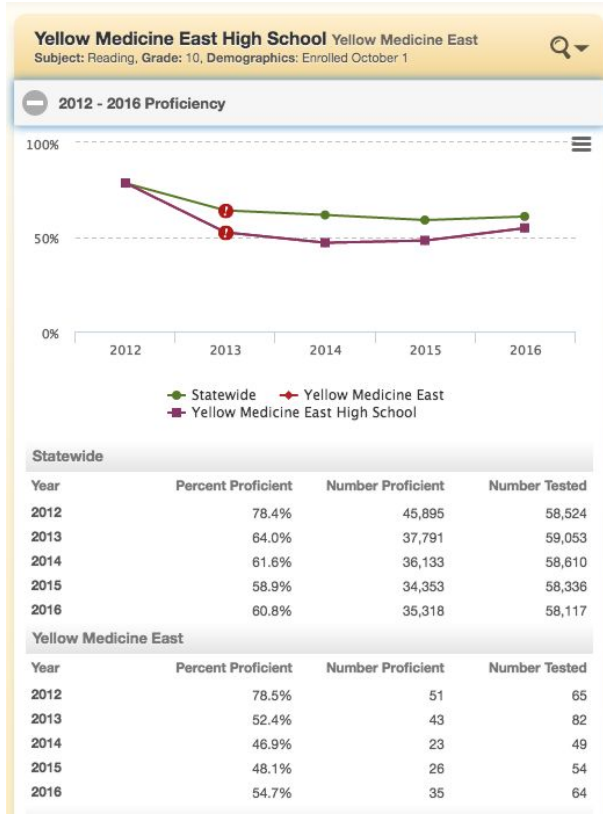
56



Science ~ Grade Level



# High School Data



**ISD 2190 – BOARD OF DIRECTORS’  
AGENDA ANALYSIS**

**AGENDA ITEM:** 8.1  
**MEETING DATE:** August 8, 2016  
**SUBJECT:** ECFE Annual Report

**BOARD ACTION**

Required  
Information X  
Scheduled Report X

**BACKGROUND/RATIONALE**

Ms. Emily Balfany has submitted the attached required reports to MDE. This annual report is submitted to MDE for levy purposes and to the board for addition to public record.

**PRESENTER(S)**

None

**COMMITTEE**

**SUPERINTENDENT RECOMMENDATION**

Recommend Support of this non-controversial report.

## 2015-2016 School Readiness Annual Report

District: 2190-01, YELLOW MEDICINE EAST

Additional Districts: none

Page 1 of 3

School Readiness Classes or Services	Frequency	Number of children:	Number of parents:	Average number of hrs/child:	Average number of hrs/parent:	Average number of wks/year:
		Children	Parents	Hrs/child	Hrs/parent	Wks/year
half-day early childhood program	1 day/week	0	0	0	0	0
	2 days/week	27	15	180	10	32
	3 days/week	18	13	250	12	32
	4 days/week	0	0	0	0	0
	5 days/week	0	0	0	0	0
full-day early childhood program	1 day/week	0	0	0	0	0
	2 days/week	0	0	0	0	0
	3 days/week	19	15	545	15	32
	4 days/week	0	0	0	0	0
	5 days/week	0	0	0	0	0
integrated classe(es) with Early Childhood Special Education	1 day/week	27	15	180	10	32
	2 days/week	18	13	250	12	32
	3 days/week	19	15	545	15	32
	4 days/week	0	0	0	0	0
	5 days/week	0	0	0	0	0
summer Kindergarten Preparation	1 day/week	41	0	28	0	2
	2 days/week	0	0	0	0	0
	3 days/week	0	0	0	0	0
	4 days/week	0	0	0	0	0
	5 days/week	0	0	0	0	0

<b>Program Participation</b>
------------------------------

Number of child participants who received School Readiness services during the school year:	64
Number of child participants who received 30 hours or more of service/involvement during the school year:	45
Number of child participants who received 450 hours or more of service/involvement during the school year:	19
Number of children in the program with an Individual Education Plan (IEP):	11
Number of children in the program referred for ECSE Evaluation and determined not eligible:	5

## 2015-2016 School Readiness Annual Report

**District:** 2190-01, YELLOW MEDICINE EAST

**Additional Districts:** none

Page 2 of 3

Referral Information	Referred <b>TO</b> School Readiness by:	Referred <b>FROM</b> School Readiness by:
Early Childhood Screening	4	10
Preschool Special Education	1	3
Head Start	2	1
Child Care Programs	0	0
Adult Basic Education	0	0
Other	0	3

Children participating in School Readiness Program who met the eligibility requirements (this may be a duplicated count):

a. Completed Early Childhood Health and Development Screening:	63
b. Qualified for free or reduced priced school lunch:	27
c. Identified as English language learning child:	1
d. Identified as a child who is homeless:	1
e. Receiving Preschool Special Education services and has an Individualized Education Plan (IEP) or an Individualized Interagency Intervention Plan (III-P):	11
f. Received an evaluation to determine eligibility for Preschool Special Education services, but is NOT eligible for these services:	0
g. Other risk factors identified by the school district and documented on the health and developmental screening program summary form:	0

Children having two or more identified and documented risk factors (identified in a-g above) that were used to determine eligibility for participation in the School Readiness Program (this is an UNDUPLICATED count):

How many children received health and developmental screening within 90 days of program enrollment?	45
---	----

Children participating in School Readiness who did NOT meet the eligibility requirements (this may be a duplicated count):

Number of children who do not meet the eligibility requirements above who participate on a fee-for-service basis:	25
---	----

## 2015-2016 School Readiness Annual Report

**District:** 2190-01, YELLOW MEDICINE EAST

**Additional Districts:** none

Page 3 of 3

Type of Curriculum used:
--------------------------

Bank Street Developmental Interaction Approach	
Core Knowledge	
Creative Curriculum for Preschool	63
DLM Early Childhood Express	
High Reach Curriculum for PreK	
High Scope Preschool Curriculum	
Houghton Mifflin PreK	
Investigator Club	
Opening the World of Learning (OWL)	
Scholastic Big Day for PreK	
Other:	

Child Assessment/Progress Information
---------------------------------------

Method Used	Number Assessed at Entry	Number Assessed at Exit
Brigance Inventory of Early Development II and III	0	0
Core Knowledge Preschool Assessment	0	0
Desired Results Developmental Profiles (DRDP)	0	0
High Scope Child Observation Record (COR)	0	0
Learning Accomplishment Profile, Third Edition (2004)(LAP-3)	0	0
Opening the World of Learning(OWL): Planning and Assessment Teacher's Guide and Observation Checklist	0	0
Pro-LADR	0	0
Scholastic Big Day for Pre-K	0	0
Teaching Strategies-Gold Assessment (TS-GOLD)	49	52
The InvestiGator Club: Prekindergarten Assessment and Intervention System	0	0
Work Sampling System (WSS)	0	0
Other	0	0

# 2015-2016 Early Childhood Family Education Annual Report

District: 2190-01, YELLOW MEDICINE EAST

Additional Districts: none

Page 1 of 2

Class type	Number of classes offered	Children 0-5 in class	Dist. Census Count/ (% served)	Children in sibling care	Parents	Total hours of service provided
For children less than 1-year-old	1	4	60(6.7%)	0	7	4
For 1-year-old children	0	0	65(0.0%)	0	0	0
For 2-year-old children	0	0	48(0.0%)	0	0	0
For 3-year-old children	0	0	83(0.0%)	0	0	0
For 4-year-old children	0	0	64(0.0%)	0	0	0
For non-kindergarten 5-year-olds	0	0	N/A	0	0	0
For mixed-age groups	9	112	N/A	0	102	72
For children less than 1-year-old	N/A	8	N/A	N/A	N/A	N/A
For 1-year-old children	N/A	14	N/A	N/A	N/A	N/A
For 2-year-old children	N/A	16	N/A	N/A	N/A	N/A
For 3-year-old children	N/A	25	N/A	N/A	N/A	N/A
For 4-year-old children	N/A	36	N/A	N/A	N/A	N/A
For non-kindergarten 5-year-olds	N/A	18	N/A	N/A	N/A	N/A
Parent Education Transition Classes	0		N/A	0	0	0
For children less than 1-year-old	N/A	0	N/A	N/A	N/A	N/A
For 1-year-old children	N/A	0	N/A	N/A	N/A	N/A
For 2-year-old children	N/A	0	N/A	N/A	N/A	N/A
For 3-year-old children	N/A	0	N/A	N/A	N/A	N/A
For 4-year-old children	N/A	0	N/A	N/A	N/A	N/A
For non-kindergarten 5-year-olds	N/A	0	N/A	N/A	N/A	N/A
For parents only (including expectant)	0	NA	N/A	0	0	0
For children less than 1-year-old	N/A	0	N/A	N/A	N/A	N/A
For 1-year-old children	N/A	0	N/A	N/A	N/A	N/A
For 2-year-old children	N/A	0	N/A	N/A	N/A	N/A
For 3-year-old children	N/A	0	N/A	N/A	N/A	N/A
For 4-year-old children	N/A	0	N/A	N/A	N/A	N/A
For non-kindergarten 5-year-olds	N/A	0	N/A	N/A	N/A	N/A
<b>Totals:</b>	<b>10</b>	<b>116</b>		<b>0</b>	<b>109</b>	<b>76</b>

Type of event, activity, or contact	Number of events / activities	Number of children participating	Number of parents/adults participating
Field Trips	0	0	0
Open Houses (Outreach)	2	72	68
Speakers, workshops, one-time classes	0	0	0
Parent-child activities (Outreach)	10	54	49
One-time, in-person newborn infant contacts (Outreach)	0	0	0
Home Visits	0	0	0
Advisory council meetings	6	N/A	N/A
Home Vists by Licensed Persons	0	0	0
Home Vists by Others	0	0	0
Parent Education Liaison Vists	0	0	0
<b>Totals for events, activities and contacts:</b>	<b>18</b>	<b>126</b>	<b>117</b>

# 2015-2016 Early Childhood Family Education Annual Report

**District:** 2190-01, YELLOW MEDICINE EAST

**Additional Districts:** none

Page 2 of 2

Unduplicated count of participation by type	Number of different children participating	Number of parents/adults participating
Classes and/or home visits	39	32
One-time events/activities only	72	68
Total number participating	111	100

Referral Information	Referred <b>TO</b> ECFE by:	Referred <b>FROM</b> ECFE:
Early Childhood Screening	8	5
Early Childhood Special Education / Early Intervention	3	2
Head Start	4	3
Child Care Programs	0	0
Adult Basic Education	0	0
Other	0	0

# 2015-2016 Early Childhood Screening Report

**District:** 2190-01, YELLOW MEDICINE EAST

**Additional Districts:** none

<b>Number of children screened prior to kindergarten:</b> (Estimated)		<b>*Dist. Census Count/(% screened by district)</b>
Screened at age 3:	41	83(49.00%)
Screened at age 4:	23	64(36.00%)
Screened at age 5:	2	
Screened at age 6:	0	
30 days or less from kindergarten enrollment - unduplicated	0	
More than 30 days from kindergarten enrollment - unduplicated	0	
<b>TOTAL Early Child Screening completed by district</b>	<b>66</b>	

Note: Actual student screening counts are provided on the Early Childhood Screening Counts and Aid Entitlement Report on MFR in the MDE website Data Center.

**\* District census count as reported by the school district to the Minnesota Department of Education on the 0-4 Census Data Reporting as of October 1st. Note: The school district may be serving some children who reside outside the school district.**

**Children entering kindergarten screened through other sources:** (Estimated)

Private Health Care Provider:	0
Public Health Agency:	0
Head Start:	0
Other:	

Parent Exemption for conscientiously held beliefs: 0 (Estimated)

**Screenings and Referrals & Follow-up Information**

<i>Referrals and Follow-up by Component</i>	Vision	Hearing	Speech/ Language	Cognitive	Fine/Gross Motor	Social/emotional behavior
Children screened	66	66	66	66	66	66
Previously known potential problems	0	1	1	2	2	0
New potential problems	6	2	5	4	3	5
Referrals made	2	1	5	4	4	2
Problems found to be normal	2	1	2	1	0	0
Problems confirmed	0	0	3	3	4	2
Referrals in process	0	0	0	0	0	0
Parent declined referral/follow-up services	0	0	0	0	0	0
Resolved by or receiving medical intervention	0	0	0	0	0	0
Served in special education	0	0	3	3	4	2
Problems resolved by other methods	0	0	0	0	0	0
Problems not yet resolved	0	0	0	0	0	0
Referrals completed from previous years	0	0	0	0	0	0

# 2015-2016 Early Childhood Screening Report

District: 2190-01, YELLOW MEDICINE EAST

Additional Districts: none

<i>Referrals and Follow-up by Component</i>	Growth-H eight & Weight	Immunization Review	Lack of Health Care Coverage	Health Concerns	Other
Children screened	66	66	66	66	0
Previously known potential problems	0	0	0	0	0
New potential problems	0	0	0	0	0
Referrals made	0	0	0	0	0
Problems found to be normal	0	0	N/A	0	0
Problems confirmed	0	0	N/A	0	0
Referrals in process	0	0	0	0	0
Parent declined referral/follow-up services	0	0	0	0	0
Resolved by or receiving medical intervention	0	0	0	0	0
Served in special education	0	N/A	N/A	0	0
Problems resolved by other methods	0	0	N/A	0	0
Problems not yet resolved	0	0	0	0	0
Referrals completed from previous years	0	0	0	0	0

**Number of children screened for each category: (unduplicated count)**

Children identified with previously known problems:	2
Children with new possible problems:	10
Children with multiple possible problems:	3

**Number of referrals due to risk factors that influence learning:**

School Readiness referrals:	3	Head Start	0
Parenting classes - ECFE	1	Adult education / literacy	0
Parenting classes - Other		Other programs	0

**Reasons participation changed over the last year:**

Change in population	No	Collaboration with Head Start	No
Focus on community-based screening model	No	Collaboration with Health Providers	No
Improved outreach	Yes		
Other:	No		

**Activities which require changes:**

Registration	No	Follow-up: documenting findings	No
Components: procedures and staff	No	Linkages with other early childhood programs	No
Parental guidance / health promotion	No	Outreach strategies	No
Clinic management	No	Community-based screening strategies	No
Follow-up: confirming findings	No	Cultural and linguistic responsiveness	No

**Coordinated screening with:**

Head Start	Yes
Health providers	No
Child and Teen Checkups (EPSDT)	Yes
Other	No

**Interpreters provided during ECS:**

Number of children receiving interpreter services	2
---	---

# 2015-2016 Early Childhood Screening Report

District: 2190-01, YELLOW MEDICINE EAST

Additional Districts: none

---

**Number of children who received comprehensive eye exam per parent report:**

Age 3	4
Age 4	1
Age 5	0
Age 6	0
Total	5

**Screening instrument for parent report:**

Child Health and Developmental History	Yes	Ages and Stages Questionnaire Social Emotional - 2 (ASQ-SE-2)	No
Child Development Review Parent Questionnaire (CDR-PQ)	No	Ages and Stages Questionnaire - 3 (ASQ-3)	No
Pediatric Symptom Checklist(PSC)	No	Parent Evaluation Development Status--PEDS	No
Ages and Stages Questionnaire Social Emotional (ASQ-SE)	Yes		

**Screening instrument for observation of child's development:**

Batelle Developmental Inventory 2nd Ed. (BDI-II)	No	FirstStep Preschool Screening	No
Early Screening Inventory - Revised 2008 (ESI-R 2008)	Yes	Early Screening Profiles (ESP)	No
Minneapolis Preschool Screening Instrument - (MPSI-R)	No	Developmental Indicators for the Assessment of Learning - (DIAL 4)	No
BRIGANCE Screens II (2010)	No	Bayley-III Screener	No

# 2015-2016 Early Childhood Screening Report

District: 2190-01, YELLOW MEDICINE EAST

Additional Districts: none

---

## VERIFICATION OF DATA AND STATEMENT OF ASSURANCES

Mail the signed Verification of Data and Statement of Assurances Signature Page to:

Early Childhood Screening Verification  
Minnesota Department of Education  
1500 Highway 36 West  
Roseville, MN 55113-4266

District: 2190-01

It is hereby verified that the above information is true and correct, and is in compliance with the provisions of Minn. Stat. 121A.16-121A.17, and Minnesota Rules, Part 3530.3000-.4310, as follows:

1. The parent of each child eligible for screening has been notified of the requirement for Early Childhood Screening.
2. All staff have met the qualifications as defined in Minn. Stat. 121A.17, Subd. 6 and Minnesota Rules, Part 3530.3400.
3. All required screening components have been offered in accordance with Minn. Stat. 121A.17, Subd. 3 and Minnesota Rules, Part 3530.3400.
4. The required screening services have been offered at no direct cost to the participating parents.
5. A referral and follow-up process is in place.
6. No reimbursement request has been submitted for children whose screening has been paid for by other agencies or for costs reimbursed by other sources.
7. No reimbursement has been claimed for more than one screening per child.

---

Signature - Person Completing Report

Date

---

Signature - Superintendent / Responsible Authority

Date

**ISD 2190 – BOARD OF DIRECTORS’  
AGENDA ANALYSIS**

**AGENDA ITEM:** 9.2  
**MEETING DATE:** August 8, 2016  
**SUBJECT:** Administration Goal Setting

**BOARD ACTION**

Required  
Information X  
Scheduled Report

**BACKGROUND/RATIONALE**

The board of education, according to the strategic plan and board policy, is charged with the task of setting policy and goals for the district of Yellow Medicine East. The members are tasked, at this meeting; with setting a goal for administration that will enhance the effectiveness and efficiency of Yellow Medicine East School District.

The task/goal should be within the control and authority of the administrators and administrative team. The task/goal should be a matter of board discussion and assignment with mutual agreement by the administrative team.

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

**COMMITTEE** Full Board of Education

**SUPERINTENDENT RECOMMENDATION**

**YELLOW  
MEDICINE  
EAST  
PUBLIC SCHOOLS  
Strategic Plan  
2015-2020**



***“Provide a caring environment of high expectations that prepares every student for a successful future and instills the value of learning.”***



## **Introduction**

The Yellow Medicine East Independent School District engaged in a strategic planning process that was facilitated by the Minnesota School Boards Association (MSBA). The strategic planning process involved the gathering of information and facts about the School District from the Minnesota Department of Education’s Data Center, Minnesota Report Card for Yellow Medicine East Independent School District. In addition, MSBA consultant(s) collected opinions and ideas from 124 School District staff and community members who completed an online survey titled, “Yellow Medicine East Schools Strategic Planning Survey.” Collecting these opinions was considered important for two reasons: 1.) the shared wisdom of many people makes for more thoughtful, thorough, and sound decisions; and 2.) including many people in the decision process ensures a wider support for strategic plan goals and outcomes. This reasoning was especially important when engaging in long-range strategic planning efforts. Gaining the thoughts, opinions, and support of people affected by the School District is critical for the future success of the School District.

In the future, the strategic plan established by this process will be a valuable resource for the Yellow Medicine East School Board as it sets policy and provides direction.

## **Yellow Medicine East School Board**

The Yellow Medicine East School Board is comprised of seven elected members. Below is a list of Yellow Medicine East School Board members.

Grant Velde – Chair	Sharon Rupp
Jane Hagert	Steve Rupp
Dawn Odegard	Steven Zumhofe
Tim Opdahl	

The School Board is responsible for clarifying the purpose and direction of the School District. The School Board, with community input, envisions the educational future of its community and formulates the goals, defines the outcomes, and sets the course for the School District.

## **Background**

The Yellow Medicine East Independent School District is located in Yellow Medicine County in southwestern Minnesota. The Upper Sioux Indian Reservation is located within Yellow Medicine County. Most of the School District’s students are from the communities of Clarkfield, Echo, Granite Falls, Hanley Falls, Hazel Run, and Woodlake. The School District maintains two school buildings in the town of Granite Falls.

The area economy is fueled by agriculture, tourism, and small businesses. The area offers a range of seasonal recreational activities and options and music and arts opportunities.

Yellow Medicine East Independent School District offers a variety of academics and co-curricular activities and support programs for its students.

### **Methodology**

Planning for the future of the Yellow Medicine East Independent School District proceeded in four phases as outlined below. The Yellow Medicine East Independent School District Strategic Plan summary also includes a glossary of terms. See Addendum E.

#### **Phase I - Planning**

During this phase, the School Board and superintendent set dates for the strategic planning meetings, approved the online survey, staff and community forums, and identified people who would serve on the Strategic Planning Committee (Committee). See Addendum A for the list of Committee members.

#### **Phase II - Conducting Community and School District Staff Input-Related Survey**

During this phase, MSBA consultant(s) provided an online survey that was completed by 124 School District staff and community members. The survey was embedded in the School District's website for community and School District staff to complete. Information gathered from the survey was analyzed by MSBA, and key themes were noted. See Addendum B.

#### **Phase III - Developing the Mission, Beliefs, Vision, and Goals Statements**

During this phase, MSBA consultant(s) met with the Committee three times. The Committee consisted of 26 people representing a cross-section of the school community and included community members, parents, and staff.

**Mission, Beliefs, and Vision Statements:** On April 29, 2015, the Committee convened, and the members reviewed and reworked the School District's existing mission statement. In addition, the Committee developed School District beliefs and vision statements. All Committee members present participated in the discussions and activities. Following the first planning meeting, the MSBA consultant(s) prepared a working draft of the Committee's mission, beliefs, and vision statements and distributed the draft to the superintendent and Committee members prior to the second planning meeting.

**Data Analysis and State-of-the-School District:** During the second meeting, held on May 13, 2015, the Committee members reached a consensus on the School District's mission and beliefs statements that would be recommended to the School Board for adoption. The Committee members reworked the School District's vision statement.

The superintendent provided information about the School District. The MSBA consultant(s) provided a written summary of the online survey. The Committee also conducted an analysis of the School District to identify strengths, weaknesses, opportunities, and threats (S.W.O.T.). To accomplish this task, Committee members were divided into five working groups that were

assigned one of five areas of School District operations, including Student Achievement, Student Support, Personnel/Technology, Finance/Buildings and Grounds, and Communications/Community Relations. Each group conducted a S.W.O.T. analysis of their assigned School District operation. See Addendum C for details. All Committee members present participated in the small group discussions and asked questions as needed. The MSBA consultant(s) prepared a draft of the S.W.O.T. analysis and mission, beliefs, and vision statements and sent it to the superintendent and Committee members prior to the third planning meeting.

**Develop Goals and Objectives:** On June 3, 2015, the Committee met for the third time to develop School District goals and objectives. The Committee members focused on what the School District needs to achieve (goals) to fulfill the vision and the steps (objectives) that must be taken to achieve each goal. To accomplish this task, the Committee members first reviewed the data presented at the second and third meetings. Committee members worked in groups to develop goal(s) to address a specific need(s) or close a gap(s) based on the data presented at the second and planning meeting and the S.W.O.T. analysis from the third meeting. Groups also identified objectives to accomplish the goal. MSBA consultant(s) prepared a working draft of the goals and objectives. See Addendum D.

#### **Phase IV - Final Report**

The MSBA consultant(s) prepared a draft of the Committee's work, including the mission, belief, and vision statements and School District goals and objectives. The draft was sent to the superintendent who then sent the document to the Committee members to review. The superintendent clarified each goal and objective, and revisions were made as deemed necessary. The document was then presented to the School Board for approval at its January 11, 2016, meeting.

## **Addendum A**

### **2015 Strategic Planning Committee Members**

#### **School Board Members**

Jane Hagert  
Dawn Odegard  
Tim Opdahl  
Sharon Rupp  
Steve Rupp  
Grant Velde  
Steve Zumhofe

#### **School District Administrators**

Dr. Rick Clark  
Lisa Hansen  
Ryan Luft

#### **School District Staff Members**

Deb Beckler  
Liz DeBlieck  
Sheila Koepke  
Peggy Kvam  
Jeff Lalim

#### **Community Members**

Danielle Almic  
Nate Dahlager  
Melissa Fagen  
Melanie Gatchell  
Karen Jacobson  
Jeremy LeBlanc  
Amanda Lecy  
Tamara McCosh  
Dave Smiglewski  
Michelle Vavrika  
Ron Winter

## Addendum B

### Summary of the Yellow Medicine East Schools Strategic Planning Survey

#### Overview

The school board of Yellow Medicine East Schools approved a process for developing a strategic plan. The strategic planning process included an opportunity for the school district's staff and residents to provide input on the process of determining what the school district is doing well and areas that might need attention or focus as a part of the strategic planning process. The "Yellow Medicine East Schools Strategic Planning Survey" was available for the school district's staff and residents to provide feedback. The survey was open for the school district's staff and/or residents to provide input from April 29, 2015 through May 7, 2015. This document provides a summary of the survey.

**Yellow Medicine East Schools Strategic Planning Survey:** A total of 124 people responded by filling out the "Yellow Medicine East Schools Strategic Planning Survey." The survey takers were asked to identify the role that best reflected the basis for their responses. The categories selected by the survey takers are provided below.

- 61% of respondents selected "Parent,"
- 28% of respondents selected "Staff Member,"
- 11% of respondents selected "Community Member," "Business Owner," or "Student."

**Survey Questions:** The "Yellow Medicine East Schools Strategic Planning Survey" takers were asked the open-ended questions that are provided below.

1. What do you consider to be the top three strengths of the Yellow Medicine East Schools?
2. What do you consider to be the top three concerns facing the Yellow Medicine East Schools?

The MSBA consultant(s) reviewed the responses to the above noted questions. Themes and frequently used words and phrases were noted. The summary is provided below.

**Strengths of the School District:** This section includes a summary of the survey takers' responses to the question: "What do you consider to be the top three strengths of the Yellow Medicine East Schools?"

- **Staff.** The words, "teachers," "staff," and "principal/administration," were referenced a combined total of 62 times. Words and phrases used to describe the staff include: "caring" (10 mentions), "great teachers" (5 mentions), "excellent," "dedicated," and "hardworking." Words and phrases used to describe administration include: "caring," "visible," "trying hard to make the schools better," and "willing to go the extra mile."
- **Students.** The word, "student," was referenced 20 times. Words and phrases used to describe students include: "involved," "diversity," and "accepting nature." The

respondents noted the school district is striving to provide “opportunities for student growth” and “resources” and “wants the best for students.”

- **Classes and Courses.** The words, “classes” and “courses,” were referenced for a combined total of 10 times. Words and phrases used to describe the school district’s classes and courses offered include: “variety,” “ample,” “solid,” “great,” and “real-world/skill training.”
- **Buildings, Facilities, Campus, and Location.** The words, “buildings,” “facilities,” “campus,” and “location,” were referenced a combined total of 7 times. Words and phrases used to describe the school district’s buildings and facilities and location of the campus include: “nice,” “good,” and “great location.”
- **Community.** The word, “community,” was referenced 7 times. Commonly used words noted include: “small and close-knit,” “diverse,” and “involvement.”
- **Technology.** The word, “technology,” was referenced 6 times.
- **Small Class Sizes and Small Size.** The phrases, “small class sizes” and “small size,” were referenced a combined total of 5 times.

**Issues and Concerns Facing the School District:** This section includes a summary of the survey takers’ responses to the question: “What do you consider to be the top three issues and concerns facing the Yellow Medicine East Schools?”

- **Student Safety, Attendance, and Behavior.** The word, “student,” was referenced 24 times. Survey takers had the needs and concerns of students on their minds. Concerns mentioned include: “safety,” “lack of understanding individual student personalities and finding a way to a positive school experience for student and staff,” “student behaviors – attendance, assignment completion, respect, etc.,” and “bullying” (7 mentions).
- **Budget, Financial, and Money.** The words, “budget,” “financial,” and “money,” were referenced for a combined total of 16 times. Words and phrases noted include: concern about “major budget cuts,” “budget restraints,” and “financial stability.”
- **Staff and Teachers.** The words, “staff” and “teachers,” were referenced 14 times. Issues and concerns raised include: “losing quality staff,” need better “communication between administration and staff,” “retaining teachers,” and “overburdened.”
- **Academic(s), Curriculum, Testing, and Opportunities for Students.** Survey takers had student learning and achievement on their needs as well. The word, “academic(s),” was referenced 6 times. Concerns mentioned include: “need industrial tech programs,” “failing sports programs,” “balance programming for all student learners,” and insufficient “test scores.” The phrase, “test scores,” was referenced 6 times. Words used to describe test scores include: “low” and “struggling.”
- **Student Enrollment.** The word, “enrollment,” was referenced 9 times. Words and phrases used to describe enrollment include: “declining” and “open enrollment – too many kids open enrolling to other schools.”
- **Class Size.** The phrase, “class size,” was referenced 7 times. Phrases used to describe class size include: “not small enough” and “shrinking.”
- **Lack of Updated Technology.** The word, “technology,” was referenced 7 times. Words and phrases noted include: “outdated” and “the school needs to invest in technology and have a plan to do so on a regular basis.”

- **Parental Involvement.** The word, “parent,” was referenced 6 times. Words and phrases used to describe parents include: “lack of involvement” and “getting parents to buy into their child’s education.”
- **Building and Facilities.** The words, “building” and “facilities,” were referenced for a combined total of 5 times. Words and phrases used to describe the facilities and buildings include: “look poor and rundown inside” and “outdated.” Other phrases noted include: concern about “major security risks throughout” and “falling behind.”

**Addendum C**

**Environmental Scan: Strengths, Weaknesses, Opportunities, and Threats (S.W.O.T.)**

Committee members conducted an analysis of the School District to identify Strengths, Weaknesses, Opportunities, and Threats (S.W.O.T.). The Committee members analyzed five areas of School District operations including: Technology, Student Achievement, Student Support, Communication/Community Involvement, Finance/Buildings and Grounds, and Personnel. The results of the Committee’s analysis are provided below by operation.

**Student Achievement:** The area of student achievement includes the following topics and concerns: curriculum and instruction, teaching and learning, results of standardized testing, assessments, academics, arts (music), co-curricular activities (athletics, clubs, band, choir, theatre, etc.).

<p style="text-align: center;"><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Caring staff</li> <li>• Increased morale</li> <li>• Test scores are improving</li> <li>• Variety and high quality electives</li> <li>• Post Secondary Education Options (PSEO) classes</li> <li>• Students have a connection with all staff</li> <li>• Technology</li> <li>• Narrowing initiatives (focus)</li> </ul>	<p style="text-align: center;"><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Low test scores and learning gap that exists</li> <li>• Concern about cheating</li> <li>• Group work too much so some kids slide by</li> <li>• Lack of accountability</li> <li>• “Good enough” attitude – status quo</li> <li>• Turnovers of administration</li> <li>• Technology used inappropriately</li> </ul>
<p style="text-align: center;"><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Career readiness programs</li> <li>• Summer school</li> <li>• Kindergarten camp</li> <li>• BUZZ club</li> <li>• The Academy</li> <li>• EXCEL program</li> </ul>	<p style="text-align: center;"><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Limited funds</li> <li>• Declining parental stability and involvement</li> <li>• Pressure to meet the standards</li> </ul>

**Student Support:** The area of student support includes the School District’s counseling, social work, psychologist, food service programs, and school nursing services. Student support also includes programming designed to support student learning and attendance, such as truancy prevention, remedial courses, and summer school.

<p style="text-align: center;"><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• School pride</li> <li>• Social workers</li> <li>• Breakfast</li> <li>• Integration program</li> <li>• ECFE</li> </ul>	<p style="text-align: center;"><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Inconsistent treatment of students</li> <li>• Gifted and Talented</li> <li>• Does every student have a caring adult?</li> </ul>
--	---

<ul style="list-style-type: none"> <li>• Variety extracurricular</li> <li>• MN West in town</li> </ul>	<ul style="list-style-type: none"> <li>• Test scores low</li> <li>• School pride</li> </ul>
<p style="text-align: center;"><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Ways to work with MN West</li> <li>• KCC</li> <li>• H.S. helpers</li> <li>• Volunteers time</li> </ul>	<p style="text-align: center;"><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Open enrollment out of district</li> <li>• Charter schools</li> <li>• Lack of unity among communities in district</li> <li>• Funding</li> </ul>

**Personnel/Technology:** The category of personnel/technology includes all human resource management-related activities including hiring, training, mentoring, evaluation, and retention issues. Personnel-related topics pertain to licensed and non-licensed staffing, contract negotiations and management, at-will employees, staff development, and terms and conditions of employment (benefits, insurance, etc.).The category of technology includes all technology-related planning, infrastructure, staffing, and purchases.

<p style="text-align: center;"><b>Strengths</b></p> <p><b>Personnel</b></p> <ul style="list-style-type: none"> <li>• Dedicated staff</li> <li>• Advanced degrees</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Technology coordinator</li> </ul>	<p style="text-align: center;"><b>Weaknesses</b></p> <p><b>Personnel</b></p> <ul style="list-style-type: none"> <li>• Funding</li> <li>• Difficult to retain (esp. H.S.)</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• State funding</li> <li>• Hardware</li> <li>• Outdated wiring (Elem.)</li> </ul>
<p style="text-align: center;"><b>Opportunities</b></p> <p><b>Personnel</b></p> <ul style="list-style-type: none"> <li>• Retain staff via community support and activities</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Room for expansion</li> <li>• Staff want to do more</li> </ul>	<p style="text-align: center;"><b>Threats</b></p> <p><b>Overall</b></p> <ul style="list-style-type: none"> <li>• Two charter schools are located in the school district</li> </ul>

**Finances/Buildings and Grounds:** The area: includes all aspects of budget development, implementation, and oversight and payroll and accounts payable. Buildings and grounds includes all planning-related activities, anticipating and budgeting repairs and maintenance, and ensuring buildings and grounds are safe and secure. This category also includes all transportation-related topics and concerns.

<p style="text-align: center;"><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Positive fund balance</li> <li>• Old building with character</li> <li>• Updated track</li> </ul>	<p style="text-align: center;"><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Old building – outdated</li> <li>• Limited funds, lack of – can’t support programs</li> <li>• Lack of athletic facilities, practice space</li> </ul>
<b>Opportunities</b>	<b>Threats</b>

<ul style="list-style-type: none"> <li>• November 3</li> <li>• KCC</li> <li>• Greenhouse – Bush grant</li> </ul>	<ul style="list-style-type: none"> <li>• Unfunded mandates</li> <li>• Rising special education costs</li> <li>• Legislative decisions</li> <li>• Open/declining enrollments</li> </ul>
--	--

**Communications/Community Relation:** Communication includes all methods of communication used by the School District, school buildings, grade levels, and programs to communicate with internal and external stakeholders. Community involvement includes parent involvement-related activities and opportunities, School District staff participation and/or attendance at community functions, and School District participation on city, county, and regional boards and commissions.

<p style="text-align: center;"><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Community support/tax base</li> <li>• Local newspaper columns</li> <li>• Elective options at M.S./H.S.</li> </ul>	<p style="text-align: center;"><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Don't brag enough – tell our own story</li> <li>• Rumors/misinformation – student/adult perception</li> <li>• Who we “usta” be</li> <li>• Open enrollment “out”</li> </ul>
<p style="text-align: center;"><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• District newsletters to all residents in tax base – brag – share the “good stuff”</li> <li>• Contact/solicit open enrolled kids to come back or come</li> <li>• Staff development with charter schools</li> </ul>	<p style="text-align: center;"><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Ag-based community affected by climate and good years</li> <li>• Diverse community</li> <li>• Negative perceptions in community – we don't control our message – manage our message</li> </ul>

# Yellow Medicine East Public Schools



## YELLOW MEDICINE EAST PUBLIC SCHOOLS STRATEGIC PLAN

### MISSION STATEMENT

The mission of the Yellow Medicine East Schools is to provide a caring environment of high expectations that prepares every student for a successful future and instills the value of learning.

### BELIEF STATEMENTS

The Yellow Medicine East Schools commits itself to the following beliefs and values:

- Students are our most important priority.
- Every student deserves to be safe, seen, and heard.
- Students have different skills and learn in different ways.
- Every student deserves a personalized quality education.
- Diversity enriches our lives.
- A student's education is the shared responsibility of the student, family, school, and community.

### VISION STATEMENT

The vision of the Yellow Medicine East Schools is to be a place that inspires students to achieve their fullest potential.

### GOALS AND OBJECTIVES

#### Provide Student Support

**GOAL:** Develop programs that encourage students and adults in achieving life-long successes.

#### OBJECTIVES

1. By January 1, 2016, develop and implement a plan to promote deeper relationships through advisor programs by ensuring ongoing personal communications between students and staff.
- 2a. By January 1, 2016, complete investigation of school district curriculum alignment with state standards.
- 2b. By June 1, 2016, develop curriculum designed to embed the state academic standards and to close the achievement gap.

## **GOALS AND OBJECTIVES (continued)**

### **Improve Student Achievement**

**GOAL: Ensure all students will meet or exceed proficiency standards in all areas as measured by the MCAs.**

#### **OBJECTIVES**

1. Districtwide, the “All Students” group will realize an upward trend over the next five years, generating a proficiency rate increase of 3 percent to 5 percent in both Mathematics and Reading, as measured by Minnesota’s approved assessments.
2. Districtwide, all identified student subgroups will realize an upward trend over the next five years, resulting in a proficiency rate increase of 3 percent in mathematics and 3 percent in reading, as measured by Minnesota’s approved assessments.
3. By October 15, 2015, promote and increase parental involvement to achieve 100 percent parent-teacher conference participation, such as face-to-face, phone call, email, etc., documented by teachers.
4. Continue the current plan of monitoring student attendance and schoolwork completion of at-risk students on a bimonthly basis schedule and communicate with parents area(s) of concern.
5. By June 1, 2016, generate K-12 curriculum maps in core subject areas and post the maps in school publications.

### **Long-Term Retention of Staff**

**GOAL: Strive for long-term retention and improvement of quality staff to develop better continuity for students and community.**

#### **OBJECTIVES**

1. By September 15, 2015, develop and implement a mentorship program.
2. By December 1, 2015, create an ongoing plan for review of the school district’s internal resources (for example: time, funding, curriculum supports, etc.) and prioritize any identified needs.
3. By March 1, 2016, and annually thereafter, gather, monitor, and analyze information relative to staff job satisfaction.

### **Financial Stability**

**GOAL: Develop a five-year plan designed to guarantee financial stability that includes approval of a November 3, 2015, referendum.**

#### **OBJECTIVES**

1. By November 2, 2015, collaborate with school district residents to create situations that will allow the school district to inform voters.
2. By December 14, 2015, develop financially feasible budgets to ensure the school district’s well-being.

### **Coordinated and Effective Districtwide Communication**

**GOAL: Create a coordinated and effective communication process designed to reach all residents of the school district.**

#### **OBJECTIVES**

1. By January 15, 2016, develop and implement a communication plan designed to increase involvement of family and community members in the school district.
2. By September 1, 2015, develop and implement a plan to annually encourage school district families of students who have open enrolled out of the school district or enrolled in one of the charter schools to reconsider attending Yellow Medicine East.



**Minnesota School Boards Association  
 Strategic Planning**

**GLOSSARY OF EDUCATIONAL TERMS**

<b>21<sup>st</sup> Century Skills</b>	The Center for 21 <sup>st</sup> Century Skills identifies the following skills as essential for success in the 21 <sup>st</sup> century: information literacy; collaboration; communication; creativity and innovation; problem solving; and responsible citizenship.
<b>Achievement Gap</b>	Persistent differences in achievement among different groups of students as indicated by scores on standardized tests.
<b>ALC—Alternative Learning Center (state approved)</b>	Must operate year round (school year starts in June) and serve at-risk students from two or more school districts (except for Minneapolis, St. Paul, Duluth, and Rochester schools). Students must have a CLP and can generate more than 1.0 ADM when membership exceeds statute minimums. (Refer to “LYPS.”) Can apply to provide an independent study program.
<b>ALP—Alternative Learning Program (State Approved)</b>	Schools that serve at-risk students during a traditional school year. Students must have a CLP and can generate more than 1.0 ADM, up to 1.2, when instruction exceed state minimums (refer to “LYPS”). An ALP is not eligible to apply for target services programs.
<b>Alternative Assessment</b>	Measures a student’s knowledge and mastery by having them exhibit through projects, essays, tasks, etc., rather than relying solely on the more traditional assessment which encourages students to memorize facts.
<b>Alternative Calendar</b>	Any calendar that varies from the traditional calendar. Year-round education is an alternative calendar.
<b>AP—Advanced Placement or IB—International Baccalaureate</b>	Opportunity offered to earn college credits for high school students.
<b>At-Risk</b>	Students who have experienced or are experiencing difficulty in the traditional education system and who meet the statute-defined criteria (M.S. 124D.68).

<b>AYP</b>	<b>Adequate Yearly Progress</b>
<b>Career and College Assessments— For students in grade 8 in 2012-13 and later</b>	<p>A series of career and college assessments beginning in 2014-15:</p> <ul style="list-style-type: none"> <li>• <u>ACT’s Explore</u> is a required graduation assessment to provide information to grade 8 students, their parents, and educators about students’ achievement in reading, English, mathematics, and science. The assessment includes a career-interest survey.</li> <li>• <u>ACT’s Plan</u> is a required graduation assessment to provide information to grade 10 students, their parents, and educators about students’ achievement in reading, English, mathematics, and science. The assessment includes a career-interest survey.</li> <li>• <u>ACT’s Compass</u> is a graduation assessment provided to some students who, based on performance in grade 10, are not prepared for postsecondary success. Students who are eligible for the Compass are required to take it to meet graduation assessment requirements.</li> <li>• <u>ACT Plus Writing</u> is a required graduation assessment to provide information to grade 11 students, their parents, and educators regarding the level of preparedness for postsecondary success on a nationally recognized college entrance exam.</li> </ul>
<b>Career and College Readiness</b>	The knowledge and skills that high school graduates need in order to do credit-bearing coursework at a (two or four-year) college or university and/or to embark successfully on a career-track employment position.
<b>Career Education</b>	Organization of the curriculum (K-12) so that a student will receive appropriate information and opportunity for training about or in the world of work; does not necessarily imply attendance at an occupational or skill center.
<b>Categorical Aids</b>	Categorical revenue formulas are generally used to meet costs that vary significantly among districts (i.e. special education) or promote certain types of programs (i.e. literacy).
<b>Charter School</b>	A charter school is organized by teachers or parents and operated under a set of guidelines called a ‘charter.’ A charter school is, by statutory definition, a public school and part of the state’s public school system. Charter

	schools are organized and operate with the oversight of a state-approved authorizer. A charter school is exempt from some statutes and rules that apply to other public schools and districts. Charter schools receive state funding as if they are a school districts but cannot levy taxes or issue bonds.
<b>Class Load</b>	Total number of classes or pupils taught by a teacher.
<b>CLP—Continual Learning Plan</b>	All students enrolled in an ALC, ALP, or other LYPS need to have a CLP that addresses their educational goals for the year. CLP must be updated annually.
<b>Collective Bargaining</b>	The process used by an organized group of union employees and their employers to make offers and counter-offers for the purposes of reaching a mutually acceptable written agreement.
<b>College in the Schools</b>	A term often used to refer to concurrent enrollment, and the branded title of the program offered by the University of Minnesota and its several campuses.
<b>Common Core Standards</b>	A set of evidence-based national standards in language arts and mathematics created by the National Governors Association and Council of Chief State School Officers. Minnesota adopted the Common Core English language arts standards in 2010 and required their implementation no later than the 2012-2013 school year. Minnesota has not adopted the common core mathematics standards.
<b>Community Expert</b>	A non-licensed individual from the “community” who teaches in a public or charter school on a limited basis—the Minnesota Board of Teaching must approve the application of each non-licensed community expert.
<b>Compensatory Revenue</b>	Compensatory revenue is provided to school sites based on the number of students at the site eligible for free or reduced priced meals. Districts must allocate the funding to each site where children who have generated the revenue are served.
<b>Compensatory Revenue</b>	Compensatory revenue is provided to school sites based on the number of students at the site eligible for free or reduced priced meals. Districts must allocate the funding to each site where children who generated the revenue are served.
<b>Competency –Based Education</b>	An organized system of teaching and learning to ensure mastery of prescribed skills and behaviors.
<b>Concurrent Enrollment</b>	A program that provides high school students with the opportunity to take college-credit bearing courses

	taught by college-approved high school teachers, generally on the high school campus. Students who successfully complete these courses generate both high school and transcribed college credit from the partnering postsecondary institution. Many people refer to these courses as College in the Schools.
<b>Curriculum</b>	School district or school-adopted programs and written plans for providing students with learning experiences that lead to expected knowledge and skills and career and college readiness.
<b>Developmental Delay</b>	A “Primary Disability Classification” reported for students through age six as of September 1.
<b>Dual Credit</b>	Dual Credit allows high school students to earn both high school and college credit. Credit is awarded when the student passes the course. These courses are taught by college instructors and/or high school teachers who serve as adjunct professors. Dual Credit courses can be taught online, at the high school, or on a college campus.
<b>Dual Enrolled</b>	K-12 level students who are full-time at a K-12 school and receive ALC instructional services outside the school day and year, i.e., summer and after school. Both the K-12 school and ALC report the instructional time it provides to the student. A senior high school student may be enrolled in a post-secondary class or program.
<b>ECSE—Early Childhood Special Education</b>	A term used both as a grade classification of an individual student, i.e., a pre-kindergarten student (from birth to kindergarten) who has either an IEP/IFSP or who has received assessment for special education.
<b>Education District</b>	Education districts are formed by school districts to increase educational opportunities for pupils by increasing cooperation and coordination between school districts and post-secondary institutions. Education district boards must be comprised of board members who are currently serving on the local school boards of the participating school districts.
<b>Elective</b>	An elective is any of a number of non-required, credit-bearing studies from which a student is allowed to select.
<b>English Language Proficiency Assessments</b>	The ACCESS for ELLs and Alternative ACCESS for ELLs are the assessments administered to English learners in order to measure progress toward meeting Minnesota’s

	standards for English language development. Most English learners will take the ACCESS and ELLs, but English learners who received special education services and meet the participation guidelines may take the Alternate ACCESS for ELLs.
<b>ESL—English as a Second Language</b>	Bilingual education or limited English proficiency.
<b>Flexible Learning Year (FLY)</b>	A consortium of 22 school districts in southwest Minnesota who have applied for and received approval from the commissioner of education to start school before Labor Day for a 3-year period beginning with the 2013-2014 school year.
<b>Four-Year Graduation Rate</b>	The graduation rate is a four-year, on-time graduation rate based on a cohort of first time 9 <sup>th</sup> grade students plus transfers into the cohort within the four-year period minus transfers out of the cohort within the four-year period.
<b>FTE—Full-Time Equivalent</b>	The amount of employed time required in a part-time position expressed in proportion to that required in a full-time position with “1.0” representing a one full-time position. FTE may be expressed as a percentage or as a fraction and is derived by dividing the amount of employed time required in the part-time position by the amount of employed time required in a corresponding full-time position.
<b>FY—Fiscal Year</b>	A 12-month period between settlements of financial accounts. The school district fiscal year runs from July 1 through June 30. For example, fiscal year 2015 is equivalent to the 2014-2015 school year (July 1, 2014 – June 30, 2015).
<b>General Education Aid</b>	The largest share of the education finance appropriation, general education aid is intended to provide the basic financial support for the education program. General education aid is determined by multiplying the formula allowance by adjusted pupil units. The basic formula allowance is set by the legislature.
<b>General Education Revenue</b>	Composed mainly of state aid, the major funding program for school districts is comprised of basic general education revenue, basic skills revenue, training and experience revenue, sparsity revenue, transition revenue, equity revenue, operating capital revenue, and extended time revenue.

<b>Graduation Requirements</b>	For students beginning ninth grade in the 2004-2005 school year and later, students must successfully complete the following high school level course credits for graduation: (1) four credits of language arts; (2) three credits of mathematics encompassing at least algebra, geometry, statistics, and probability sufficient to satisfy the academic standard; (3) three credits of science, including at least one credit in biology; (4) three and one-half credits of social studies, including at least United States history, geography, government and citizenship, world history, and economics; or three credits of social studies encompassing at least United States history, geography, government and citizenship, and world history, and one-half credit of economics taught in a school’s social studies, agriculture education, or business department; (5) one credit in the arts; and a minimum of seven elective course credits. A course credit is equivalent to a student successfully completing an academic year of study or student mastery of the applicable subject matter, as determined by the local school district. An agriculture science course may fulfill a science credit in addition to the specified science credits in biology and chemistry or physics.
<b>Heterogeneous Grouping</b>	Grouping of students without regard for ability so that wide ranges of academic ability will be present.
<b>Home School</b>	A home school is a school in which parents teach their children on academic curriculum at home instead of sending them out to a public or private school. Minnesota law requires that a home school: report its yearly intent to begin or continue home schooling; submit required immunization information; and administer and maintain records of instruction and yearly testing of children attending the home school.
<b>Homogeneous Grouping</b>	Grouping students based on one or more common characteristics—most often, academic ability—and a “tracking system” is usually developed.
<b>IEP—Individualized Education Program</b>	A program that defines the individualized objectives of a child identified as having a disability and who is receiving special education services.
<b>In-Service Education</b>	General term used to describe the efforts to promote the professional growth and development of employees while on the job.

<b>Instruction</b>	Methods of providing learning experiences that enable a student to meet state and academic standards and graduation requirements.
<b>Interdisciplinary</b>	Instructional process which combines information from two or more subjects or creates a team situation that allows teachers with different academic disciplines to plan a teacher-learning program.
<b>Learning Disabilities</b>	A wide spectrum of disorders ranging from mild to severe that can include mental, physical, behavioral, and emotional disabilities.
<b>LEP—Limited English Proficiency</b>	English Language Learners (ELL), or bilingual education.
<b>Lesson Plan</b>	A teaching outline of the important points of a lesson arranged in the order in which they are to be presented; may include objectives, points to be made, questions to ask, references to materials, assignments, and evaluation methods or tools.
<b>Levy</b>	(Verb) To impose property taxes or special assessments on property. (Noun) The total of property taxes or special assessments on property imposed by a governmental unit.
<b>Local Optional Revenue (LOR)</b>	School districts are eligible for \$424 per pupil in LOR. LOR either reduces existing referendum revenue authority by \$424 per pupil, or, for districts with no referendum authority or with authority less than \$424 per pupil, allows for authorization of LOR up to the \$424 per pupil limit.
<b>LYPS—Learning Year Program Site</b>	State-approved programs that agree to operate on a year-round basis.
<b>Mainstreaming</b>	Moving disabled children from their segregated status in special education classes and integrating them with “normal” children in regular classrooms.
<b>Master Teacher/Mentor</b>	One who possesses considerable skill in teaching; selected to serve as supervising teacher or leader of a team when team teaching occurs.
<b>MDE</b>	Minnesota Department of Education
<b>Mentor</b>	An adult who serves in an advising, helping, listening, or tutoring capacity to another individual.
<b>Minnesota Academic Standards</b>	Five core academic content standards areas: language arts, math, science, social studies, and arts.
<b>Multi-Age Grouping</b>	Grouping students into classes across grade levels; for example, having students from kindergarten and first grade in a class together, not as a traditional

	combination class, but focusing instead on teaching to their ability and skill level rather than their age.
<b>Multiple Measurement Rating (MMR)</b>	<p>The MMR is Minnesota’s accountability system focused on closing the achievement gap and promoting high growth for all students. The MMR consists of four measurements: proficiency; student growth; achievement gap closure; and the graduation rate. The MMR is used to assign Title I schools to five groups:</p> <ul style="list-style-type: none"> <li>• <u>Reward Schools</u>—these schools are the top 15 percent of Title I schools.</li> <li>• <u>Celebration Eligible</u>—these are the 25 percent of schools directly below the reward school cutoff.</li> <li>• <u>Continuous Improvement</u>—these are the bottom 25 percent of Title I schools that have not been identified as priority or focus.</li> <li>• <u>Focus</u>—the 10 percent of Title I schools with the lowest focus rating (the measure of the school district’s contribution to the state’s achievement gap.)</li> <li>• <u>Priority</u>—these are the 5 percent most persistently low-performing Title I schools based on the MMR.</li> </ul>
<b>NCLB—No Child Left Behind</b>	Federal law requiring comprehensive accountability from all states accepting federal education money.
<b>On-Line Learning</b>	An interactive course or program that delivers instruction to a student by computer, is combined with traditional delivery methods that include frequent student assessment and may include actual teacher contact time, and meets or exceeds state academic standards.
<b>Open Enrollment-Enrollment Options</b>	Various legislative-enacted programs that allow students to attend a school district other than the school district of residence or a post-secondary institution without paying a tuition charge.
<b>Outcome-Based Education</b>	Aligning the curriculum, instruction, and student assessment to objectives or goals for student knowledge, skill, or effect which have been clearly defined; students’ progress as they master these outcomes rather than by time or age factors.
<b>Paraprofessional</b>	A non-certified individual who assists teachers with non-teaching tasks (also called a “para,” a “teacher’s aide,” or a “classroom aide”).

<b>Performance-Based Assessment</b>	A type of alternative assessment by which students demonstrate what they know and are able to do using non-traditional tests.
<b>Personal Learning Plan—PLP</b>	Legislation requiring all students entering 9 <sup>th</sup> grade to have a personal learning plan or PLP. The PLP should include academic scheduling, career exploration, 21 <sup>st</sup> century skills, community partnerships, college access, all forms of post-secondary training, and experiential learning opportunities.
<b>Positive Behavioral Interventions and Supports (PBIS)</b>	PBIS is a Minnesota Department of Education initiative designed to help schools implement a proactive strategy for defining, teaching, and supporting student behavior resulting in academic and social gains and a positive school environment.
<b>Professional Learning Communities—PLCs</b>	A PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the academic performance of students.
<b>Property Tax Levies</b>	Property tax levies are made with voter approval, or at the discretion of individual school boards, usually up to set limits or for expenditures authorized in law by the legislature.
<b>PSEO</b>	An abbreviation that refers to “Postsecondary Enrollment Option,” a program that allows high school students to earn college credit while still in high school through enrollment and successful completion of college-level courses. With traditional PSEO, these courses are generally offered on the campus of the postsecondary institution.
<b>PU—Pupil Units</b>	Also known as “Weighted ADM,” and “PUs,” the figure that determines state aid and levies—the weighting factors are as follows:  <div style="text-align: center;"><u>FY15</u></div> <ul style="list-style-type: none"> <li>• Kindergarten      1.0 Pupil Units (full-day) .55 (half-day)</li> <li>• Grades 1-3          1.0 Pupil Units</li> <li>• Grades 4-6          1.0 Pupil Units</li> <li>• Grades 7-12        1.2 Pupil Units</li> </ul>
<b>Q-Comp</b>	Additional revenue to be used for teacher compensation provided to school districts which have an MDE-approved agreement between the school board and teachers’ union (also known as the “Alternative Teacher Professional Pay System” (or “ATPPS)).

<b>Referendum Revenue</b>	Referendum revenue allows districts to increase their general fund revenue with the approval of voters in the district, and, in limited cases, by school board approval (up to \$300 per pupil unit).
<b>Required Academic Standards</b>	The following areas are required for statewide accountability: language arts; mathematics; science; social studies; physical education; health; and the arts (M.S. 120B.021).
<b>Safe and Supportive Skills Act</b>	Requires school districts to adopt or amend existing school board bullying prohibition policy to meet the requirements of the law; requires the distribution of the policy; outlines ways the policy should be communicated; requires training for employees; outlines requirements for schools including how to address bullying; indicates the time frame for commencing investigation; prohibits retaliation; and provides a clear definition of what constitutes bullying.
<b>School Readiness</b>	The skills, knowledge, behaviors, and accomplishments that children should know and be able to do as they enter kindergarten in the following areas of child development: physical development; the arts; personal and social development; language and literacy; and mathematical thinking. A common measure of this readiness is the Early Childhood Indicators of Progress Assessment.
<b>School Within a School</b>	A state-approved ALC program through which at-risk elementary and middle/junior high students receive ALC services during at least 25 percent of their school day.
<b>School-Age Child Care (S.A.C.C.)</b>	S.A.C.C. is a child-care program, typically run by Community Education, that provides child care after and/or before school for elementary-aged students.
<b>Shared Time</b>	Non-public students receiving eligible public school instructional services and generating shared-time foundation aid based on the portion of the school day during which they are enrolled in the public school.
<b>Small Schools Revenue</b>	School districts, excluding charter schools, with fewer than 960 pupil units qualify for small schools revenue, with the revenue amount per pupil increasing as the enrollment size of the district decreases.
<b>Special Education</b>	Special Education is a broad term used to describe specially designed instruction that meets the unique needs of a child who has a disability. These services are provided by the public school district. The Individuals

	with Disabilities Act (IDEA) identifies and defines 13 categories of special education. A child who qualifies for services is required to have an IEP designed to help the child achieve academic success in the least restrictive environment despite their disability.
<b>Standardized Test</b>	Evaluation instrument given under similar, controlled circumstances to many individuals.
<b>Standards-based Accountability Assessments</b>	The Minnesota Comprehensive Assessments (MCAs) and alternate assessment, Minnesota Test of Academic Skills (MTAS), are the statewide tests that help school districts measure student progress toward Minnesota’s academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA). Students take one test in each subject. Most students take the MCA, but students who receive special education services and meet eligibility criteria may take the MTAS. The assessments are given in reading in grades 3-8 and 10; in mathematics in grades 3-8 and 11; and in science in grades 5, 8, and 10.
<b>State Standards</b>	Core academic standards in language arts, math, science, social studies, and the arts.
<b>Strategic Planning</b>	A process used by the school district to concentrate all efforts, activities, resources, and energies toward achieving a common purpose (mission, objectives, strategies, and action plans are parts of a strategic plan); plans are developed by consensus of school district and community participants and have as a basis their commonly held beliefs and values.
<b>Targeted Services (ALC)</b>	A state-approved program for at-risk elementary and middle/junior high students during the summer or outside of the normal student day but only available if the ALC has a school-within-a-school program for such students and if those students have CLPs and receive ALC services year round.
<b>Targeted Services (Title I)</b>	Federal program to provide additional instructional services to targeted students. No additional general education revenue is provided.
<b>Team Teaching</b>	Two or more teachers cooperatively planning, teaching, and evaluating the progress of their students.
<b>Tenure</b>	Continuing-contract status attained by teachers and principals after a specified number of years of satisfactory service (see M.S. 122A.40 or – for “cities of the first class” – M.S. 122A.41).

<b>WADM—Weighted Average Daily Membership</b>	Refer to “Pupil Units.”
<b>WBWF—World’s Best Workforce</b>	Striving to meet school readiness goals; have all 3 <sup>rd</sup> grade students achieve grade-level literacy; close the achievement gap among all social and ethnic groups of students and between students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school. The WBWF legislation requires a school district advisory committee, a strategic plan, an annual public meeting to review the plan, and publication of an annual report on the plan (M.S. 120B.11).
<b>Year Round</b>	Can refer to a variety of programs: schools extending the school year over a 10- to 12-month period with the number of instructional days being no greater than the number in a traditional school year; the requirement that state-approved “learning year programs” must provide instruction year round during each of the 12 months; students on IEPs who require extended year- or year-round services.

**ISD 2190 – BOARD OF DIRECTORS’  
AGENDA ANALYSIS**

**AGENDA ITEM:** 9.3  
**MEETING DATE:** August 8, 2016  
**SUBJECT:** User fee for those who pay school fees by credit card.

**BOARD ACTION**

Required  
Information X  
Scheduled Report

**BACKGROUND/RATIONALE**

At some point in the past the board of education has chosen to support school spirit and parents by paying the “user fees” of credit card payments for school lunch and spirit items.

The continuation of this practice should be carefully considered on a regular basis as it pertains to school finance.

**PRESENTER(S)** Superintendent and Finance Director

**COMMITTEE**

**SUPERINTENDENT RECOMMENDATION**

Our standard process is to discuss in one month and create action and at some following meeting, usually the month after discussion.

**ISD 2190 – BOARD OF DIRECTORS’  
AGENDA ANALYSIS**

**AGENDA ITEM:** 9.4  
**MEETING DATE:** August 8, 2016  
**SUBJECT:** Rescind prior Activities Handbook and approve new submission

**BOARD ACTION**

Required X  
Information  
Scheduled Report

**BACKGROUND/RATIONALE**

Mr. Knapper, Activities Director, submitted a draft copy of the handbook instead the final copy. A section of the handbook was omitted. The current submission will be approved as a matter of the same motion.

**PRESENTER(S)** Tim Knapper, Activities Director

**COMMITTEE**

**SUPERINTENDENT RECOMMENDATION**

Recommend support of the rescind and approval this document

The Category III information found on page 10 of the activities handbook that was missing from the one the board approved at the July meeting is listed below.

It should be the only difference from the one they saw in July and the one we would like approved in August.

Let me know if you have questions.

Thanks.

Tim Knapper

**Category III Activities:** Musicals, plays, FFA contests, school sponsored trips, prom, dances, pep band, Homecoming candidacy, SnoBall candidacy, and any other nonCategory I or Category II school sponsored activity.

**Category III Penalties:** st

- 1 Violation Student is ineligible for 14 calendar days from notification. nd
- 2 Violation Student is ineligible for 21 calendar days from notification. rd
- 3+ Violation Student is ineligible for 28 calendar days from notification.

# **Yellow Medicine East Schools District 2190**



## **Coach and Advisor Procedure and Policy Guide**

Updated 3/2016

# Table of Contents

<b>I. The Administration of Interscholastic Activities</b>	<u>2</u>
Philosophy	<u>2</u>
Ethics as set forth by the MSHSL	<u>2</u>
Specific Purpose of Extra Curricular Activities	<u>3</u>
Background Checks for Coaches	<u>3</u>
<b>II. Job Descriptions</b>	<u>4</u>
What an Activities Director expects of coaches/advisors	<u>4</u>
Activities Director's Responsibilities	<u>4</u>
Head Coach/Advisor's Duties and Responsibilities	<u>5</u>
Assistant Coach/Advisor's Duties and Responsibilities	<u>7</u>
<b>III. General Regulations for all Coaches/Advisors</b>	<u>7</u>
MSHSL Rules and Regulation Meetings	<u>8</u>
MSHSL Eligibility, Health Questionnaires, & Physical Records	<u>8</u>
Letter Winning Criteria	<u>9</u>
Student Supervision	<u>9</u>
Discipline	<u>9</u>
MSHSL Chemical/Tobacco/Drug Eligibility	<u>9-10</u>
Booster/Fundraising Guidelines	<u>11</u>
Attendance on Days of Extra Curricular Activities or Practices	<u>11</u>
Coaching/Clinics Outside of Season	<u>11</u>
Moving Students "Up"	<u>12</u>
Dismissal From School For Contests	<u>12</u>
<b>IV. Business Policies</b>	<u>12</u>
Budgeting and Purchasing	<u>12</u>
Purchase Orders	<u>12</u>
Activity Account Management	<u>13</u>
Athletic Participation Fees	<u>13</u>
Banquets	<u>13</u>
<b>V. General Activity Policies</b>	<u>13</u>
Teams that Qualify for the State Tournaments	<u>13</u>
Transportation	<u>13</u>
Post-Season Practice Fees	<u>14</u>
Activities Injuries	<u>14</u>
Grievance Procedure	<u>14</u>
Calling Off Practice	<u>15</u>
Captain's Practice and Supervision	<u>15</u>
Squad Size	<u>16</u>
Care of Equipment/Inventory	<u>16</u>
Locker Room Rules	<u>17</u>
Keys	<u>17</u>
Pre-Season Checklist	<u>18</u>
Post-Season Checklist	<u>19</u>
End of Season Report	<u>20</u>
Summer Coaching Request Waiver	<u>21</u>
Activity Expense Sheet	<u>22</u>
Activity Account Request for Payment	<u>23</u>
Activity Account Numbers	<u>24</u>

# I. The Administration of Interscholastic Athletics

## Philosophy

Participation in extra curricular programs is a privilege available to students as an extension of the academic programs of the Yellow Medicine East Public Schools. It is recognized that these activities are secondary to the academic programs but they are also contributing factors towards academic achievement and success in later life. The extra curricular programs are to be designed as an effort to develop in each student participant, characteristics of leadership, initiative, integrity, good conduct, cooperation, responsibility, perseverance, self-sacrifice and competitiveness. Participants should be expected to abide by all established rules and will be expected to learn how to work with a variety of personalities. In addition, students will learn to accept a code of ethics which provides for winning and losing without forgetting the real purpose for which these activities are provided. Program emphasis at the pre-senior high level will be designed in such a way that student participation is a primary concern. Emphasis at the senior high level will be more in the direction of interscholastic competition and skill development which may at times limit participation and relate more directly to actual conditions in a highly competitive society.

### Ethics as Set Forth by the MSHSL

1. I will be aware of my influence on the education of the student athlete and will not place the value of winning above the teaching of ethical values.
2. I will respect the student athletes' responsibilities to their academics and other school, community and family activities.
3. I will model the moral value of honesty to my student athletes and expect them to play within the spirit and intent of the rules.
4. I will exhibit complete respect for all and will observe the rules of our sport to ensure a positive sports contest and atmosphere for competition.
5. I will be knowledgeable about the rules, which govern the eligibility of our student athletes and will apply them as intended.
6. I will teach our student athletes that it is always wrong to intentionally violate the rules to gain an advantage; that cheating denies their promise to follow the rules and destroys the positive sports contest.
7. I will coach within the letter and spirit of the rules and will not engage in gamesmanship (pushing rules to the limit) or use unethical means to achieve my self-interests.
8. I will work within the established process to change rules and policies.
9. I will set an example of the highest ethical and moral conduct in all personal contact with the student athletes, officials, school administration, media, and the public.
10. I will keep the competitive nature of the sport in perspective by remembering the priorities of students are to learn new skills, be able to play and have fun.
11. I will coach the letter and spirit of the rules and will not use a strategy, which includes intimidation and unethical conduct to gain an advantage. I understand such acts can lead to violent response when opponents believe such actions are unfair.

12. I will recognize the positive sports performance of all deserving participants on our team, on the opposing team and officials.
13. I will exhibit respect for contest officials and will not engage in any conduct, which reflects disrespect for the officials or their decisions.
14. I will teach our athletes to accept officials' decisions and not to indicate any inappropriate displeasure, verbally or nonverbally.
15. I will consider public criticism of officials or another team's coaches or players as unethical and will take steps to prevent such actions.
16. I will demonstrate disapproval of and will take steps to prevent any acts intended to disrupt or detract from the performance of our opponents.
17. I will exhibit ordinary courtesy and politeness.

### **Specific Purposes of Extra Curricular Activities**

To provide activities that will help students to develop their maximum potential in activities that are non-classroom and competitive in nature.

To develop personal character traits which will assist individual students to function in society and to ensure their success in later life.

To teach the value of establishing goals, working hard to achieve them and the rewards of these efforts.

To recognize personal potential and the effort needed to maximize this potential.

To expose students to the process of getting along with others even though they may not necessarily like someone personally or agree entirely with their opinions or actions.

To see success and winning as the product of effort, dedication and commitment to excellence on the part of all involved.

To see the value of effort, dedication, selflessness and teamwork as more important than winning.

To learn to win graciously and to lose honorably.

To teach participants that the ultimate value of extra curricular activities is in its ability to promote lifelong educational experiences, exposure to the competitive society and lifelong entertainment value.

### **Mandatory Background Checks For All Coaches**

All coaches/advisors, including volunteers, will be subject to a background check pursuant to Minnesota Statute 123B.03 before being hired. The cost of the background check will be paid by district #2190.

## **II. Job Descriptions**

### **What an Activities Director Expects of Coaches/Advisors**

1. A coach or advisor must early on develop a good rapport with many different groups of people: team personnel, the student body, the community as a whole, spectator and support constituents, media, contest officials, corresponding coaches of the league and district the school is a part of. There is no denying the value of good public relations where success and failure are concerned. Good community relations are invaluable.
2. Coaches/advisors must take pride in their job; diligence, enthusiasm, and enjoyment - all are a part of a professional pride that should be exhibited by any coach or advisor. Personal appearance and dress should all be exemplary. A coach/advisor should be in control at all times. Language, actions and emotional displays come under close scrutiny both in practice and in scheduled contests. Individually, the coach/advisor becomes a model of all that the program represents - neatness, image, training rules, rules of the game, good sportsmanship, observation of school codes and behavior of participants throughout the season, both home and away. Desire to do well, to win well, and to lose well should be emphasized. The quality of leadership provided makes all the difference.
3. Coaches/advisors must work hand in hand with all coaches and advisors, with the activities director, the principal and other members of the school staff.
4. A coach or advisor must constantly take advantage of opportunities presented for self-improvement. Attendance at conference and section meetings, staff meetings, rules clinics, clinics and similar in service training programs is strongly recommended. Keeping up to date with current literature in professional journals, newspapers, and magazines and utilizing enrichment material available in other media forms is also to be expected. Changes should constantly be made to keep up and move ahead.
5. The coach/advisor should keep the activities director, assistant coaches, student managers and statisticians well informed as to what is expected. The coach/advisor must cooperate with maintenance staff, transportation people and other similarly involved with the overall program.
6. The coaches/advisors must be thoroughly familiar with all objectives, policies, and guidelines of our school and District #2190 as they pertain to our activities program.
7. The coaches and advisors are expected to work with a spirit of teamwork and cooperation with their fellow coaches and advisors, the Activities Director and School Administration.

### **Activities Director's Responsibilities**

The Activities Director is the chief administrative officer of the interscholastic activities programs and is directly responsible for the carrying out all of school policies pertaining to athletics and activities. The Activities Director shall promote a well-planned activities program having a long-range policy with continuity and coordination in all sports. The Activities Director will report directly to the building principal and the superintendent of schools. The Activities Director's performance responsibilities are as follows:

1. Be responsible for the administration and supervision of the athletic program and the athletic staff of the secondary schools in the school district.

2. With recommendations from the coaches/advisors, submit bids for all equipment and capital purchases concerning athletics/activities.
3. Be responsible for purchasing all athletics/activities equipment as needed with the approval of the superintendent.
4. Be responsible for scheduling all contests, scrimmages, and tournaments for all teams from the junior high to varsity level, and hiring officials and supervisors for these contests.
5. Confer with the head coach/advisor, principal, and superintendent regarding the filling of athletic and activities vacancies.
6. Displays leadership and initiative in developing athletics and activities for consideration and adoption by the school board.
7. Along with the superintendent or principal, represent the school district and athletic staff at conference, district, region, and MSHSL meetings and shall communicate the business conducted at these meetings to the coaching staff.
8. Be responsible for arranging for practice areas not owned by the school district.
9. Be responsible for the care of activity equipment and may delegate the responsibility to the head coaches.
10. Work with maintenance staff to prepare activity sites for contest use.
11. Serve as a consultant when new facilities and athletic fields are being planned.
12. With assistance from the principal, shall be responsible for sending in all eligibility reports and other reports to the MSHSL.
13. Observe activity personnel and make recommendations concerning their job performance to the superintendent and principal.
14. Work with activity personnel to improve their coaching/advising skills and advise them in promoting their program.
15. Work with all coaches to encourage the participation of all students interested in the program.

### **Head Coaches/Advisors Duties and Responsibilities**

Any coach/advisor in charge of athletics/activities at any level and in any sport or activity will be expected to maintain a high degree of integrity for carrying out their duties and responsibilities. Be an example for your students' language and behavior (profanity should not be used). Listed below are responsibilities most often encountered:

#### **General:**

1. Assign competent managers and their duties.

2. Be the first to arrive and the last to leave.
3. Be sure that all athletes have the permit to practice before they are allowed to practice.
4. Check all players' eligibility at the principal's office.
5. Prepare a policy book for your sport that includes all rules and regulations, attendance requirements, discipline and other pertinent info.
6. Prepare a complete roster and necessary information at least one week prior to the first contest so that certified eligibility lists can be sent to the MSHSL, rosters can be sent to opposing schools and programs can be printed. A copy should also be turned in to the Activities Director.
7. Is responsible for keeping emergency phone numbers easily accessible. Must have first aid equipment and medical information available at all times and a plan of action for serious injury.
8. Always have supervision in the locker room area and on the field or court when possible. Make sure all athletes/participants have left the locker room before leaving it unsupervised.
9. Have a written practice plan for all practices.
10. Have a sequence of learning for your program.
11. Is responsible for teaching the skills and techniques of the sport according to the guidelines set by the head coach/advisor.
12. Is responsible for seeing that all participants have a ride home after returning from road trips. A coach/advisor should be the last person to leave, check to see that all doors are locked and lights are off.
13. Is responsible for making sure that locker rooms, shower rooms, practice and game areas are safe and clean and supervised until all athletes have left the area.
14. Is responsible for teaching good sportsmanship and developing good public relations in the school and community.
15. Is responsible for "coaching up" the student athletes, rewarding hard work and improvement.
16. Is responsible for calling in contest scores to local media.

### **Responsibilities On Trips:**

1. Bus schedules need to be submitted to the Activities Director for all regular season contests, and arrangements must be made with the Activities Director for all post-season tournaments.
2. Upon arriving home, make sure all players have a ride home. Any injured player must be turned over to parents or to the doctor.
3. The coach/advisor should check locker rooms, hotel rooms, restaurant, and bus to make sure nothing is left, everything is picked up and that no damage has been done.

4. Inform athletes/participants of uniforms to wear, time of departure, approximate time of return, what town the event will be played in and other specifics of the trip. Players should inform parents of these facts. This should be done in writing for special trips such as state meets or overnight trips. Include addresses and phone numbers of hotels.
5. Coaches/advisors should discuss with team members appropriate conduct when using opponents dressing rooms. The condition of the facility should be noted upon arrival and before leaving to protect against vandalism.

### **Assistant Coaches'/Advisors' Duties and Responsibilities**

The assistant advisor or coach is under the supervision of the head advisor or head coach, the activities director and the building principal. In addition, he/she is expected to cooperate with the head advisor or coach and to perform the duties outlined for his/her position by the head advisor or coaching including:

1. Promoting and encouraging a maximum number of students participating at their level.
2. Development of skill consistent with the program plan for that activity or sport.
3. Performing the public relations duties necessary to promote that activity or sport within the community. This includes submitting information to local newspapers, giving announcements on team results and practices.
4. Being in control of the conduct of his or her students while they are under his/her responsibility, either in practice or play, in the locker room or before they load the activity bus.
5. Working out all other duties with the head advisor or coach at the pre-season meeting.
6. Having an understanding of the rules and regulations regarding the sport or activity as presented in the MSHSL Athletic and Activities Rules and Policy Book.
7. Arriving early and being in attendance at all practices and contests.
8. Completing post-season evaluations and conducting one-on-one conferences as directed by head coach.
9. Additional responsibilities as assigned by head coach may include: scouting, training, equipment, filming, and publicity.

## **III. General Regulations for All Coaches/Advisors**

### **MSHSL Rules and Rules Meetings**

1. Head coach's attendance is mandatory at the interpretation meeting in his/her activity that is sponsored by the Minnesota State High School League. He/she is responsible for keeping their entire staff informed of rule changes.

2. Each coach/advisor should be very knowledgeable in the rules of their respective sport or activity. Rule and Casebooks are available in the Activities Director's office and on the MSHSL website.

### **MSHSL Eligibility & Health Questionnaires and Physical Records**

1. Each student will need to have signed MSHSL Eligibility and Health Questionnaire on file in the Activities Office.
2. Physicals must be updated and on file every three years.
3. Activity fees are required for participation in school activities.
4. Physical Form and MSHSL Form Questionnaire **MUST** be turned into the activities office **BEFORE** a student is allowed to practice or compete.
5. All **FEES** need to be turned into the office by the first contest or scrimmage or the student **WILL NOT** be allowed to compete.

#### **Eligibility List**

A list of all participants should be turned into the Activity Director's assistant as soon as possible at the beginning of the season.

#### **Academic Eligibility**

If a student should post a class grade of an "F" or an "I" at *mid-term*, the student will be placed on academic probation. While on probation, he/she is still eligible to participate in their activity. However, if the student does not earn a passing grade after the 2 week probationary period, the student is ineligible to participate until he/she earns a passing grade.

#### **Penalties for Failing Quarter Grades for Athletics:**

##### For Activities with 11 or more scheduled events:

- 1 failing grade (F) - Student will not be allowed to participate in 2 events or for 2 weeks (whichever is longer).
- 2 failing grades (F) - Student will not be allowed to participate in 4 events or 4 weeks (whichever is longer).
- 3 + failing grades (F) - Student will not be allowed to participate in 6 events or 6 weeks (whichever is longer).

##### For Activities with 10 or less scheduled events:

- 1 failing grade (F) - Student will not be allowed to participate in 2 events or for 2 weeks (whichever is longer).
- 2 + failing grades (F) - Student will not be allowed to participate in 3 events or for 2 weeks (whichever is longer).

### **Penalties for Failing Quarter Grades for Fine Arts:**

- 1 failing grade (F) - Student is ineligible to perform in the next Fine Art Activity.
- 2 failing grades (F) - Student is ineligible to perform in the next two (2) Fine Art Activities.
- 3 + failing grades (F) - Student is ineligible to perform in the next six (6) Fine Art Activities.

No Credit or Grades Withheld (NC or GW) due to removal from class as a consequence of attendance policy or removal from class policy are administered the same as a failing grade (F).

Students who are ineligible may practice with the team or group during the ineligibility period. Students may attend games and travel with the team during the ineligibility period.

### **Letter Winning Criteria**

Each advisor/coach will outline specific letter-winning criteria prior to the start of each season for their respective sport or activity.

### **Student Supervision**

Coaches' liability is always an issue with coaching staff members. Therefore, it is important that we supervise our students at all times. Please follow the guidelines listed below:

- Be at practice sites/locker room prior to practice as soon as possible.
- Never leave students alone on the practice site or locker room.
- Ensure that all students have gotten on the bus at the site of origin and for the return trip.
- Never leave the school until all students have left the building.

### **Discipline**

1. Any students receiving Out of School Suspension will be ineligible for after school activities during the duration of the suspension.

### **MSHSL Chemical/Tobacco/Drug Eligibility**

A student shall not at any time, regardless of quantity,

- A. use or consume, have in possession a beverage containing alcohol;
- B. use or consume, have in possession tobacco; or,
- C. use or consume, have in possession buy, sell, or give away any other controlled substance.

*\* E-cigarettes and other devices that deliver nicotine or any other products derived from tobacco fall under Bylaw 205 – Chemical Eligibility. Bylaw 206 may allow schools to impose a “Student Code of Conduct” violation for E-cigarettes and similar types of devices.*

Students who violate the chemical/tobacco/drug rule will receive penalties for Category I, II, and III Activities. The following guidelines will be used to determine eligibility:

**Category I Activities:** MSHSL-Sponsored Athletics with schedules

Category I Penalties:

- 1<sup>st</sup> Violation - Student will not be allowed to participate in 2 events or 2 weeks (whichever is longer).
- 2<sup>nd</sup> Violation - Student will not be allowed to participate in 6 events or 3 weeks (whichever is longer).
- 3<sup>rd</sup>+ Violation - Student will not be allowed to participate in 12 or 4 weeks (which is ever longer).

**Category II Activities:** MSHSL-Sponsored Activities (One Act Play, Debate, Group and Solo Ensemble Contests, etc.)

Category II Penalties:

- 1<sup>st</sup> Violation - Student is ineligible for the next Category II activity.
- 2<sup>nd</sup> Violation - Student is ineligible for the next two Category II activities.
- 3<sup>rd</sup>+ Violation - Student is ineligible for the next three Category II activities.

**Category III Activities:** Musicals, plays, FFA contests, school-sponsored trips, prom, dances, pep band, Homecoming candidacy, SnoBall candidacy, and any other non-Category I or Category II school-sponsored activity.

Category III Penalties:

- 1<sup>st</sup> Violation - Student is ineligible for 14 calendar days from notification.
- 2<sup>nd</sup> Violation - Student is ineligible for 21 calendar days from notification.
- 3<sup>rd</sup>+ Violation - Student is ineligible for 28 calendar days from notification.

**Applying the Penalty:** Penalties shall be progressive beginning with the student’s first violation and continuing throughout the student’s high school career. Penalties for multiple violations shall be served consecutively.

**Denial Disqualification:** A student shall be disqualified from all interscholastic athletics and activities for nine (9) additional weeks beyond the student’s original period of ineligibility when the student denies violation of the rule, is allowed to participate and then is subsequently found guilty of the violation.

**Serving an MSHSL Penalty:** A student must be a student in good standing, and able to be placed in the game, meet or contest except for the penalty being served. (Students who are not in good standing due to suspension, expulsion, injury, illness, family vacations, etc. are not able to be placed in a game, meet or contest and are

therefore not able to count those contests toward the penalty.) The student must participate in and complete the entire season in which the penalty has been applied for it to count.

**\*Activity advisors, coaches, and Fine Art directors hold the right to establish penalties that exceed the above mentioned.**

*Families may request a review of eligibility decision. Please contact the High School Principal for additional information.*

*Violations remain on a student's record for his/her entire high school career (7th-12th grade).*

### **Booster Funding & Fundraising Guidelines**

1. All fundraisers must be approved in advance by the YME Activities Director/School Board.
2. A Fundraiser Report should be submitted to the Activities Director after each fundraiser; this should include a description of the fundraiser, revenues, expenses, and total profits.
3. Clubs are encouraged to schedule fundraisers so they do not conflict with all-school fundraisers.

### **Attendance on Days of Co-Curricular Activities or Practices**

Students must be in school for four consecutive periods in order to practice and/or participate in extra curricular activities. This includes drama, music, school-sponsored activities, and sports activities. Students that "skip" any portion of the day will not be allowed to practice or play.

\*Exception: Prearranged absences that have been made with the Principal and/or Activities Director.

### **Coaching/Clinics Outside of Season/State Tournaments**

#### **Coaching Outside of Season**

Coaches who plan to work with his/her athletes during the off-season or conduct or work at a clinic, in which his/her athletes may participate, must sign a waiver. These are available in the A.D.'s office. This period runs from the Saturday following the fourth Friday in May through July 31<sup>st</sup>. Playoffs and state tournaments are the exception.

#### **Clinics**

Head coaches may submit requests for themselves and up to two assistants to attend a coaching clinic. The district will provide substitutes, up to \$200 in clinic fees, 1 hotel room, and a school vehicle.

#### **State Tournaments**

- **Head Coaches:** will be allowed up to two days without deduction in pay. The district will pay for substitutes, parking, and state tournament tickets. Turn your receipts in. (One day for one day tournaments)

- **H.S. Assistants:** (Max. 2 per sport) will be allowed one day off without deduction in pay. The district will pay for substitutes, parking, and state tournament tickets. Turn your receipts in.

### **Moving Students “Up”**

The following guidelines should be considered before a student is moved from their normal level of participation to a “higher” level.

#### Junior & Senior High Students (7-12)

1. Maturity level - are they physically able?
2. Social maturity and social acceptance.
3. Necessity to move up, due to injuries, lack of numbers, etc. Explanations should be given to teammates as to the necessity of the move.
4. Skill development. Will the individuals’ skills be improved by playing “up”?
5. If moved up, they should get ample playing time.
6. The move must be discussed with the parent and student and they should agree to the move.
7. Individuals should possess the skill level necessary to participate at the upper level.

### **Dismissal From School for Contests**

The coach/advisor should give the Activities Director, the attendance secretary, and all teachers a list of players going to the contest in advance of the contest. This should include managers and stat person.

## **IV. Business Policies**

### **Budgeting and Purchasing**

1. Uniforms for each sport will be replaced on a five-year rotation basis.
2. All purchasing will be the responsibility of the Activities Director, subject to the approval of the superintendent’s office.
3. Head coaches are responsible for submitting requests for purchases of equipment and capital items one month following the season.

### **Purchase Orders**

Purchase orders must be filled out and submitted by coaches/advisors and returned by the Activities Director before orders can be placed. You can fill them out electronically. Include company information, quantity, description and prices.

## **Activities Account Management**

All fundraising monies raised by students will be deposited into the designated sport/activity account. Purchases using money from these accounts will benefit students. Any equipment purchased will be considered property of ISD #2190. Accounts must remain in the black; there will be no purchases from the activity account unless sufficient funds are available.

## **Athletic Participation Fees**

Grades 9-12: There will be a \$80 participation fee per activity.

Grades 7&8: There will be \$60 participation fee per activity.

The family maximum, including students in grades 7-12, is \$350.

**\* Reduced fees for those families that qualify for free and reduced lunch.**

## **Banquets**

Each activity or sport should hold an awards banquet at the conclusion of his or her season. Team and individual awards, letters, and all-conference awards should be handed out at this time. The athletic department will pay for standard awards. **Students who violate MSHSL rules during that season are not eligible for all conference, honorable mention, or state honors.**

# **V. General Activity Policies**

## **Teams That Qualify for the State Competition**

**Meal Money:** Student participants in state tournament events will be given \$5 per meal. Participating coaches meals will be covered. Those coaches are responsible for turning meal receipts into the Activities Director upon return from the state tournament.

**Hotel Rooms:** Student participants in state tournament events will stay 4 to a room. Coaches will stay 2 to a room, provided gender is not an issue. If the team/participants need to be at the tournament before 10:00 a.m. they will go down the night before, otherwise we will send them the day of the event. Teams/participants will drive home the day they have been eliminated from competition.

**Buses:** School buses will be used. Booster clubs or money from activity accounts may be used to pay the difference between a school bus and a coach bus.

## **Transportation**

Students are NOT allowed to drive themselves to any school sponsored activity on which they are participating. It is the philosophy of the YME Activities Department that all student athletes should ride home from the games

with the team. Many times on the bus ride home is where strong team building relationships start to form. There are necessary times when students must ride home with parents. Due to liability concerns, no one other than your child can ride home with you unless prior written consent has been received by the parent or driver contacting the Activities Director and has notified the coach. Also, under no circumstances can a student ride home from any away game with anyone other than their parents.

### **Post-Season Practice Fees**

The participating team will pay for **all** practice fees for sub-section, section, and state tournament competition from their student activity account.

Yellow Medicine East High School will not pay for individuals or teams to rent practice facilities, pay for practice rounds or practice balls for any post-season competition.

It is the responsibility of the teams to anticipate these needs and prepare for this through the use of a fundraiser.

### **Activities Injuries**

1. Call the hospital or doctor and make arrangements before taking the injured person for medical treatment.
2. If the injured person is suspected of having a head, neck, or back injury, or an injury that by moving them might possibly injure them further, an ambulance should be called.
3. Call and inform the parents of the injury.
4. Send an advisor, coach, or parent along with the injured student to the doctor or hospital. The advisor or coach should stay with the injured student until the parents arrive.
5. Coach/advisor should inform the Activities Director of any incidents ASAP.
6. The student gets a release from a doctor before being allowed to return to practice or game.

### **Grievance Procedure**

In any athletic program, no matter how well organized and no matter how well meaning the intentions of the staff and administration, problems can still arise. In many cases, these problems are simply due to poor communication. In other situations, the problems may be more serious. For these reasons, it is necessary to have a well defined chain of command that must be made known to students and to parents so that the proper connections can be made and problems taken care of as efficiently and quickly as possible. For School District #2190, the chain of command will be as follows:

1. Assistant Coach/Assistant Advisor (if appropriate)
2. Head Coach/Head Advisor

3. Activities Director
4. Principal
5. Superintendent of Schools
6. Board of Education

In the case of any grievance, callers should be referred to the first people in the chain of command for satisfaction and then proceed from there. It is essential that the people who are working directly with the student be informed of the problem as soon as possible so that corrections can be made. This must be done by direct contact in person or by telephone. Any person not receiving satisfaction with a problem has the right to a hearing.

### **Calling Off Practice**

1. When conditions are considered dangerous, coaches should call off practice.
2. If you feel that you need to cancel practice, keep the Activities Director informed.
3. There will be no practice on days when school is closed or dismissed early because of weather.
4. Coaches need to inform players when and where practices are going to be. Daily announcements are a good place to post changes in practice arrangements.

### **Captain's Practice & Supervision**

It has been common practice at Yellow Medicine East High School and other MSHSL member schools to allow teams to hold captain's practice prior to a season starting. This practice is governed by the MSHSL as outlined below:

**Participation in Captain's Practice:** Captain's practice is primarily for the purpose of physical conditioning organized and conducted by the students. Students may participate in captain's practice provided that salaried or non-salaried school personnel are not involved in any capacity. It is the responsibility of school officials to become aware of the preseason activities in their district and to insure the spirit and intent of the League rules are observed.

In order to comply with this policy, coaches cannot be present at or attend any portion of these practices. Coaches cannot issue any equipment, open any facilities or provide access to practice facilities to students.

Rather than holding captain's practices, a coach may want to hold an open gym. Open gyms are defined and regulated by the MSHSL as follows:

**Participation in Open Gym:** Open gym refers to the use of school facilities for recreational activities. Students may participate in open gym if all of these conditions are met:

- The school facilities are available for students to participate in a number of activities.
- The recreation activities are open to all students.

- There is no coaching of the skills and techniques of activities provided in the school interscholastic athletic program.
- There is no requirement for students to attend open gym activities as a prerequisite for membership on a high school team.

### **Squad Size**

1. It is our hope that at YME we do not limit the size of squads by cutting students. Sometimes this cannot be avoided.
2. If a shortage of uniforms due to large numbers mandates a decision to be made on which students will be cut, it is up to the coach to provide an adequate trial period in which to determine this. The coach must also communicate to each athlete the reason or reasons for not being selected as a member of the team.

### **Care of Equipment**

1. Each advisor or coach is responsible for the care of all equipment used in his or her activity.
  2. Each advisor or coach must be able to account for all items at the conclusion of each season. Coaches must work with the activities office to maintain an accurate inventory.
  3. Each advisor or coach must keep track of the equipment issued to each individual and keep an equipment roster for that equipment.
  4. An inventory is to be filed at the conclusion of each season and sent to the Activities Director. The A.D. will provide the inventory sheet forms. Coaches will work with activities office to make sure inventory is completed at the end of each season.
- In the inventory, the number of items, the description of the equipment and the condition of the equipment should be listed.
  - Equipment should be stored in the storage room after each season. Proper storage should be available for each sport.
  - Each advisor or coach should recommend the amount of additional equipment that will be needed for the next year.
5. If any items are lost, damaged or destroyed, please inform the activities office so that the proper assessments of liability can be issued or the items replaced. Report cards and other student records can and will be withheld in the case of non-payment for items lost, stolen, or damaged. Please keep the activities office informed of any incidents.

## Locker Room Rules

1. Do not permit students and players to enter equipment and storage rooms without immediate supervision.
2. Upon arrival at a visiting school, each advisor or coach should inspect the locker room or area assigned to see if there are any damages to the facility. The advisor or coach should then check the locker room area assigned after the students leave to see if any damages have occurred. If the area has been damaged in any way, contact the Activities Director of the school and report what damage has occurred. Report the incident to the activities director as soon as you arrive home.
3. Visiting locker rooms or area assigned should be left neat and clean. The advisor or coach should be the last one to walk out of the locker room. Each coaching staff is responsible for adequate locker area supervision.
4. Students are not allowed to be in the coaches' locker room area. Managers and authorized student helpers are the exception.
5. A reasonable guideline on cell phones is that coaches should use good judgment regarding when and if they should allow cell phone use. **Use of cell phones in locker rooms is not allowed.**
6. Keep all doors to the coach's office closed and locked when they are not occupied.
7. Emphasize each student's responsibility to secure his or her belongings. Most losses occur from **unlocked lockers.**

## Keys

Each advisor or coach should have a key to his/her respective locker rooms and a key to gain entrance into the building. See the A.D. or a custodian if you need one.

A coach or advisor should never give his/her keys to any student for any length of time. Lost or stolen keys/security passes must be reported to the District Office immediately. This prevents unauthorized access to the building that could result in lost or damaged property/equipment. No student should be allowed in the gymnasium or on practice facilities without adult supervision.



# YELLOW MEDICINE EAST

High School Activities Department

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

(320) 564-4081 Ext. 110 - Tim ; Ext. 111 - Alyssa

Tim Knapper, Activities Director

---

## Appendix A

### Pre-Season Checklist

1. \_\_\_\_\_ Complete pre-season planning well in advance of starting date
2. \_\_\_\_\_ Meet with assistant coaches/advisors and let them know what is expected
3. \_\_\_\_\_ Make sure practice area and equipment are safe and ready to use
4. \_\_\_\_\_ Purchase equipment . . . initiate in A.D.'s office
5. \_\_\_\_\_ Make sure athletes have green slips
6. \_\_\_\_\_ Submit an accurate list of participants to the A.D.'s office (inform Alyssa of changes)
7. \_\_\_\_\_ Conduct a pre-season players/parents meeting to discuss expectations
8. \_\_\_\_\_ Submit transportation requests to bus garage/A.D.'s office.
9. \_\_\_\_\_ Enter roster & schedule on MSHSL website.
10. \_\_\_\_\_ Verify roster electronically
11. \_\_\_\_\_ Attend rules meeting (or take online) & enter code on MSHSL website.



# YELLOW MEDICINE EAST

High School Activities Department  
450 9<sup>th</sup> Avenue - Granite Falls MN 56241  
(320) 564-4081 Ext. 110 - Tim ; Ext. 111 - Alyssa  
Tim Knapper, Activities Director

---

## Appendix B

### **Post-Season Checklist**

Please complete and turn into the Activities Director's office at the completion of your season.

1. \_\_\_\_\_ Help collect and inventory, repair, or replace all equipment
2. \_\_\_\_\_ Help coordinate and conduct an awards banquet
3. \_\_\_\_\_ Complete a list of varsity letter winners
4. \_\_\_\_\_ Complete a cumulative statistic sheet for the season
5. \_\_\_\_\_ Turn in end of season report to A.D.
6. \_\_\_\_\_ Present/submit a season recap at board meeting
7. \_\_\_\_\_ Complete data entries into JMC for student records



# YELLOW MEDICINE EAST

High School Activities Department  
450 9<sup>th</sup> Avenue - Granite Falls MN 56241  
(320) 564-4081 Ext. 110 - Tim ; Ext. 111 - Alyssa  
Tim Knapper, Activities Director

## Appendix C

### End of Season Report

Year: \_\_\_\_\_ Sport: \_\_\_\_\_ Head Coach/Advisor: \_\_\_\_\_

Assistants:

1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_  
2. \_\_\_\_\_ 4. \_\_\_\_\_ 6. \_\_\_\_\_

Season Record: \_\_\_\_\_ Conference Record \_\_\_\_\_ Standing: \_\_\_\_\_

List any team honors:

List any individual honors:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Season Recap/Highlights:

Capital Requests: (include approximate cost)

Supplies List for next year: (include approximate cost)

\_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ \$ \_\_\_\_\_

\_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ \$ \_\_\_\_\_

**\*\*Please Attach:**

1. List of games played & results
2. A roster with varsity letter winners identified
3. A copy of cumulative statistics for the year



# YELLOW MEDICINE EAST

High School Activities Department  
450 9<sup>th</sup> Avenue - Granite Falls MN 56241  
(320) 564-4081 Ext. 110 - Tim ; Ext. 111 - Alyssa  
Tim Knapper, Activities Director

## Appendix D

### Summer Coaching Request Waiver

Please check the applicable activity(ies).

#### INDIVIDUAL OR TEAM SPORT

I understand that MSHSL Bylaws permit me to coach students from my school who have participated at the varsity, junior varsity, sophomore or B-squad level **from the day following the fourth Friday in May through July 31 of the same calendar year.** I further understand that I may continue to coach these students through Labor Day if said coaching is a natural extension of the summer team season and if my athletic director has approved that coaching extension.

I understand that I may not require students from my school to participate as an individual or as a member of a non-school team and that my doing so or implying that they must do so may be considered to be Undue Influence and that my school may be fined up to \$1,000 for such an action.

I affirm that I am not violating the above. I am asking my school for a waiver to coach students from my school on non-school teams, under the terms identified above, in the following sports:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

#### SUMMER CAMP OR CLINIC

I understand that MSHSL Bylaws permit me to coach students from my school who have participated at the varsity, junior varsity, B-squad or sophomore level **from the day following the fourth Friday in May through July 31.**

Further, I understand that I may not require students from my school to attend a camp or clinic with me or other coaches from my school. I understand that doing so will cause me to violate the Undue Influence bylaw and that my school may be fined up to \$1,000 for such a violation. I affirm that I am not violating the above.

I am asking my school for a waiver to coach students from my school at camps or clinics in the following sports:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

\_\_\_\_\_  
Coach's Signature

\_\_\_\_\_  
Date



# YELLOW MEDICINE EAST

High School Activities Department  
 450 9<sup>th</sup> Avenue - Granite Falls MN 56241  
 (320) 564-4081 Ext. 110 - Tim ; Ext. 111 - Alyssa  
 Tim Knapper, Activities Director

## Expense Sheet

To \_\_\_\_\_ Date \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Date	Description	Amount
Total Spent		

In accordance with Minnesota Statutes, Section 471.38, no claim against a school district can be paid until the same has been presented in writing, itemized and verified by the person making the claim, or his agent. Law cited above requires the verification below.

I declare under the penalties of law that this account, claim or demand is just and correct and that no part of it has been paid.

Date \_\_\_\_\_

Signed \_\_\_\_\_

Approved by \_\_\_\_\_

Athletic Director/Principal Account # \_\_\_\_\_

2016-17  
Yellow Medicine East  
**ACTIVITY ACCOUNT**  
Request for Payment

Check Payable To:	Date:
Purpose of Payment:	Amount:

**Attach an addressed envelope if check is to be sent.**

Name of Activity Account: \_\_\_\_\_

Number of Activity Account: \_\_\_\_\_

Date of Meeting with Students: \_\_\_\_\_

Signature(s) of Student(s): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Advisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal/Activity Director's Signature

\_\_\_\_\_  
Date

For Office Use Only	Date Paid: _____	Check Number: _____
---------------------	------------------	---------------------

**YME Schools**  
**ACTIVITY ACCOUNT**  
**Expenditure Document**  
(for reference only)

115	Elementary Activity
201	Prom
208	Instrumental Music
209	Vocal Music
210	FFA/Farm Account
215	Spanish
219	National Honor Society
221	Red Cross
225	Knowledge Bowl
222	SPED
229	Student Council
234	Science Club
236	STAAND
241	Industrial Technology
245	Intramurals
247	Theater
249	La Raza/Gamo
252	Multimedia Tech
254	Marching Band

256	Speech
257	Robotics
259	FCA
260	High School Art
261	Music Trip
301	Baseball
302	Boys' Basketball
303	Girls' Basketball
304	Golf
305	Cross Country/Track
306	Football
307	Silhouettes
308	Boys' Tennis
309	Girls' Tennis
310	Volleyball
311	Wrestling
312	Archery
313	Softball
322	Sting Card

**ISD 2190 – BOARD OF DIRECTORS’  
AGENDA ANALYSIS**

**AGENDA ITEM:** 10.1  
**MEETING DATE:** August 8, 2016  
**SUBJECT:** Substitute Rates of Payment

**BOARD ACTION**

Required X  
Information  
Scheduled Report

**BACKGROUND/RATIONALE**

All substitute rates would remain as in prior years with the exception of the Food Service Substitute. The rate of nine (9) dollars per hour would increase to ten (10) dollars per hour.

Discussions with 2015-2016 substitutes indicated frustration with the nine (9) dollar rate especially when working a couple of hours or partial days.

**PRESENTER(S)** Superintendent Clark

**COMMITTEE**

**SUPERINTENDENT RECOMMENDATION**

Recommend support

## Substitute Staff Rates of Pay

<b>Staff</b>	<b>2015-16</b>	<b>2016-2017</b>
Teachers	\$105/day	\$105/day
Custodians	\$10/hour	\$10/hour
Paraprofessionals	\$10/hour	\$10/hour
Kitchen Staff	\$9/hour	\$10/hour