

# REGULAR SCHOOL BOARD AGENDA

International Falls Public Schools, ISD #361  
Monday, March 18, 2019 at 5:00 PM  
FHS Cafeteria, 1515 11<sup>th</sup> Street, International Falls, MN  
District Website: [www.isd361.k12.mn.us](http://www.isd361.k12.mn.us)

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Mission Statement: *In partnership with parents and the community, the International Falls School District will prepare every student to become a productive citizen by developing their maximum potential within a safe climate of mutual respect and trust.*

This is a meeting notice for a regularly scheduled School Board meeting. A full agenda will be published and available prior to the meeting.

## Call to Order

### 1. Roll Call:

Mike Holden ___	Michelle Hebner ___
Toni Korpi ___	Jennifer Windels ___
Ted Saxton ___	Terry Murray ___
** Roxanne Skogstad-Ditsch ___	Kevin Grover ___
Ella Bahr-Jefferis ___	

\*\*Roxanne Skogstad-Ditsch - VIDEO CONFERENCE FROM: 2637 So. Mill Ave, Tempe, AZ.

### 2. Pledge of Allegiance

## Approval of Agenda

1. Approve agenda as presented. Motion by \_\_, second by \_\_. Motion carried / failed.

## Open Forum

1. Public Open Forum
2. Presentation of the Elk's March students of the month: Hailey Sobkowicz and Joe Glowack
3. Presentation by MHS of teachers of the month.

## Consent Agenda

Approve the Consent Agenda as presented. Motion by \_\_\_\_; second by \_\_\_\_\_. Motion carried / failed.

1. Approve past meeting minutes for the Regular School Board Meeting on February 19, 2019, Special Budget Work Session Meeting on March 4, 2019. 4
2. Approve current accounts payable due in amount of \$662,400.48. 7
3. Approve payroll in amount of \$443,892.46 for pay periods March 1, 2019 and March 15, 2019.
4. Approve the 2018-2019 general fund revised revenue budget at \$13,243,398, and expense budget at \$13,391,340. Net revenue under expense budget **-\$147,942.**

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5. Acknowledge volunteer softball coaches Mike Leahy and Jean Desaulniers
6. Accept Terry Thompson's resignation as Asst. Boys' Hockey Coach effective end of the 2018-2019 season.
7. Approve rental request by Falls Figure Skating Club to add an additional week, July 29th - August 2nd, to the originally approved rental request. Total rental rate for two weeks is \$1,600.
8. Approve LSI Service Agreement for school year 2019-2020 at cost of \$91,895. 34
9. Approve agreement with Paul Bunyan Rural Telephone Cooperative for internet service per contract agreement.
10. Approve purchase of router with security software from Compudyne; pricing for 3 years of service.
11. Acknowledge volunteer baseball coaches for the the 2018-2019 season:
  - 1) Phil Talmage
  - 2) Mike Coffield
  - 3) Clay Bergstrom
12. Acknowledge Savannah Olson as volunteer track coach for the 2018-2019 season.
13. First Reading of School Board Policy 601 - School Dist. Curriculum and Inst. Goals 46
14. First Reading of School Board Policy 603 - Curriculum Development 53
15. First Reading of School Board Policy 604 - Instructional Curriculum 56
16. First Reading of School Board Policy 613 - Graduation Requirements 62
17. First Reading of School Board Policy 614 - School District Testing Plan and Procedure 71
18. First Reading of School Board Policy Form 614 - Assurance of Test Security and Non-Disclosure 86
19. First Reading of School Board Policy 615 - Testing Accommodations, Modifications 94
20. First Reading of School Board Policy 616 - School District System Accountability 100
21. First Reading of School Board Policy 618 - Assessment of Student Achievement 109
22. First Reading of School Board Policy 619 - Staff Development for Standards 117
23. First Reading of School Board Policy 802 - Disposition of Obsolete Equip. and Material 120
24. Approve the HVAC bid to Shannons, Inc. for an amount not to exceed \$536,700 with authority to modify based on recommendations from Lucachick Architecture / Nelson-Rudie.
25. Approve hire of Colten Carlson as part time custodian effective March 11, 2019.

### **Action Items**

## **REGULAR SCHOOL BOARD AGENDA**

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1. Resolution Acceptance of Gifts and Donations. Motion by \_\_, second by \_\_. Motion carried / 124  
failed.
2. Approve the 2019-2020 School Calendar Version 4 with possibility of changes due to pending 125  
legislation allowing a pre-labor day start and potential for requesting additional professional  
development days. Motion by \_\_, second by \_\_. Motion carried / failed.
3. Approve additional staff development day for January 17, 2020 for LSI training. Motion by \_\_,  
second by \_\_. Motion carried / failed.
4. Approve the Falls Elementary class sections for preschool, kindergarten through grade 5 for 130  
school year 2019-2020 as attached. Motion by \_\_, second by \_\_. Motion carried / failed.
5. Approve the Falls High School class sections for grades 6th through 12th for the 2019-2020 131  
school year. This includes increasing Music from an hourly position to a .636 FTE for an  
increase to the FY2019-2020 expense budget in amount of \$38,152. Motion by \_\_, second by  
\_\_. Motion carried / failed.  
\*Music position for 2019-2020 @ .636 FTE will teach: 7-8 choir, 9-12 choir, 1 section 6th grade  
choir, 1 section 5th grade music and 1 section 7th music..
6. Approve purchase of VOLT subscription and hiring of weight room supervisor not to exceed  
\$10,000 with a minimum of half of the funds coming from donations/booster support. Motion  
by \_\_, second by \_\_. Motion carried / failed.

### **Administrative Reports**

1. Melissa Tate, Elementary Principal
2. Tim Everson, Secondary Principal
3. Kevin Grover, Superintendent
4. Ella Bahr-Jefferis, Student Representative
5. Committee Reports:
  5. 1. Community Ed Advisory Board
  5. 2. Recreation Commission

### **Adjournment**

Motion by \_\_, second by \_\_ to adjourn meeting at \_\_ pm. Motion carried / failed.

**MINUTES**  
**REGULAR MEETING OF THE BOARD OF EDUCATION**  
**INDEPENDENT SCHOOL DISTRICT NO. 361**  
**Tuesday, February 19, 2019 at 5:00 p.m.**  
**Falls High School Cafeteria**

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A Regular Meeting of the Board of Trustees of Independent School District #361 was held Tuesday, February 19, 2019, beginning at 5:00 PM in the FHS Cafeteria.

Ted Saxton, Board Chair, called the meeting to order at 5:00 pm. Members present were: Michelle Hebner, Toni Korpi, Jennifer Windels, Roxanne Skogstad-Ditsch, Terry Murray (remote location), Mike Holden, Ted Saxton, Kevin Grover and student representative Ella Bahr-Jefferis. \*Terry Murray - VIDEO CONFERENCE FROM: 12863 Monroe St, Thorton CO 80241

Pledge of Allegiance.

**Approval of Agenda:**

Motion by Michelle Hebner then second by Toni Korpi to approve agenda as presented. Motion carried 7-0.

**Open Forum:**

1. Public Open Forum
2. Kevin Grover presented the Elk's February students of the month and January student of the month:  
    1) Morgan Hedlund (January)                      2) Ashley Guba and Ryan Todd (February)
3. Caleb Hostetter, FHS student, gave presentation of MHS teachers of the month to Lisa Auran and Karla Olson-Line.

**Consent Agenda:**

Motion by Roxanne Skogstad-Ditsch then second by Mike Holden to approve the Consent Agenda as presented. Motion carried 7-0.

1. Approve past meeting minutes for the Regular School Board Meeting on January 22, 2019, Special Budget Work Session Meetings on February 4, 2019 and February 11, 2019.
2. Approve current accounts payable due in amount of \$850,655.39.
3. Approve payroll in amount of \$380,794.37 for pay periods January 18, 2019 and February 15, 2019.
4. Second reading of School Board Policy 524 - Internet Acceptable Use and Safety Policy
5. Second reading of School Board Policy 520 - Student Survey Form
6. Second reading of School Board Policy 511 - School Fundraising
7. Second reading of School Board Policy 510 - School Activities
8. Second Reading of School Board Policy 505 - Dist. of Non-School-Sponsored Materials
9. Accept resignation effective immediately from Tammi Jones, paraprofessional on unpaid leave of absence.
10. Accept resignation of Susan Palm, School Nurse, due to retirement at the end of the 2018-2019 school year.
11. Approve hire of Sheryl Hendrickson as the Head Girls Track Coach for the 2018-2019 season.
12. Approve hire of Alicia Hendrickson as Assistant Girls Track Coach for the 2018-2019 season.
13. Approve hire of John Froemke as Head Football Coach for the 2019-2020 season.
14. Approve hire of Jared Kostiuk as Assistant Football Coach for the 2019-2020 season.
15. Approve hire of Seth Ettestad as Assistant Football Coach for the 2019-2020 season.
16. Approve hire of Paul Hjelle as Head Cross Country Coach for the 2019-2020 season.

17. Approve hire of Sheryl Hendrickson as Assistant Cross Country Coach for the 2019-2020 season.
18. Approve hire of Courtney Olson as a paraprofessional effective March 4, 2019.
19. Approve contract with Northland Counseling Center for services provided until July 30, 2019.
20. Approve contract with Kevin Gordon for summer ice time rental in Bronco Arena.
21. Approve rental request by Falls Figure Skating Club for summer ice time in Bronco Arena.
22. Accept the American Indian Parent Advisory Committee Resolution (AIPAC).
23. Approve contract with FLR Sanders, Inc to sand and finish FHS gym floor with graphics upgrade for \$27,427.78.

**Action Items:**

1. Motion by Jennifer Windels then second by Roxanne Skogstad-Ditsch to approve the Resolution Acceptance of Gifts and Donations. Voting in favor: Michelle Hebner, Mike Holden, Terry Murray, Jennifer Windels, Toni Korpi, Roxanne Skogstad-Ditsch and Ted Saxton. Voting against: None; whereas, resolution was declared adopted.
2. Motion by Mike Holden then second by Michelle Hebner to set preschool fees for 2019-2020 based on Option B – based on free/reduced guidelines increased by \$10,000 to determine eligibility to attend free or full paid. Motion carried 5-2 with members Toni Korpi and Roxanne Skogstad-Ditsch voting against.
3. Motion by Michelle Hebner then second by Roxanne Skogstad-Ditsch directing the Administration to make recommendations for reductions in programs and positions and reasons therefor. Motion carried 7-0.

**Administrative Reports:**

1. Melissa Tate, Elementary Principal: School update on enrollment, kindergarten and preschool registration upcoming.
2. Tim Everson, Secondary Principal: School update given by Kevin Grover, Superintendent. Enrollment update, PTC upcoming, senior meeting and 10<sup>th</sup> grade meetings were well attended, working on registrations for 2019-2020.
3. Kevin Grover, Superintendent: Need direction on unpaid preschool fees, provided Community Ed report, school board recognition week, career and technical education month, and ½ credit towards PE for 2 varsity sports.
  3. 1. Reminder Special School Board Budget Work Session on March 4, 2019 at 5:00 pm in FHS Library.
4. Ella Bahr-Jefferis, Student Representative: Student Council update.
5. Committee Reports.

**Adjournment:**

Motion by Michelle Hebner then second by Toni Korpi to adjourn meeting at 5:53 p.m. Motion carried 7-0.

**Approved Minutes:**

\_\_\_\_\_  
District Clerk

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Date

**MINUTES**  
**BUDGET WORK SESSION OF THE BOARD OF EDUCATION**  
**INDEPENDENT SCHOOL DISTRICT NO. 361**  
**Monday, March 4, 2019 at 5:00 p.m.**  
**Falls High School Library**

A Budget Work Session of the Board of Trustees of Independent School District #361 was held Monday, March 4, 2019, beginning at 5:00 PM in the FHS Library.

Michelle Hebner, Vice-Chair, called the meeting to order at 5:01 pm. Members present were: Michelle Hebner, Toni Korpi, Jennifer Windels, Roxanne Skogstad-Ditsch, Terry Murray, Mike Holden and Kevin Grover. Absent: Ted Saxton.

Pledge of Allegiance.

**Approval of Agenda:**

Motion by Roxanne Skogstad-Ditsch then second by Toni Korpi to approve agenda as presented. Motion carried 6-0.

**Work Session Agenda:**

1. FY2019-2020 budget work session and discussion.
  - a. Reviewed FHS class sections.
    - i. Discussed low registration in Math Topics
    - ii. Discussed high registration for Foods I & II.
  - b. Discussed fact District is moving closer to a 3 section school and concerns that may pose.
  - c. Board to give direction for reductions of \$100,000 at the March 18, 2019 School Board Meeting.
  - d. Seth Ettestad spoke to Board regarding request to add staffing to the weight room and purchasing a weight training management app; requesting a matching contribution of \$10,000 from District for year one. There is a group working to raise money towards this request.

**Adjournment:**

Motion by Mike Holden then second by Terry Murray to adjourn meeting at 6:38 pm. Motion carried 6-0.

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**Approved Minutes:**

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District Clerk

Date

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Board Chair

Date

Payables Summary  
March 18, 2019

Check No	Vendor	Check Date	Invoice Date	Invoice Description	PO Number	Amount
5285	Aussie Pouch Inc.	2/22/2019	11641	FEF for Karli Boyle	1301900079	\$ (268.73)
5824	AFSCME Council 65	2/15/2019	20190215ADAF	Payroll accrual	0	\$ 802.61
	AFSCME Council 65	2/15/2019	20190215ADAF	Payroll accrual	0	\$ 304.16
	AFSCME Council 65	2/15/2019	20190215ADAF	Payroll accrual	0	\$ 13.52
	AFSCME Council 65	2/15/2019	20190215ADAF	Payroll accrual	0	\$ 15.67
	AFSCME Council 65	2/15/2019	20190215ADAF	Payroll accrual	0	\$ 11.00
	AFSCME Council 65	2/15/2019	20190215ADAF	Payroll accrual	0	\$ 0.33
5825	AFT Local #331	2/15/2019	20190215ADDU	Payroll accrual	0	\$ 3,075.79
	AFT Local #331	2/15/2019	20190215ADDU	Payroll accrual	0	\$ 93.66
5826	Falls Education Foundation	2/15/2019	20190215ADFEF	Payroll accrual	0	\$ 25.00
5827	MN Child Support Payment Center -	2/15/2019	20190215ADCSI	Payroll accrual	0	\$ 167.51
5828	MN Child Support Payment Center -	2/15/2019	20190215ADcsp	Payroll accrual	0	\$ 315.64
5829	MN Child Support Payment Center -	2/15/2019	20190215ADCSF	Payroll accrual	0	\$ 84.17
5830	Para Local #4798	2/15/2019	20190215ADDU	Payroll accrual	0	\$ 631.44
	Para Local #4798	2/15/2019	20190215ADDU	Payroll accrual	0	\$ 15.97
5831	Range Credit Bureau, Inc.	2/15/2019	20190215ADGA	Payroll accrual	0	\$ 83.04
5832	United Way of Northeastern MN	2/15/2019	20190215ADUW	Payroll accrual	0	\$ 10.00
5833	Wyoming Child Support	2/15/2019	20190215ADcsp	Payroll accrual	0	\$ 115.38
5834	Drouillard, Darryl	2/15/2019	B BB 2/15/19	B BB OFFICIAL 2/15/19	0	\$ 120.00
5835	HAFDAHL, Jim	2/15/2019	B SWIM 2/16/19	B SWIM OFFICIAL 2/16/19	0	\$ 243.02
5836	LAWRENCE, TOM	2/15/2019	B BB 2/15/19	B BB OFFICIAL 2/15/19	0	\$ 269.33
5837	PSAT/NMSQT	2/15/2019	381901532A	PSAT Testing Fees 10/24/18	0	\$ 224.00
5838	SPOTTS, Dan	2/15/2019	B SWIM 2/16/19	B SWIM OFFICIAL 2/16/19	0	\$ 135.00
5839	YODER, KYLE	2/15/2019	B BB 2/15/19	B BB OFFICIAL 2/15/19	0	\$ 120.00
5840	Marco Technologies LLC	2/18/2019	377637079	FES; Color Copy Machine C458	1301900001	\$ 277.19
5841	MN ENERGY RESOURCES CORP	2/18/2019	20119	Arena; Natural Gas Services	8101900010	\$ 4,581.86
5842	MN POWER	2/18/2019	20819	Electricity Bill	8101900026	\$ 775.32
	MN POWER	2/18/2019	20819	Electricity Bill	8101900026	\$ 5,268.78
	MN POWER	2/18/2019	20819	Electricity Bill	8101900026	\$ 2,117.14
	MN POWER	2/18/2019	20819	Electricity Bill	8101900026	\$ 3,441.95
	MN POWER	2/18/2019	20819	Electricity Bill	8101900026	\$ 6,351.43
	MN POWER	2/18/2019	20819	Electricity Bill	8101900026	\$ 64.48
5843	TRAVELERS INSUR AGENCIES	2/18/2019	9K378920-Plow	Plow Truck Policy	0	\$ 546.00

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Check No	Vendor	Check Date	Invoice Date	Invoice Description	PO Number	Amount
5844	Further	2/19/2019	38929045	Medical FSA: 02/08/2019 - 2/15/2019		0 \$ 769.95
5845	JULIAN, BERTOGLIAT	2/19/2019	B HOCKEY P-O 2	B HOCKEY PLAY-OFF TICKETS SALES 2/16/19		0 \$ 2,270.00
5846	KARICH, Brian	2/19/2019	B BB 2/19/19	B BB OFFICIAL 2/19/19		0 \$ 120.00
5847	Parenteau, Jordon	2/19/2019	B BB 2/19/19	B BB OFFICIAL 2/19/19		0 \$ 120.00
5848	Parenteau, Mark	2/19/2019	B BB 2/19/19	B BB OFFICIAL 2/19/19		0 \$ 230.74
5849	RAINY RIVER COMMUNITY COLLEGE	2/22/2019	CNA Background	CNA Students Background Checks (Pd by the students)		0 \$ 100.00
5850	US FOODSERVICE	2/25/2019	4874854	FES; Food for Meal Service		0 \$ 177.63
	US FOODSERVICE	2/25/2019	4948942	FES; Food for Meal Service		0 \$ 1,600.45
	US FOODSERVICE	2/25/2019	5003090	FES; Food for Meal Service		0 \$ 1,435.93
	US FOODSERVICE	2/25/2019	5071833	FES; Food for Meal Service		0 \$ 569.02
	US FOODSERVICE	2/25/2019	5071836	FES; Food for Meal Service		0 \$ 256.44
	US FOODSERVICE	2/25/2019	5132822	FES; Food for Meal Service		0 \$ 1,451.47
	US FOODSERVICE	2/25/2019	5223983	FES; Food for Meal Service		0 \$ 1,185.02
	US FOODSERVICE	2/25/2019	5263364	FES; Food for Meal Service		0 \$ 1,068.28
	US FOODSERVICE	2/25/2019	5332855	FES; Food for Meal Service		0 \$ 643.85
5850	US FOODSERVICE	2/25/2019	5391075	FES; Food for Meal Service		0 \$ 1,620.25
	US FOODSERVICE	2/25/2019	4874827	FES; Milk for Meal Service		0 \$ 287.37
	US FOODSERVICE	2/25/2019	4948929	FES; Milk for Meal Service		0 \$ 383.28
	US FOODSERVICE	2/25/2019	5971406	FES; Milk for Meal Service		0 \$ (83.09)
	US FOODSERVICE	2/25/2019	5971376	FHS; Milk for Meal Service		0 \$ (9.55)
	US FOODSERVICE	2/25/2019	4948944	FHS; Food for Meal Service		0 \$ 73.37
	US FOODSERVICE	2/25/2019	5224000	FHS; Food for Meal Service		0 \$ 121.22
	US FOODSERVICE	2/25/2019	5332858	FHS; Food for Meal Service		0 \$ 73.37
	US FOODSERVICE	2/25/2019	4948943	FHS; Food for Meal Service		0 \$ 95.70
	US FOODSERVICE	2/25/2019	5223999	FHS; Food for Meal Service		0 \$ 92.51
	US FOODSERVICE	2/25/2019	5332857	FHS; Food for Meal Service		0 \$ 109.10
	US FOODSERVICE	2/25/2019	4810338	FHS; Food for Meal Service		0 \$ 15.88
	US FOODSERVICE	2/25/2019	4948922	FHS; Food for Meal Service		0 \$ 2,721.72
	US FOODSERVICE	2/25/2019	5003067	FHS; Food for Meal Service		0 \$ 1,157.78
	US FOODSERVICE	2/25/2019	5071818	FHS; Food for Meal Service		0 \$ 1,825.40

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Check No	Vendor	Check Date	Invoice Date	Invoice Description	PO Number	Amount
	US FOODSERVICE	2/25/2019	5132800	FHS; Food for Meal Service	0	\$ 1,027.63
	US FOODSERVICE	2/25/2019	5223976	FHS; Food for Meal Service	0	\$ 2,007.54
	US FOODSERVICE	2/25/2019	5263354	FHS; Food for Meal Service	0	\$ 1,172.55
	US FOODSERVICE	2/25/2019	5332838	FHS; Food for Meal Service	0	\$ 1,668.47
	US FOODSERVICE	2/25/2019	5353195	FHS; Food for Meal Service	0	\$ 14.37
5851	Annie's Frozen Yogurt	2/25/2019	23083	Frozen Yogurt	7701900005	\$ 100.00
	Annie's Frozen Yogurt	2/25/2019	23117	Frozen Yogurt	7701900005	\$ 100.00
5852	ARNOLD APPLIANCE REPAIR	2/25/2019	21219	Service Washer & Dryer	0	\$ 140.00
5853	AUTO-JET MUFFLER CORP	2/25/2019	435143	Bus Parts	0	\$ 103.82
5854	CDW Government	2/25/2019	QRF9511	New UPS	6051900059	\$ 6,726.65
5855	COCA-COLA BOTTLING CO	2/25/2019	570904	FHS; Ala Carte Beverages	0	\$ 190.85
	COCA-COLA BOTTLING CO	2/25/2019	570844	FHS; Ala Carte Beverages	0	\$ 278.55
	COCA-COLA BOTTLING CO	2/25/2019	864410	PBIS; Bottles of Water	0	\$ 4.00
	COCA-COLA BOTTLING CO	2/25/2019	570791	PBIS; Bottles of Water	0	\$ 8.00
	COCA-COLA BOTTLING CO	2/25/2019	570937	FHS; Ala Carte Beverages	0	\$ 435.80
	COCA-COLA BOTTLING CO	2/25/2019	570981	FHS; Ala Carte Beverages	0	\$ 123.15
5856	CONTINENTAL CLAY COMPANY	2/25/2019	131825	ART ROOM SUPPLIES	2121900003	\$ 1,322.38
5857	EARTHGRAINS BAKING CO INC	2/25/2019	52526220240	FHS; Bread for Meal Service	0	\$ 67.47
	EARTHGRAINS BAKING CO INC	2/25/2019	52526220204	FHS; Bread for Meal Service	0	\$ 23.40
	EARTHGRAINS BAKING CO INC	2/25/2019	52526220358	FHS; Bread for Meal Service	0	\$ 47.97
	EARTHGRAINS BAKING CO INC	2/25/2019	52526220296	FHS; Bread for Meal Service	0	\$ 121.94
	EARTHGRAINS BAKING CO INC	2/25/2019	52526220294	FES; Bread for Meal Service	0	\$ 110.50
	EARTHGRAINS BAKING CO INC	2/25/2019	52526220356	FES; Bread for Meal Service	0	\$ 67.35
	EARTHGRAINS BAKING CO INC	2/25/2019	52526220238	FES; Bread for Meal Service	0	\$ 88.80
5858	ED KAUN & SONS LTD	2/25/2019	C39545	Zamboni Blade Sharpening	0	\$ 90.40
5859	EHLERS & ASSC, INC	2/25/2019	79545	2019 Continuing Disclosure Reporting	0	\$ 750.00
5860	GUSTAFSON JENNIFER D	2/25/2019	1009	PALS food for party	5001900046	\$ 999.38
5861	HAWKINS INC	2/25/2019	4442112	Pool Chemicals	8101900006	\$ 1,292.85
5862	HEINEMANN	2/25/2019	7036092	Blue LLI Take Home Books #978-0-325-02109-6	1301900144	\$ 594.00
5863	INDUSTRIAL LUBRICANT COMPANY	2/25/2019	M17612-IN	Oil and Filters	7601900013	\$ 545.30
	INDUSTRIAL LUBRICANT COMPANY	2/25/2019	M17911-IN	Oil and Filters	7601900013	\$ 102.30

Payables Summary  
March 18, 2019

Check No	Vendor	Check Date	Invoice Date	Invoice Description	PO Number	Amount
5864	INTERQUEST DETECTION CANINES	2/25/2019	114nm-Jan19	Canine Detection Services	3001900045	\$ 315.00
5865	INTL FALLS AMBULANCE SERVICE	2/25/2019	012819F	EMT's for Football Games	0	\$ 131.75
5866	KANTOR ELECTRIC INC	2/25/2019	14996	Repaired Parking Lot Light	8101900041	\$ 344.63
	KANTOR ELECTRIC INC	2/25/2019	14979	FHS; Lamp Bulbs	0	\$ 91.31
	KANTOR ELECTRIC INC	2/25/2019	14972	Reco New UPS	0	\$ 510.62
	KANTOR ELECTRIC INC	2/25/2019	15006	12 Volt Batteries	0	\$ 48.84
5867	LVC Companies Inc	2/25/2019	4146	Fire Extg	0	\$ 225.00
5868	Marco Technologies LLC	2/25/2019	INV6022479	FES; Canon 2583B	1301900001	\$ 144.89
	Marco Technologies LLC	2/25/2019	INV6022478	Bus Office Copy Per Copy	1101900001	\$ 29.39
	Marco Technologies LLC	2/25/2019	INV6022477	Guid Office Cost per Copy	7101900000	\$ 36.70
	Marco Technologies LLC	2/25/2019	6042301	3 Laserjet Printers	6051900068	\$ 598.92
	Marco Technologies LLC	2/25/2019	6042301	3 Laserjet Printers	6051900068	\$ 1,490.08
5869	MEDTOX LABORATORIES	2/25/2019	22019665124	Employee Drug Testing	0	\$ 132.64
5870	MIDCONTINENT COMMUNICATIONS	2/25/2019	20919	Bus Garage Internet	7601900003	\$ 85.00
5871	NORTH CENTRAL TRUCK EQUIPMENT	2/25/2019	258109	Transpor; Glass Kit	0	\$ 36.47
5872	PERMA BOUND	2/25/2019	1806348-02	FEF DONATION	3001900041	\$ 17.84
	PERMA BOUND	2/25/2019	1799680-02	FEF for Angel Boe	1301900063	\$ 17.84
5873	Raymond Geddes	2/25/2019	703587	PBIS Store	1301900130	\$ 62.50
5874	SANDSTROM'S INC	2/25/2019	241603	FHS; Milk for Meal Service	0	\$ 208.95
	SANDSTROM'S INC	2/25/2019	242690	FHS; Milk for Meal Service	0	\$ 244.95
	SANDSTROM'S INC	2/25/2019	242689	FES; Milk for Meal Service	0	\$ 598.95
	SANDSTROM'S INC	2/25/2019	240745	FHS; Milk for Meal Service	0	\$ 235.45
	SANDSTROM'S INC	2/25/2019	243556	FES; Milk for Meal Service	0	\$ 635.95
	SANDSTROM'S INC	2/25/2019	243619	FHS; Milk for Meal Service	0	\$ 317.95
5875	Small Town Tech Inc.	2/25/2019	6494	FHS; Smoke Sensors	0	\$ 250.09
	Small Town Tech Inc.	2/25/2019	6430	Tech Supplies	0	\$ 252.00
5876	UPPER LAKES FOODS	2/25/2019	425805	PBIS Awards	0	\$ 141.56
	UPPER LAKES FOODS	2/25/2019	424897	FHS; Food for Meal Service	0	\$ 1,096.01
5877	VARITRONICS	2/25/2019	101494	Supplies	6051900069	\$ 99.95
5878	Aussie Pouch Inc.	2/25/2019	11641	FEF for Karli Boyle	1301900079	\$ 268.73
5879	Further	2/25/2019	38939158	Medical FSA: 02/18/2019 - 2/25/2019	0	\$ 746.65
5880	DELTA DENTAL	2/25/2019	7563423	Dental Insurance - March 2019	0	\$ 1,792.36

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	DELTA DENTAL	2/25/2019	7563423	Dental Insurance - March 2019	0	\$ 4,659.72
	DELTA DENTAL	2/25/2019	7563423	Dental Insurance - March 2019	0	\$ 88.98
	DELTA DENTAL	2/25/2019	7563423	Dental Insurance - March 2019	0	\$ 88.98
5881	Madison National Life	2/25/2019	1333308	LTD Insurance - March 2019	0	\$ 153.45
5882	Madison National Life	2/25/2019	1333307	Life Insurance - March 2019	0	\$ 39.00
	Madison National Life	2/25/2019	1333307	Life Insurance - March 2019	0	\$ 1,561.30
5883	Inland Leasing	2/26/2019	58929714	Beverage Machine Rental	1101900003	\$ 214.53
	Inland Leasing	2/26/2019	58929191	Snack Machine rental	1101900003	\$ 182.13
5884	Marco Technologies LLC	2/26/2019	375142467	FES; Color Copier and FHS; Mailroom Copier	3001900013	\$ 1,390.28
	Marco Technologies LLC	2/26/2019	375142467	FES; Color Copier and FHS; Mailroom Copier	3001900013	\$ 844.87
5885	MN ENERGY RESOURCES CORP	2/26/2019	21119	Stadium; Natural Gas Services	8101900010	\$ 20.52
	MN ENERGY RESOURCES CORP	2/26/2019	22019	Garage; Natural Gas Services	8101900010	\$ 2,010.11
5886	Olson, Eric	2/26/2019	1819	Volunteer Coach (Pd by Kerry Park Hockey Tourney)	0	\$ 3,500.00
5887	UNITED TRUCK BODY	2/26/2019	534812	Garage; Bus Parts	7601900015	\$ 532.00
5888	VOYAGEUR CHARTER COACH	2/26/2019	2762	Charter for Girls Hockey Game	0	\$ 1,328.44
5889	Clement, David Brian	2/26/2019	B BB 2/26/19	Boys Basketball vs. South Ridge Referee JV & V	0	\$ 120.00
5890	GLUMACK, BABE	2/26/2019	B BB 2/26/19	Boys Basketball vs. South Ridge Referee JV & V	0	\$ 230.74
5891	Parenteau, Jordon	2/26/2019	B BB 2/26/19	Boys Basketball vs. South Ridge Referee JV & V	0	\$ 120.00
5892	AFT Local #331	3/1/2019	20190301	ADDU Payroll accrual	0	\$ 3,075.79
	AFT Local #331	3/1/2019	20190301	ADDU Payroll accrual	0	\$ 93.66
5893	Falls Education Foundation	3/1/2019	20190301	ADFEF Payroll accrual	0	\$ 25.00
5894	MN Child Support Payment Center -	3/1/2019	20190301	ADCSl Payroll accrual	0	\$ 167.51
5895	MN Child Support Payment Center -	3/1/2019	20190301	ADcsp Payroll accrual	0	\$ 315.64
5896	MN Child Support Payment Center -	3/1/2019	20190301	ADCSf Payroll accrual	0	\$ 84.17
5897	Para Local #4798	3/1/2019	20190301	ADDU Payroll accrual	0	\$ 631.44
	Para Local #4798	3/1/2019	20190301	ADDU Payroll accrual	0	\$ 15.97
5898	Range Credit Bureau, Inc.	3/1/2019	20190301	ADGA Payroll accrual	0	\$ 159.17

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5899	United Way of Northeastern MN	3/1/2019	20190301ADUW	Payroll accrual		0 \$ 10.00
5900	Wyoming Child Support	3/1/2019	20190301ADcsp	Payroll accrual		0 \$ 115.38
5901	Boundary Waters Choral Festival	2/28/2019	MUSIC 2/28/19	REGISTRATION FEE		0 \$ 306.00
5902	MN TRUE TEAM TRACK & FIELD	2/28/2019	TRACK 5/7/19	TRACK SECTION 8A ENTRY FEE		0 \$ 130.00
5903	MSHSL	2/28/2019	MUSIC 3/4/19	MUSIC CONTEST ENTRY FEE		0 \$ 180.00
				3/4/2019		
5904	MSHSL	3/1/2019	PO 2581900011	Entry fees for Section 7A Music Contest		0 \$ 405.00
5905	Further	3/4/2019	38944920	Medical FSA: 02/22/2019 - 03/04/2019 Dep Care FSA:		0 \$ 1,682.51
				3/4/2019		
5906	NCPERS Group Life Ins.	3/4/2019	1.64913E+11	PERA Life Insurance - March 2019		0 \$ 144.00
5907	MN PEIP	3/7/2019	833660	Medical Insurance - April 2019		0 \$ 10,942.92
	MN PEIP	3/7/2019	833660	Medical Insurance - April 2019		0 \$ 97,033.18
5908	BSN SPORTS	3/11/2019	300274933	Football Jaw Pads		0 \$ 400.61
	BSN SPORTS	3/11/2019	300274933	Football Jaw Pads		0 \$ 262.16
	BSN SPORTS	3/11/2019	904522063	SOFTBALL JERSEYS/PANTS	2921900046	\$ 924.91
5909	COMMERICAL REFRIGERATION INC	3/11/2019	21819	Arena; Repair of Chiller & Condensor		0 \$ 21,948.57
5910	FRONTIER	3/11/2019	21619	Monthly Telephone Service	8101900007	\$ 34.42
	FRONTIER	3/11/2019	21619	Monthly Telephone Service	8101900007	\$ 842.33
	FRONTIER	3/11/2019	21619	Monthly Telephone Service	8101900007	\$ 11.75
5911	Fun Express, LLC	3/11/2019	694875874-01	Dr. Suess Week	1301900158	\$ 283.25
5912	HILLSHIRE BRANDS CO	3/11/2019	4004440258	Commodity Meat Processing		0 \$ 219.47
5913	Innersync Studio LLC	3/11/2019	17200	Campus Suite Web Host		0 \$ 2,865.60
5914	Max-Ability	3/11/2019	11191	HI-LO CHANGING TABLE	3001900111	\$ 2,745.00
5915	MIDCONTINENT COMMUNICATIONS	3/11/2019	22719	ALC Phone & Data	3001900010	\$ 166.96
5916	NELSON-RUDIE INC	3/11/2019	41782	Arena HVAC Upgrades		0 \$ 17,137.50
	NELSON-RUDIE INC	3/11/2019	41783	Arena; HVAC Upgrades (Reimbursables)		0 \$ 789.74

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5917	Northern Office Outfitters	3/11/2019	7017	WEE; Toner	0	\$ 225.00
5918	Northfield Machinery Builders, Inc.	3/11/2019	12094	Wood Cutting Blades-Mr. McDonald	2551900029	\$ 345.40
5919	ORIENTAL TRADING COMPANY INC	3/11/2019	69485908-02	Nicci Wood - Mr. Pete Grant	1301900155	\$ 226.60
5920	SCHOOL SPECIALTY	3/11/2019	3.08103E+11	for LR - resource room	3001900108	\$ 1,979.46
5921	VERNIER	3/11/2019	5324929	Wind Energy/Elect download	2601900005	\$ 20.00
5922	WATER DEPT	3/11/2019	22019	Water Usage	8101900009	\$ 1,511.94
	WATER DEPT	3/11/2019	22019	Water Usage	8101900009	\$ 2,110.26
	WATER DEPT	3/11/2019	22019	Water Usage	8101900009	\$ 2,331.86
	WATER DEPT	3/11/2019	22019	Water Usage	8101900009	\$ 50.55
5923	Cutrer, Heidi	3/9/2019	Lunch Acct Refu	Justin's lunch acct refund	0	\$ 41.15
5924	Hiebert, Cyndi	3/9/2019	1001	vendor refund	0	\$ 25.00
5925	JOSTENS INC	3/9/2019	3/5/2019	2019 YEARBOOK PAYMENT/CHARLIE ANDERSON	0	\$ 1,316.00
5926	Further	3/11/2019	38954972	Medical FSA: 03/05/2019 - 3/8/2019	0	\$ 3,763.83
5927	Further	3/11/2019	1334478	Participant Fees - March 2019	0	\$ 270.90
5928	ARROWHEAD LIBRARY SYSTEM	3/19/2019	7112	Library Catalog System	6201900000	\$ 625.00
5929	BORDERBOXES	3/19/2019	22219	Shipping	0	\$ 27.50
5930	CONTINENTAL CLAY COMPANY	3/19/2019	132664	FHS; ART ROOM SUPPLIES	2121900003	\$ 21.83
5931	DUNLAP INDUSTRIES	3/19/2019	16413	Floor Covering	0	\$ 3,036.40
5932	Educational Biometric Technology	3/19/2019	1993	12 Months Finger Scan Support	0	\$ 360.00
5933	EVOLVE U FITNESS & WELLNESS LLC	3/19/2019	50146322	AWD Pals Fitness Classes	5001900008	\$ 50.00
5934	Falls Advanced Chiropractic Center	3/19/2019	RH	DOT Physical (R.H)	0	\$ 90.00
	Falls Advanced Chiropractic Center	3/19/2019	TF	DOT Physical (T.F)	0	\$ 90.00
5935	Filtration Systems Inc	3/19/2019	90238	Metal shop Filters	8101900115	\$ 120.62
5936	FLEETPRIDE TRUCK & TRAILER PARTS	3/19/2019	21787391	Garage; U-Joint Balance	0	\$ 270.00
	FLEETPRIDE TRUCK & TRAILER PARTS	3/19/2019	21787391	Garage; U-Joint Balance	0	\$ 443.94
5937	FRIENDS GARBAGE SERVICE, LLC	3/19/2019	9141103	Garbage Pickups	8101900016	\$ 1,703.52
5938	GOMAN, PETER JEROME	3/19/2019	19012	Defensive Driver Instructor	0	\$ 1,063.00
5939	GUSTAFSON JENNIFER D	3/19/2019	1006	PALS Event Catering	0	\$ 2,185.00
5940	INTERQUEST DETECTION CANINES	3/19/2019	114nmFeb2019	Canine Detection Services	3001900045	\$ 315.00
5941	KEEP ENTERPRISES INC	3/19/2019	25474	Tire Mount	0	\$ 32.00

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5942	KGHS-AM	3/19/2019	22819	School Matters	101900000	\$ 198.00
5943	Learning Sciences International	3/19/2019	SIN024908	Taxonomy Ref Guide	0	\$ 393.80
	Learning Sciences International	3/19/2019	SIN024964	Rigorwalk	0	\$ 15,750.00
5944	Lucachick Architecture INC	3/19/2019	LAI3717	Arena Services	0	\$ 750.00
5945	MN ENERGY RESOURCES CORP	3/19/2019	30419	Natural Gas Services	8101900010	\$ 4,620.35
	MN ENERGY RESOURCES CORP	3/19/2019	30419	Natural Gas Services	8101900010	\$ 5,163.91
	MN ENERGY RESOURCES CORP	3/19/2019	30419	Natural Gas Services	8101900010	\$ 6,541.66
	MN ENERGY RESOURCES CORP	3/19/2019	30419	Natural Gas Services	8101900010	\$ 2,180.55
5946	MN POWER	3/19/2019	8.53265E+11	2019 Pole Attachments	0	\$ 99.00
5947	NAPA FALLS SUPPLY	3/19/2019	812130	Dump Truck Dextron	0	\$ 35.88
5948	NORTH CENTRAL TRUCK EQUIPMENT	3/19/2019	22819	Freight	0	\$ 16.15
5949	NORTH STAR PUBLISHING	3/19/2019	41257	KAPE Winter Sports Week	0	\$ 135.00
5950	PEARSON CLINICAL ASSESSMENT	3/19/2019	12004090	Special Ed for Nancy Anderson	1301900166	\$ 110.00
	PEARSON CLINICAL ASSESSMENT	3/19/2019	12006672	Special Ed for G Christianson	1301900165	\$ 110.35
5951	PEPPER JW & SON INC	3/19/2019	11E43697	Spring concert music for band	2581900010	\$ 224.99
5952	RAINY LAKE MEDICAL CENTER	3/19/2019	3343	PT/OT Therapies Services	3001900024	\$ 11,361.84
5953	ROCHESTER TELECOM SYSTEMS INC	3/19/2019	22219	Long Distance Phone Calls	8101900013	\$ 46.50
	ROCHESTER TELECOM SYSTEMS INC	3/19/2019	22219	Long Distance Phone Calls	8101900013	\$ 46.50
5954	THE JOURNAL	3/19/2019	22819	Advertising Local Newspaper	1101900009	\$ 542.19
	THE JOURNAL	3/19/2019	022819CE	Comm Ed; Ad in newspaper	5001900050	\$ 492.00
5955	TIMBERPINS	3/19/2019	991760	BOWLING 111 STUDENTS	3001900116	\$ 222.00
5956	UP NORTH BUILDERS INC	3/19/2019	4584	Lane line and wheel chair lift installation	8101900090	\$ 1,086.00
5957	VOYAGEURS COMMUNICATIONS CORP	3/19/2019	9007	2 way Radios	8101900103	\$ 7,653.00
	VOYAGEURS COMMUNICATIONS CORP	3/19/2019	9032	2 way Radios	8101900103	\$ 474.00
181900088	Adee, Kelli	3/19/2019	22819	Mileage Reimbursement to Bus Garage	0	\$ 13.50
181900089	Grover, Kevin	3/19/2019	21419	Cell Phone Reimbursement	0	\$ 450.00
	Grover, Kevin	3/19/2019	21219	Mileage Reimbursement to NESC	0	\$ 84.15
	Grover, Kevin	3/19/2019	30819	Mileage & Meals Reimbursement	0	\$ 297.42
181900090	Holden, Dana	3/19/2019	21219	Mileage Reimbursement for Wrestling Match	0	\$ 136.30
181900091	Tate, Melissa	3/19/2019	20819	Mileage Reimbursement to MSP	0	\$ 264.88

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181900092	Thoresen, Shawna	3/19/2019	22819	Mileage Reimbursement b/t FES & FHS	0	\$ 4.05
181900093	Wilson, June	3/19/2019	22819	Mileage Reimbursement to Bus Garage	0	\$ 16.20
201800880	Educator Benefit Consultants, LLC	2/15/2019	20190215ADTS/	Payroll accrual	0	\$ 173.08
	Educator Benefit Consultants, LLC	2/15/2019	20190215ADTS/	Payroll accrual	0	\$ 176.94
	Educator Benefit Consultants, LLC	2/15/2019	20190215ADTS/	Payroll accrual	0	\$ 1,126.95
	Educator Benefit Consultants, LLC	2/15/2019	20190215ADTS/	Payroll accrual	0	\$ 2,473.80
	Educator Benefit Consultants, LLC	2/15/2019	20190215ADTS/	Payroll accrual	0	\$ 50.66
	Educator Benefit Consultants, LLC	2/15/2019	20190215ADTS/	Payroll accrual	0	\$ 2,458.14
	Educator Benefit Consultants, LLC	2/15/2019	20190215ADTS/	Payroll accrual	0	\$ 430.78
	Educator Benefit Consultants, LLC	2/15/2019	20190215ADTS/	Payroll accrual	0	\$ 246.16
	Educator Benefit Consultants, LLC	2/15/2019	20190215ADTS/	Payroll accrual	0	\$ 228.99
	Educator Benefit Consultants, LLC	2/15/2019	20190215ADTS/	Payroll accrual	0	\$ 250.00
	Educator Benefit Consultants, LLC	2/15/2019	20190215ADTS/	Payroll accrual	0	\$ 3,591.59
	Educator Benefit Consultants, LLC	2/15/2019	20190215ADTS/	Payroll accrual	0	\$ 46.16
	Educator Benefit Consultants, LLC	2/15/2019	20190215AFTSA	Payroll accrual	0	\$ 176.94
	Educator Benefit Consultants, LLC	2/15/2019	20190215AFTSA	Payroll accrual	0	\$ 353.75
	Educator Benefit Consultants, LLC	2/15/2019	20190215AFTSE	Payroll accrual	0	\$ 1,466.59
	Educator Benefit Consultants, LLC	2/15/2019	20190215AFTSE	Payroll accrual	0	\$ 46.16
	Educator Benefit Consultants, LLC	2/15/2019	20190215AFTSF	Payroll accrual	0	\$ 698.98
	Educator Benefit Consultants, LLC	2/15/2019	20190215AFTSC	Payroll accrual	0	\$ 111.55
	Educator Benefit Consultants, LLC	2/15/2019	20190215AFTSN	Payroll accrual	0	\$ 213.20
	Educator Benefit Consultants, LLC	2/15/2019	20190215AFTSS	Payroll accrual	0	\$ 46.16
201800880	Educator Benefit Consultants, LLC	2/15/2019	20190215AFTSV	Payroll accrual	0	\$ 1,445.93
	Educator Benefit Consultants, LLC	2/15/2019	20190215AFTSV	Payroll accrual	0	\$ 46.16
201800881	ING	2/15/2019	20190215ADG-/	Payroll accrual	0	\$ 8.71
	ING	2/15/2019	20190215ADG-/	Payroll accrual	0	\$ 22.87
	ING	2/15/2019	20190215AFDEF	Payroll accrual	0	\$ 8.71
	ING	2/15/2019	20190215AFDEF	Payroll accrual	0	\$ 22.87
	ING	2/15/2019	20190215AFHC/	Payroll accrual	0	\$ 2,901.93
	ING	2/15/2019	20190215AFHC/	Payroll accrual	0	\$ 6.92
201800882	Internal Revenue Service	2/15/2019	20190215ADFIC	Payroll accrual	0	\$ 15,991.06

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	Internal Revenue Service	2/15/2019	20190215ADFIC	Payroll accrual	0	\$ 558.86
	Internal Revenue Service	2/15/2019	20190215ADFIC	Payroll accrual	0	\$ 585.13
	Internal Revenue Service	2/15/2019	20190215ADFT/	Payroll accrual	0	\$ 345.00
	Internal Revenue Service	2/15/2019	20190215ADFT/	Payroll accrual	0	\$ 10.00
	Internal Revenue Service	2/15/2019	20190215ADFTf	Payroll accrual	0	\$ 200.04
	Internal Revenue Service	2/15/2019	20190215ADFT>	Payroll accrual	0	\$ 20,205.08
	Internal Revenue Service	2/15/2019	20190215ADFT>	Payroll accrual	0	\$ 592.34
	Internal Revenue Service	2/15/2019	20190215ADFT>	Payroll accrual	0	\$ 386.95
	Internal Revenue Service	2/15/2019	20190215ADME	Payroll accrual	0	\$ 3,739.88
	Internal Revenue Service	2/15/2019	20190215ADME	Payroll accrual	0	\$ 130.73
	Internal Revenue Service	2/15/2019	20190215ADME	Payroll accrual	0	\$ 136.84
	Internal Revenue Service	2/15/2019	20190215AFFIC/	Payroll accrual	0	\$ 15,991.06
	Internal Revenue Service	2/15/2019	20190215AFFIC/	Payroll accrual	0	\$ 558.86
	Internal Revenue Service	2/15/2019	20190215AFFIC/	Payroll accrual	0	\$ 585.13
	Internal Revenue Service	2/15/2019	20190215AFMD	Payroll accrual	0	\$ 3,739.88
	Internal Revenue Service	2/15/2019	20190215AFMD	Payroll accrual	0	\$ 130.73
	Internal Revenue Service	2/15/2019	20190215AFMD	Payroll accrual	0	\$ 136.84
201800883	MINNESOTA REVENUE	2/15/2019	20190215ADSIT	Payroll accrual	0	\$ 90.00
	MINNESOTA REVENUE	2/15/2019	20190215ADSIT	Payroll accrual	0	\$ 5.00
	MINNESOTA REVENUE	2/15/2019	20190215ADSIT	Payroll accrual	0	\$ 20.00
	MINNESOTA REVENUE	2/15/2019	20190215ADSIT	Payroll accrual	0	\$ 10,268.08
	MINNESOTA REVENUE	2/15/2019	20190215ADSIT	Payroll accrual	0	\$ 315.35
	MINNESOTA REVENUE	2/15/2019	20190215ADSIT	Payroll accrual	0	\$ 244.90
	MINNESOTA REVENUE	2/15/2019	20190215ADSIT	Payroll accrual	0	\$ 176.35
201800884	MN Teachers Retirement Association	2/15/2019	20190215ADTR/	Payroll accrual	0	\$ 13,251.02
	MN Teachers Retirement Association	2/15/2019	20190215ADTR/	Payroll accrual	0	\$ 509.63
201800884	MN Teachers Retirement Association	2/15/2019	20190215ADTR/	Payroll accrual	0	\$ 69.23
	MN Teachers Retirement Association	2/15/2019	20190215AFTR^	Payroll accrual	0	\$ 13,622.12
	MN Teachers Retirement Association	2/15/2019	20190215AFTR^	Payroll accrual	0	\$ 523.90
	MN Teachers Retirement Association	2/15/2019	20190215AFTR^	Payroll accrual	0	\$ 71.16
201800885	Public Employees Retirement Association	2/15/2019	20190215ADPEf	Payroll accrual	0	\$ 5,501.42
	Public Employees Retirement Association	2/15/2019	20190215ADPEf	Payroll accrual	0	\$ 143.73
	Public Employees Retirement Association	2/15/2019	20190215ADPEf	Payroll accrual	0	\$ 542.42

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	Public Employees Retirement Association	2/15/2019	20190215AFPER	Payroll accrual	0	\$ 6,347.75
	Public Employees Retirement Association	2/15/2019	20190215AFPER	Payroll accrual	0	\$ 165.85
	Public Employees Retirement Association	2/15/2019	20190215AFPER	Payroll accrual	0	\$ 625.90
201800886	Public Employees Retirement-DCP	2/15/2019	20190215ADDC	Payroll accrual	0	\$ 23.95
	Public Employees Retirement-DCP	2/15/2019	20190215AFDCf	Payroll accrual	0	\$ 23.95
201800922	Educator Benefit Consultants, LLC	3/1/2019	20190301ADTS/	Payroll accrual	0	\$ 173.08
	Educator Benefit Consultants, LLC	3/1/2019	20190301ADTS/	Payroll accrual	0	\$ 176.94
	Educator Benefit Consultants, LLC	3/1/2019	20190301ADTS/	Payroll accrual	0	\$ 1,301.95
	Educator Benefit Consultants, LLC	3/1/2019	20190301ADTSf	Payroll accrual	0	\$ 2,473.80
	Educator Benefit Consultants, LLC	3/1/2019	20190301ADTSf	Payroll accrual	0	\$ 50.66
	Educator Benefit Consultants, LLC	3/1/2019	20190301ADTSf	Payroll accrual	0	\$ 2,458.14
	Educator Benefit Consultants, LLC	3/1/2019	20190301ADTS\	Payroll accrual	0	\$ 430.78
	Educator Benefit Consultants, LLC	3/1/2019	20190301ADTS\	Payroll accrual	0	\$ 246.16
	Educator Benefit Consultants, LLC	3/1/2019	20190301ADTS\	Payroll accrual	0	\$ 228.99
	Educator Benefit Consultants, LLC	3/1/2019	20190301ADTS\	Payroll accrual	0	\$ 250.00
	Educator Benefit Consultants, LLC	3/1/2019	20190301ADTS\	Payroll accrual	0	\$ 3,591.59
	Educator Benefit Consultants, LLC	3/1/2019	20190301ADTS\	Payroll accrual	0	\$ 46.16
	Educator Benefit Consultants, LLC	3/1/2019	20190301AFTSA	Payroll accrual	0	\$ 176.94
	Educator Benefit Consultants, LLC	3/1/2019	20190301AFTSA	Payroll accrual	0	\$ 353.75
	Educator Benefit Consultants, LLC	3/1/2019	20190301AFTSE	Payroll accrual	0	\$ 1,466.59
	Educator Benefit Consultants, LLC	3/1/2019	20190301AFTSE	Payroll accrual	0	\$ 46.16
	Educator Benefit Consultants, LLC	3/1/2019	20190301AFTSF	Payroll accrual	0	\$ 698.98
	Educator Benefit Consultants, LLC	3/1/2019	20190301AFTSC	Payroll accrual	0	\$ 111.55
	Educator Benefit Consultants, LLC	3/1/2019	20190301AFTSN	Payroll accrual	0	\$ 213.20
	Educator Benefit Consultants, LLC	3/1/2019	20190301AFTSS	Payroll accrual	0	\$ 46.16
	Educator Benefit Consultants, LLC	3/1/2019	20190301AFTSV	Payroll accrual	0	\$ 1,445.93
	Educator Benefit Consultants, LLC	3/1/2019	20190301AFTSV	Payroll accrual	0	\$ 46.16
201800923	ING	3/1/2019	20190301ADG-/	Payroll accrual	0	\$ 8.71
201800923	ING	3/1/2019	20190301ADG-/	Payroll accrual	0	\$ 22.87
	ING	3/1/2019	20190301AFDEF	Payroll accrual	0	\$ 8.71
	ING	3/1/2019	20190301AFDEF	Payroll accrual	0	\$ 22.87
	ING	3/1/2019	20190301AFHC\	Payroll accrual	0	\$ 2,901.93
	ING	3/1/2019	20190301AFHC\	Payroll accrual	0	\$ 6.92

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Check No	Vendor	Check Date	Invoice Date	Invoice Description	PO Number	Amount
201800924	Internal Revenue Service	3/1/2019	20190301	ADFC Payroll accrual	0	\$ 18,991.01
	Internal Revenue Service	3/1/2019	20190301	ADFC Payroll accrual	0	\$ 589.80
	Internal Revenue Service	3/1/2019	20190301	ADFC Payroll accrual	0	\$ 777.30
	Internal Revenue Service	3/1/2019	20190301	ADFT Payroll accrual	0	\$ 325.00
	Internal Revenue Service	3/1/2019	20190301	ADFT Payroll accrual	0	\$ 10.00
	Internal Revenue Service	3/1/2019	20190301	ADFT Payroll accrual	0	\$ 305.44
	Internal Revenue Service	3/1/2019	20190301	ADFT Payroll accrual	0	\$ 23,022.81
	Internal Revenue Service	3/1/2019	20190301	ADFT Payroll accrual	0	\$ 624.26
	Internal Revenue Service	3/1/2019	20190301	ADFT Payroll accrual	0	\$ 661.39
	Internal Revenue Service	3/1/2019	20190301	ADMC Payroll accrual	0	\$ 4,441.49
	Internal Revenue Service	3/1/2019	20190301	ADMC Payroll accrual	0	\$ 137.94
	Internal Revenue Service	3/1/2019	20190301	ADMC Payroll accrual	0	\$ 181.79
	Internal Revenue Service	3/1/2019	20190301	AFFC Payroll accrual	0	\$ 18,991.01
	Internal Revenue Service	3/1/2019	20190301	AFFC Payroll accrual	0	\$ 589.80
	Internal Revenue Service	3/1/2019	20190301	AFFC Payroll accrual	0	\$ 777.30
	Internal Revenue Service	3/1/2019	20190301	AFMD Payroll accrual	0	\$ 4,441.49
	Internal Revenue Service	3/1/2019	20190301	AFMD Payroll accrual	0	\$ 137.94
	Internal Revenue Service	3/1/2019	20190301	AFMD Payroll accrual	0	\$ 181.79
201800925	MINNESOTA REVENUE	3/1/2019	20190301	ADSIT Payroll accrual	0	\$ 70.00
	MINNESOTA REVENUE	3/1/2019	20190301	ADSIT Payroll accrual	0	\$ 5.00
	MINNESOTA REVENUE	3/1/2019	20190301	ADSIT Payroll accrual	0	\$ 20.00
	MINNESOTA REVENUE	3/1/2019	20190301	ADSIT Payroll accrual	0	\$ 11,715.46
	MINNESOTA REVENUE	3/1/2019	20190301	ADSIT Payroll accrual	0	\$ 330.90
	MINNESOTA REVENUE	3/1/2019	20190301	ADSIT Payroll accrual	0	\$ 380.26
	MINNESOTA REVENUE	3/1/2019	20190301	ADSIT Payroll accrual	0	\$ 127.58
201800926	MN Teachers Retirement Association	3/1/2019	20190301	ADTR Payroll accrual	0	\$ 14,768.99
	MN Teachers Retirement Association	3/1/2019	20190301	ADTR Payroll accrual	0	\$ 495.88
	MN Teachers Retirement Association	3/1/2019	20190301	ADTR Payroll accrual	0	\$ 67.27
	MN Teachers Retirement Association	3/1/2019	20190301	AFTR Payroll accrual	0	\$ 15,182.55
	MN Teachers Retirement Association	3/1/2019	20190301	AFTR Payroll accrual	0	\$ 509.76
	MN Teachers Retirement Association	3/1/2019	20190301	AFTR Payroll accrual	0	\$ 69.16
201800927	Public Employees Retirement Association	3/1/2019	20190301	ADPE Payroll accrual	0	\$ 6,486.65
	Public Employees Retirement Association	3/1/2019	20190301	ADPE Payroll accrual	0	\$ 172.40

Payables Summary  
March 18, 2019

Check No	Vendor	Check Date	Invoice Date	Invoice Description	PO Number	Amount
	Public Employees Retirement Association	3/1/2019	20190301ADPEF	Payroll accrual	0	\$ 727.12
	Public Employees Retirement Association	3/1/2019	20190301AFPER	Payroll accrual	0	\$ 7,484.66
	Public Employees Retirement Association	3/1/2019	20190301AFPER	Payroll accrual	0	\$ 198.92
	Public Employees Retirement Association	3/1/2019	20190301AFPER	Payroll accrual	0	\$ 839.00
201800928	Public Employees Retirement-DCP	3/1/2019	20190301ADDC	Payroll accrual	0	\$ 23.95
	Public Employees Retirement-DCP	3/1/2019	20190301AFDC	Payroll accrual	0	\$ 23.95
201800936-	BMO			See attached report		\$ 25,655.25
201801093						
<b>TOTAL</b>						<b>\$ 662,400.48</b>

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount	
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount				
XXXXXXXXXXXX8319	02/11/2019	3840	HUMBELAU002	Humbert Laurie A	Great Wolf Minnesota, Bloomingt		03/03/2019		Invoiced	A	366.44	
	2	Room reservation at Great Wolf Lodge			1301900178	Missy's C/C00000	03/06/2019	366.44				
	01/28/2019	3841	HUMBELAU002	Humbert Laurie A	Great Wolf Minnesota, Bloomingt		03/03/2019		Invoiced	A	183.22	
	2	Resort Fees			1301900178	Missy's C/C00001	03/06/2019	91.61				
	3	Taxes			1301900178	Missy's C/C00001	03/06/2019	91.61				
					2 transaction(s) for XXXXXXXXXXXX8319. Total Amount ==>							549.66
XXXXXXXXXXXX8327	02/27/2019	3856	HEISSVIC000	Heiss Victoria L	7380 Dominos Pizza, 218-324-036	DOMINO'S000	03/03/2019		Invoiced	A	17.49	
	2	PRIZE PIZZAS			3001900030	Tim's C/C00000	03/06/2019	17.49				
	02/27/2019	3857	HEISSVIC000	Heiss Victoria L	7380 Dominos Pizza, 218-324-036	DOMINO'S000	03/03/2019		Invoiced	A	10.49	
	2	PRIZE PIZZAS			3001900030	Tim's C/C00001	03/06/2019	10.49				
	02/22/2019	3853	HEISSVIC000	Heiss Victoria L	7380 Dominos Pizza, 218-324-036	DOMINO'S000	03/03/2019		Invoiced	A	10.93	
	2	PRIZE PIZZAS			3001900030	Tim's C/C00002	03/06/2019	10.93				
	02/22/2019	3854	HEISSVIC000	Heiss Victoria L	7380 Dominos Pizza, 218-324-036	DOMINO'S000	03/03/2019		Invoiced	A	10.93	
	2	PRIZE PIZZAS			3001900030	Tim's C/C00003	03/06/2019	10.93				
	02/22/2019	3855	HEISSVIC000	Heiss Victoria L	7380 Dominos Pizza, 218-324-036	DOMINO'S000	03/03/2019		Invoiced	A	10.93	
	2	PRIZE PIZZAS			3001900030	Tim's C/C00004	03/06/2019	10.93				
	02/21/2019	3852	HEISSVIC000	Heiss Victoria L	7380 Dominos Pizza, 218-324-036	DOMINO'S000	03/03/2019		Invoiced	A	17.49	
	2	PRIZE PIZZAS			3001900030	Tim's C/C00005	03/06/2019	17.49				
	02/15/2019	3850	HEISSVIC000	Heiss Victoria L	7380 Dominos Pizza, 218-324-036	DOMINO'S000	03/03/2019		Invoiced	A	14.00	
	2	PRIZE PIZZAS			3001900030	Tim's C/C00006	03/06/2019	14.00				
	02/15/2019	3851	HEISSVIC000	Heiss Victoria L	7380 Dominos Pizza, 218-324-036	DOMINO'S000	03/03/2019		Invoiced	A	10.49	
	2	PRIZE PIZZAS			3001900030	Tim's C/C00007	03/06/2019	10.49				
	02/13/2019	3848	HEISSVIC000	Heiss Victoria L	7380 Dominos Pizza, 218-324-036	DOMINO'S000	03/03/2019		Invoiced	A	7.00	
	2	PRIZE PIZZAS			3001900030	Tim's C/C00008	03/06/2019	7.00				
	02/13/2019	3849	HEISSVIC000	Heiss Victoria L	7380 Dominos Pizza, 218-324-036	DOMINO'S000	03/03/2019		Invoiced	A	10.49	
	2	PRIZE PIZZAS			3001900030	Tim's C/C00009	03/06/2019	10.49				
	02/08/2019	3845	HEISSVIC000	Heiss Victoria L	7380 Dominos Pizza, 218-324-036	DOMINO'S000	03/03/2019		Invoiced	A	10.49	
	2	PRIZE PIZZAS			3001900030	Tim's C/C00010	03/06/2019	10.49				
	02/08/2019	3846	HEISSVIC000	Heiss Victoria L	7380 Dominos Pizza, 218-324-036	DOMINO'S000	03/03/2019		Invoiced	A	10.49	
	2	PRIZE PIZZAS			3001900030	Tim's C/C00011	03/06/2019	10.49				
	02/08/2019	3847	HEISSVIC000	Heiss Victoria L	7380 Dominos Pizza, 218-324-036	DOMINO'S000	03/03/2019		Invoiced	A	10.49	
	2	PRIZE PIZZAS			3001900030	Tim's C/C00012	03/06/2019	10.49				
	02/07/2019	3844	HEISSVIC000	Heiss Victoria L	7380 Dominos Pizza, 218-324-036	DOMINO'S000	03/03/2019		Invoiced	A	10.49	
	2	PRIZE PIZZAS			3001900030	Tim's C/C00013	03/06/2019	10.49				
	02/06/2019	3843	HEISSVIC000	Heiss Victoria L	7380 Dominos Pizza, 218-324-036	DOMINO'S000	03/03/2019		Invoiced	A	10.49	
	2	PRIZE PIZZAS			3001900030	Tim's C/C00014	03/06/2019	10.49				

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX8327	continued...										
	02/05/2019	3842	HEISSVIC000	Heiss Victoria L	7380 Dominos Pizza, 218-324-036	DOMINO'S000	03/03/2019		Invoiced	A	10.49
	2	PRIZE PIZZAS			3001900030	Tim's C/C00015	03/06/2019	10.49			
	02/01/2019	3859	HEISSVIC000	Heiss Victoria L	7380 Dominos Pizza, 218-324-036	DOMINO'S000	03/03/2019		Invoiced	A	10.49
	2	PRIZE PIZZAS			3001900030	Tim's C/C00016	03/06/2019	10.49			
	01/29/2019	3858	MITCHDEB000	Mitchell Deborah A	7380 Dominos Pizza, 218-324-036	DOMINO'S000	03/03/2019		Invoiced	A	10.49
	1	PBIS Pizza				Tim's C/C00017	03/06/2019	10.49			
					18 transaction(s) for XXXXXXXXXXXX8327. Total Amount ==>						204.16
XXXXXXXXXXXX8335	02/27/2019	3872	SteelEug000	Steele Eugene L	United Truck Body Co, Hermantow	UNITED T000	03/03/2019		Invoiced	A	-10.63
	1	Credit				Gene's C/C00000	03/06/2019	-10.63			
	02/26/2019	3871	SteelEug000	Steele Eugene L	Oreilly Auto #3901, Internation	O'REILLY000	03/03/2019		Invoiced	A	15.99
	2	Bus garage supplies			8101900058	Gene's C/C00001	03/06/2019	15.99			
	02/22/2019	3869	SteelEug000	Steele Eugene L	Pomps Tire 065, Virginia, MN, 5	POMP'S T000	03/03/2019		Invoiced	A	121.33
	1	Rim for plow truck				Gene's C/C00002	03/06/2019	121.33			
	02/22/2019	3870	SteelEug000	Steele Eugene L	Oreilly Auto #3901, Internation	O'REILLY000	03/03/2019		Invoiced	A	19.99
	2	Transportaion			8101900034	Gene's C/C00003	03/06/2019	19.99			
	02/21/2019	3868	SteelEug000	Steele Eugene L	Oreilly Auto #3901, Internation	O'REILLY000	03/03/2019		Invoiced	A	22.09
	2	Transportaion			8101900034	Gene's C/C00004	03/06/2019	22.09			
	02/08/2019	3866	SteelEug000	Steele Eugene L	Mannco Trucking Inc, Internatio	MANNCO T000	03/03/2019		Invoiced	A	19.06
	1	Oil Filter				Gene's C/C00005	03/06/2019	19.06			
	02/08/2019	3867	SteelEug000	Steele Eugene L	Auto Value Internation, Interna	AUTO VAL000	03/03/2019		Invoiced	A	14.94
	1	Miniature lights for buses				Gene's C/C00006	03/06/2019	14.94			
	02/07/2019	3865	SteelEug000	Steele Eugene L	Oreilly Auto #3901, Internation	O'REILLY000	03/03/2019		Invoiced	A	21.27
	2	Transportaion			8101900034	Gene's C/C00007	03/06/2019	21.27			
	02/05/2019	3864	SteelEug000	Steele Eugene L	Oreilly Auto #3901, Internation	O'REILLY000	03/03/2019		Invoiced	A	8.36
	2	Transportaion			8101900034	Gene's C/C00008	03/06/2019	8.36			
	02/04/2019	3861	SteelEug000	Steele Eugene L	Midwest Bus Parts Inc, Big Lake	MIDWEST 000	03/03/2019		Invoiced	A	83.94
	1	Misc. bus parts , exhaust clamps				Gene's C/C00009	03/06/2019	83.94			
	02/04/2019	3862	SteelEug000	Steele Eugene L	Midwest Bus Parts Inc, Big Lake	MIDWEST 000	03/03/2019		Invoiced	A	174.00
	1	Misc. bus parts				Gene's C/C00009	03/06/2019	174.00			
	02/04/2019	3863	SteelEug000	Steele Eugene L	Midwest Bus Parts Inc, Big Lake	MIDWEST 000	03/03/2019		Invoiced	A	1,151.30
	2	Fuel tank and straps for bus 31			7601900021	Gene's C/C00010	03/06/2019	1,151.30			
	02/01/2019	3860	SteelEug000	Steele Eugene L	Oreilly Auto #3901, Internation	O'REILLY000	03/03/2019		Invoiced	A	27.98
	2	Transportaion			8101900034	Gene's C/C00011	03/06/2019	27.98			
					13 transaction(s) for XXXXXXXXXXXX8335. Total Amount ==>						1,669.62

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
		Line	Description	PO Number	Invoice Number	Invoice Dt	Amount				
XXXXXXXXXXXX7362	02/26/2019	3881			Cts*frontier Onlinepay, 800-921	FRONTIER000	03/03/2019		Invoiced	A	178.91
		2	Arena Phone Service	8101900007	Stacy's C/C00000		178.91				
	02/26/2019	3882			Lamar Media Corp, 225-237-1068,	LAMAR C0000	03/03/2019		Invoiced	A	965.00
		2	Billboard Contract Services.	7901900003	Stacy's C/C00001		965.00				
	02/22/2019	3880			Country Inn&suities Rvm, Rosevil		03/03/2019		Invoiced	A	157.84
		1	Business Mgr Travel - GASB / Finance Advisory		Stacy's C/C00002	03/06/2019	157.84				
	02/21/2019	3879			Ferrellgas L P, 800-8747699, MO	FERRELLG000	03/03/2019		Invoiced	A	314.79
		1	Arena Propane		Stacy's C/C00003	03/06/2019	314.79				
	02/14/2019	3878			Amzn Mktp Us*mi7ao9eel, Amzn.Co	AMAZON B000	03/03/2019		Invoiced	A	33.80
		2	Powerone size 675 Hearing Aid Battery No Mercu	3001900109	Stacy's C/C00004	03/06/2019	33.80				
	02/12/2019	3877			Amazon.Com*mb2g69ys2, Amzn.Com/	AMAZON B000	03/03/2019		Invoiced	A	42.97
		2	OXO Good Grips Angled Turkey Baster with Clean	7701900014	Stacy's C/C00005	03/06/2019	25.98				
		3	Klever Innovations KCJ-1Y Safety Cutter, Advan	7701900014	Stacy's C/C00005	03/06/2019	16.99				
	02/07/2019	3876			Country Inn&suities Rvm, Rosevil		03/03/2019		Invoiced	A	158.94
		1	Business Mgr Travel - GASB / Finance Committee		Stacy's C/C00002	03/06/2019	158.94				
	02/06/2019	3875			Amzn Mktp Us*mi8734co0, Amzn.Co	AMAZON B000	03/03/2019		Invoiced	A	155.80
		2	Jwxstore J0416001 Tourniquet Tactical Emergenc	8101900105	Stacy's C/C00006	03/06/2019	59.96				
		3	North American Rescue Hyfin Vent Chest Seal 4	8101900105	Stacy's C/C00006	03/06/2019	60.00				
		4	Ever Ready Titanium Bonded Bandage Shears 7 1/	8101900105	Stacy's C/C00006	03/06/2019	20.85				
		5	10 Rolls Of 4.5"x4.lyds 6 Ply Sterile Krinkle	8101900105	Stacy's C/C00006	03/06/2019	14.99				
	02/05/2019	3874			Lamar Media Corp, 225-237-1068,	LAMAR C0000	03/03/2019		Invoiced	A	965.00
		2	Billboard Contract Services.	7901900003	Stacy's C/C00007	03/06/2019	965.00				
	02/01/2019	3873			Amzn Mktp Us*mb5dulqa2, Amzn.Co	AMAZON B000	03/03/2019		Invoiced	A	13.50
		2	Trauma Dressing 10"x30" - Package of 1	8101900105	Stacy's C/C00008	03/06/2019	13.50				
	01/31/2019	3883			Sp * Riseandshine, 8607996799,		03/03/2019		Invoiced	A	503.93
		2	Sunshine Switch - Red	1301900142	Stacy's C/C00009	03/06/2019	47.95				
		3	Baby Bell Switch Adapted Toy	1301900142	Stacy's C/C00009	03/06/2019	149.99				
		4	Spinning Fire Truck Top	1301900142	Stacy's C/C00009	03/06/2019	139.99				
		5	Elliot Elephant - Switch Adapted Toy	1301900142	Stacy's C/C00009	03/06/2019	56.50				
		6	Buttons - Switch Adapted Plush Toy	1301900142	Stacy's C/C00009	03/06/2019	56.50				
		7	Shipping and Handling	1301900142	Stacy's C/C00009	03/06/2019	53.00				
11 transaction(s) for XXXXXXXXXXXX7362. Total Amount ==>											3,490.48
XXXXXXXXXXXX7124	02/25/2019	3918	BLESIMIC000	Blesi Michael E	Small Town Tech Inc, Intl Falls	SMALL TO000	03/03/2019		Invoiced	A	42.00
		2	Wireless Keyboard/Mouse Combo		6051900085	Mike's C/C00000	03/06/2019	42.00			
	02/22/2019	3917	BLESIMIC000	Blesi Michael E	Soundnorth., International, MN,	SOUND NO000	03/03/2019		Invoiced	A	4.99
		1	Telephone Jack		Mike's C/C00001	03/06/2019	4.99				

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Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount	
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount				
XXXXXXXXXXXX7124	continued...											
	02/14/2019	3916	BLESIMIC000	Blesi Michael E	Amazon.Com*milcf9od2, Amzn.Com/	AMAZON B000	03/03/2019		Invoiced	A	63.97	
	2	Numark M2BLACK   Professional Two-Channel Scra			6051900070	Mike's C/C00002	03/06/2019	63.97				
	02/08/2019	3915	BLESIMIC000	Blesi Michael E	Iditarod Trail Committ, 9073765		03/03/2019		Invoiced	A	67.95	
	2	Insider Classroom Ultimate			6051900080	Mike's C/C00003	03/06/2019	67.95				
	02/06/2019	3914	BLESIMIC000	Blesi Michael E	2co.Com*winxdvd.Com 90, Amsterd		03/03/2019		Invoiced	A	53.38	
	2	WinX 2019 Holiday Special Pack- Convert Dvds i			6051900081	Mike's C/C00004	03/06/2019	53.38				
	01/31/2019	3919	BLESIMIC000	Blesi Michael E	Small Town Tech Inc, Intl Falls	SMALL T0000	03/03/2019		Invoiced	A	38.00	
	2	USB to Ethernet Line Extender			6051900071	Mike's C/C00005	03/06/2019	20.00				
	3	25' USB Cable			6051900071	Mike's C/C00005	03/06/2019	18.00				
					6 transaction(s) for XXXXXXXXXXXXX7124. Total Amount ==>							270.29
XXXXXXXXXXXX7132	02/27/2019	3925	ANDERJER000	Anderson Jeremy R	Northern Lumber Yard I, Intl Fa	NORTHERN005	03/03/2019		Invoiced	A	9.84	
	2	Transportaion			8101900033	Jeremy's C/C00000	03/06/2019	9.84				
	02/20/2019	3924	ANDERJER000	Anderson Jeremy R	Napa Falls Suply 00229, Interna	NAPA FAL000	03/03/2019		Invoiced	A	16.14	
	2	Transportation			8101900032	Jeremy's C/C00001	03/06/2019	16.14				
	02/07/2019	3923	ANDERJER000	Anderson Jeremy R	Napa Falls Suply 00229, Interna	NAPA FAL000	03/03/2019		Invoiced	A	4.39	
	2	Transportation			8101900032	Jeremy's C/C00002	03/06/2019	4.39				
	02/06/2019	3922	ANDERJER000	Anderson Jeremy R	Oreilly Auto #3901, Internation	O'REILLY000	03/03/2019		Invoiced	A	17.98	
	2	Transportaion			8101900034	Jeremy's C/C00003	03/06/2019	17.98				
	02/01/2019	3920	ANDERJER000	Anderson Jeremy R	Oreilly Auto #3901, Internation	O'REILLY000	03/03/2019		Invoiced	A	5.77	
	2	Transportaion			8101900034	Jeremy's C/C00004	03/06/2019	5.77				
	02/01/2019	3921	ANDERJER000	Anderson Jeremy R	Oreilly Auto #3901, Internation	O'REILLY000	03/03/2019		Invoiced	A	17.09	
	2	Transportaion			8101900034	Jeremy's C/C00005	03/06/2019	17.09				
	02/01/2019	3928	ANDERJER000	Anderson Jeremy R	Oreilly Auto #3901, Internation	O'REILLY000	03/03/2019		Invoiced	A	67.31	
	1	Return hose				Jeremy's C/C00006	03/06/2019	67.31				
	01/29/2019	3926	ANDERJER000	Anderson Jeremy R	Napa Falls Suply 00229, Interna	NAPA FAL000	03/03/2019		Invoiced	A	11.38	
	2	Transportation			8101900032	Jeremy's C/C00007	03/06/2019	11.38				
	01/29/2019	3927	ANDERJER000	Anderson Jeremy R	Auto Value Internation, Interna	AUTO VAL000	03/03/2019		Invoiced	A	19.75	
	1	Wiring harness				Jeremy's C/C00008	03/06/2019	19.75				
					9 transaction(s) for XXXXXXXXXXXXX7132. Total Amount ==>							169.65
XXXXXXXXXXXX7648	02/21/2019	3940	SLATIBET000	Slatinski BethAnne K	Kmart 9689, International, MN,	KMART 000	03/03/2019		Invoiced	A	8.49	
	2	Youth Group Refreshments			7901900025	Beth C/C00000	03/06/2019	8.49				
	02/15/2019	3936	SLATIBET000	Slatinski BethAnne K	Menards Intl Falls, Intl Falls	MENARDS 000	03/03/2019		Invoiced	A	49.81	
	2	Youth Group Environmental Activities			7901900026	Beth C/C00001	03/06/2019	49.81				
	02/15/2019	3937	SLATIBET000	Slatinski BethAnne K	Domino S 7380, 218-324-0367, MN	DOMINO'S000	03/03/2019		Invoiced	A	78.49	
	2	Youth Group Refreshments			7901900025	Beth C/C00002	03/06/2019	78.49				

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Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount	
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount				
XXXXXXXXXXXX7648	continued...											
	02/15/2019	3938	SLATIBET000	Slatinski BethAnne K	Domino S 7380, 218-324-0367, MN	DOMINO'S000	03/03/2019		Invoiced	A	78.49	
	2	Youth Group Refreshments			7901900025	Beth C/C00003	03/06/2019	78.49				
	02/15/2019	3939	SLATIBET000	Slatinski BethAnne K	County Mkt. #574, International	COUNTY M000	03/03/2019		Invoiced	A	35.17	
	2	Youth Group Environmental Activities			7901900026	Beth C/C00004	03/06/2019	35.17				
	02/14/2019	3934	SLATIBET000	Slatinski BethAnne K	Kmart 9689, International, MN,	KMART 000	03/03/2019		Invoiced	A	54.64	
	2	Office Supplies			7901900007	Beth C/C00005	03/06/2019	54.64				
	02/14/2019	3935	SLATIBET000	Slatinski BethAnne K	Battalion Distributing, Interna	BATTALIO000	03/03/2019		Invoiced	A	34.70	
	2	Youth Group Refreshments			7901900025	Beth C/C00006	03/06/2019	34.70				
	02/13/2019	3933	SLATIBET000	Slatinski BethAnne K	Dollar Tree, Intl Falls, MN, 56	DOLLAR T000	03/03/2019		Invoiced	A	20.00	
	3	Room supplies, project supplies, snacks / beve			7901900029	Beth C/C00007	03/06/2019	20.00				
	02/12/2019	3932	SLATIBET000	Slatinski BethAnne K	Tim Horton S #916662, Internati	TIM HORT000	03/03/2019		Invoiced	A	7.99	
	2	Volunteer Recognition			7901900027	Beth C/C00008	03/06/2019	7.99				
	02/06/2019	3930	SLATIBET000	Slatinski BethAnne K	Menards Intl Falls, Intl Falls	MENARDS 000	03/03/2019		Invoiced	A	123.80	
	2	Youth Group Refreshments			7901900025	Beth C/C00009	03/06/2019	123.80				
	02/06/2019	3931	SLATIBET000	Slatinski BethAnne K	Kmart 9689, International, MN,	KMART 000	03/03/2019		Invoiced	A	13.08	
	2	Snacks / Beverages and room supplies			7901900032	Beth C/C00010	03/06/2019	13.08				
	02/05/2019	3929	SLATIBET000	Slatinski BethAnne K	Battalion Distributing, Interna	BATTALIO000	03/03/2019		Invoiced	A	20.00	
	2	Refreshments - snacks / beverages.			7901900031	Beth C/C00011	03/06/2019	20.00				
	01/29/2019	3941	SLATIBET000	Slatinski BethAnne K	Usps Po 2647200549, Intl Falls,	POSTMAST000	03/03/2019		Invoiced	A	55.00	
	2	Postage			7901900030	Beth C/C00012	03/06/2019	55.00				
					13 transaction(s) for XXXXXXXXXXXX7648. Total Amount =====>							579.66
XXXXXXXXXXXX2314	02/25/2019	3953	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	6.76	
	1	FCS supplies				Karla's C/C00000	03/06/2019	6.76				
	02/25/2019	3954	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	6.00	
	1	Return for FCS				Karla's C/C00000	03/06/2019	6.00				
	02/21/2019	3952	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	25.43	
	1	FCS Foods				Karla's C/C00000	03/06/2019	25.43				
	02/15/2019	3950	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	36.28	
	1	FCS Foods				Karla's C/C00000	03/06/2019	36.28				
	02/15/2019	3951	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	12.91	
	1	FCS Foods				Karla's C/C00000	03/06/2019	12.91				
	02/14/2019	3946	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	11.19	
	1	FCS Foods				Karla's C/C00000	03/06/2019	11.19				
	02/14/2019	3947	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	13.76	
	1	FCS Foods				Karla's C/C00000	03/06/2019	13.76				

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX2314	continued...										
	02/14/2019	3948	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	12.27
	1	PBIS				Karla's C/C00000	03/06/2019	12.27			
	02/14/2019	3949	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	82.58
	1	PBIS foods				Karla's C/C00000	03/06/2019	82.58			
	02/11/2019	3945	OLSONKAR000	Olson-Line Karla A	Target 00008474, Virginia, MN,	TARGET 000	03/03/2019		Invoiced	A	33.00
	1	FCS Foods				Karla's C/C00001	03/06/2019	33.00			
	02/08/2019	3944	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	62.89
	1	FCS Foods				Karla's C/C00000	03/06/2019	62.89			
	02/06/2019	3943	OLSONKAR000	Olson-Line Karla A	Country Inn&suites Rvm, Rosevil		03/03/2019		Invoiced	A	271.19
	1	Hotel for conference				Karla's C/C00002	03/06/2019	271.19			
	02/04/2019	3942	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	99.07
	1	FCS Foods				Karla's C/C00000	03/06/2019	99.07			
	02/01/2019	3957	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	5.99
	1	FCS Foods				Karla's C/C00000	03/06/2019	5.99			
	02/01/2019	3958	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	36.59
	1	FCS Foods				Karla's C/C00000	03/06/2019	36.59			
	01/29/2019	3956	OLSONKAR000	Olson-Line Karla A	Nasco Fort Atkinson, Fort Atkin	NASCO SC000	03/03/2019		Invoiced	A	28.76
	1	FCS Instructional				Karla's C/C00003	03/06/2019	28.76			
	01/28/2019	3955	OLSONKAR000	Olson-Line Karla A	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	13.43
	1	FCS Foods				Karla's C/C00000	03/06/2019	13.43			
	17 transaction(s) for XXXXXXXXXXXX2314. Total Amount =====>										758.10
XXXXXXXXXXXX2322	02/26/2019	3959	MITCHDEB000	Mitchell Deborah A	Menards Intl Falls, Intl Falls	MENARDS 000	03/03/2019		Invoiced	A	203.12
	1					George's C/C00000	03/06/2019	203.12			
XXXXXXXXXXXX2330	02/08/2019	3960	OLSONDAV000	Olson David W	Menards Intl Falls, Intl Falls	MENARDS 000	03/03/2019		Invoiced	A	328.52
	2	METALS SUPPLIES			2551900004	Dave's C/C00000	03/06/2019	328.52			
XXXXXXXXXXXX2348	02/27/2019	3965	AMDAHRAC000	Amdahl Rachel J	Amzn Mktp Us*mi0ay36w1, Amzn.Co	AMAZON B000	03/03/2019		Invoiced	A	21.93
	2	WXJ13 Fishbowl Beads for Slime, Clear 7 Ounces			5001900048	Rachel's C/C00000	03/06/2019	7.99			
	4	Sulyn Gold Glitter Jar, 8 ounces, Non-Toxic, R			5001900048	Rachel's C/C00000	03/06/2019	7.95			
	6	Shipping - Cost of shipping, not including shi			5001900048	Rachel's C/C00000	03/06/2019	5.99			
	02/27/2019	3966	AMDAHRAC000	Amdahl Rachel J	Amzn Mktp Us*mi8kk7pz2, Amzn.Co	AMAZON B000	03/03/2019		Invoiced	A	11.88
	3	Elmer's BORE340 Washable School Glue, Gallon			5001900048	Rachel's C/C00001	03/06/2019	11.88			
	02/13/2019	3963	AMDAHRAC000	Amdahl Rachel J	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	10.68
	1	Age to Age Snack				Rachel's C/C00002	03/06/2019	10.68			

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Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX2348	continued...										
	02/13/2019	3964	AMDAHRAC000	Amdahl Rachel J	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	9.17
	1	Parent's Night Out Snack				Rachel's C/C00002	03/06/2019	9.17			
	02/06/2019	3961	AMDAHRAC000	Amdahl Rachel J	Kmart 9689, International, MN,	KMART 000	03/03/2019		Invoiced	A	29.93
	1	Valentine Candy Gram Supplies				Rachel's C/C00003	03/06/2019	29.93			
	02/06/2019	3962	AMDAHRAC000	Amdahl Rachel J	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	6.71
	1	Student Council Supplies for event				Rachel's C/C00002	03/06/2019	6.71			
	01/30/2019	3967	AMDAHRAC000	Amdahl Rachel J	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	19.98
	2	Supplies for Age to Age events			5001900004	Rachel's C/C00004	03/06/2019	19.98			
	01/30/2019	3968	AMDAHRAC000	Amdahl Rachel J	Usps Po 2647200549, Intl Falls,	POSTMAST000	03/03/2019		Invoiced	A	62.50
	1	Stamps for PALS and CE				Rachel's C/C00005	03/06/2019	62.50			
	8 transaction(s) for XXXXXXXXXXXXX2348. Total Amount ==>										172.78
XXXXXXXXXXXX3600	02/26/2019	3829	HUMBELAU002	Humbert Laurie A	Ets*parapro Services, 609-771-7		03/03/2019		Invoiced	A	55.00
	2	New hire para pro test			1301900174	Laurie's C/C00000	03/06/2019	55.00			
	02/22/2019	3826	HUMBELAU002	Humbert Laurie A	Amzn Mktp Us*milmclau2, Amzn.Co	AMAZON B000	03/03/2019		Invoiced	A	64.11
	2	AdjustaStep(tm) Deluxe Step Stool/Footstool wi			1301900167	Laurie's C/C00001	03/06/2019	64.11			
	02/20/2019	3825	HUMBELAU002	Humbert Laurie A	Super Teacher Workshee, 7162602	SUPER TE000	03/03/2019		Invoiced	A	19.95
	2	Renewal for Super Teacher Worksheets			1301900168	Laurie's C/C00002	03/06/2019	19.95			
	02/19/2019	3824	HUMBELAU002	Humbert Laurie A	Amzn Mktp Us*mi2qplzo2, Amzn.Co	AMAZON B000	03/03/2019		Invoiced	A	21.98
	2	Miseyo Wide Identity Theft Protection Roller S			1301900159	Laurie's C/C00003	03/06/2019	15.99			
	3	Shipping - Cost of shipping, not including shi			1301900159	Laurie's C/C00003	03/06/2019	5.99			
	02/18/2019	3822	HUMBELAU002	Humbert Laurie A	Innovative Office Solu, 9528089	INNOVATI000	03/03/2019		Invoiced	A	1,785.11
	2	PAPER,XERO,8.5X11,400RM			1301900157	Laurie's C/C00004	03/06/2019	1,785.11			
	02/18/2019	3823	HUMBELAU002	Humbert Laurie A	Innovative Office Solu, 9528089	INNOVATI000	03/03/2019		Invoiced	A	251.30
	2	BNDR,VIEW,11X8.5,2",BK			1301900152	Laurie's C/C00005	03/06/2019	21.06			
	3	BNDR,VIEW,11X8.5,3",BK			1301900152	Laurie's C/C00005	03/06/2019	23.22			
	4	PEN,300 MED,RD			1301900152	Laurie's C/C00005	03/06/2019	24.84			
	5	GLUE,STIC,18PK,VALU,PP			1301900152	Laurie's C/C00005	03/06/2019	85.70			
	6	CARD,INDEX,RULED,3X5,WE			1301900152	Laurie's C/C00005	03/06/2019	8.04			
	7	BRUSH,COLOSSAL,RND,AST			1301900152	Laurie's C/C00005	03/06/2019	30.50			
	8	MARKER,CLRAYOLA,BOLD,8ST			1301900152	Laurie's C/C00005	03/06/2019	37.00			
	9	PENCIL,COLORED,24/PK,AST			1301900152	Laurie's C/C00005	03/06/2019	20.94			
	02/15/2019	3819	HUMBELAU002	Humbert Laurie A	Domino S 7380, 218-324-0367, MN	DOMINO'S000	03/03/2019		Invoiced	A	37.49
	2	Pizza from Dominos for Valentine's Party			1301900161	Laurie's C/C00006	03/06/2019	34.49			
	3	Delivery & Tip			1301900161	Laurie's C/C00006	03/06/2019	3.00			
	02/15/2019	3820	HUMBELAU002	Humbert Laurie A	Domino S 7380, 218-324-0367, MN	DOMINO'S000	03/03/2019		Invoiced	A	20.49
	2	Pizza from Dominos for Valentine's Party			1301900161	Laurie's C/C00007	03/06/2019	20.49			

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Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
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	02/15/2019	3821	HUMBELAU002	Humbert Laurie A	Amzn Mktp Us*mi9buler0, Amzn.Co	AMAZON B000	03/03/2019		Invoiced	A	82.50
	2	Hestya 48 Pieces Fake Mustaches, Self Adhesive			1301900162	Laurie's C/C00008	03/06/2019	82.50			
	02/14/2019	3818	HUMBELAU002	Humbert Laurie A	Domino S 7380, 218-324-0367, MN	DOMINO'S000	03/03/2019		Invoiced	A	20.49
	3	Pizza from Dominos for Valentine's Party			1301900161	Laurie's C/C00009	03/06/2019	20.49			
	02/08/2019	3816	HUMBELAU002	Humbert Laurie A	Innovative Office Solu, 9528089	INNOVATI000	03/03/2019		Invoiced	A	648.53
	2	PAPER,XRO/DUP,20#,LTR,PK			1301900149	Laurie's C/C00010	03/06/2019	27.60			
	3	PAPER,500SH24/60#,RD			1301900149	Laurie's C/C00010	03/06/2019	61.68			
	4	PAPER,FRWX,8.5X11,20#,LAV			1301900149	Laurie's C/C00010	03/06/2019	27.60			
	5	PROTECTOR,SHEET,CLR			1301900149	Laurie's C/C00010	03/06/2019	18.48			
	6	TONER,410X,DP,HY,2/PK,BK			1301900149	Laurie's C/C00010	03/06/2019	246.50			
	7	STEM,CHENILLE,4MM,100/PK			1301900149	Laurie's C/C00010	03/06/2019	8.64			
	8	EYES,WIGGLE,100/PK,BK			1301900149	Laurie's C/C00010	03/06/2019	11.85			
	9	STICK,CRAFT,4.5X.38,NT			1301900149	Laurie's C/C00010	03/06/2019	7.48			
	10	PAPER,TIS,20X30,20/PK,AST			1301900149	Laurie's C/C00010	03/06/2019	49.00			
	11	PAINT,WSHBL,128OZ,RD			1301900149	Laurie's C/C00010	03/06/2019	33.46			
	12	PAINT,WSHBL,128OZ,WHT			1301900149	Laurie's C/C00010	03/06/2019	33.46			
	13	PAINT,WSHBL,128OZ,BK			1301900149	Laurie's C/C00010	03/06/2019	33.46			
	14	PAINT,128 OZ WSHABLE,VL			1301900149	Laurie's C/C00010	03/06/2019	33.46			
	15	PAINT,TMPRA,WSH,16OZ,MG			1301900149	Laurie's C/C00010	03/06/2019	16.14			
	16	PAPER,CNST,9X12,50PK,RD			1301900149	Laurie's C/C00010	03/06/2019	14.76			
	17	PAPER,CNST,9X12,50PK,PK			1301900149	Laurie's C/C00010	03/06/2019	13.20			
	18	PAPER,CNST,9X12,LC			1301900149	Laurie's C/C00010	03/06/2019	11.76			
	02/08/2019	3817	HUMBELAU002	Humbert Laurie A	Innovative Office Solu, 9528089	INNOVATI000	03/03/2019		Invoiced	A	117.32
	2	PAPER,XERO/DUP,LDGR,98,WE			1301900145	Laurie's C/C00011	03/06/2019	117.32			
	02/06/2019	3813	HUMBELAU002	Humbert Laurie A	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	68.96
	2	Supplies for ECFE Valentine's Dance			1301900180	Laurie's C/C00012	03/06/2019	68.96			
	02/06/2019	3814	HUMBELAU002	Humbert Laurie A	Amzn Mktp Us*mi3317oh0, Amzn.Co	AMAZON B000	03/03/2019		Invoiced	A	48.73
	2	400pcs Mini Valentine Heart Doilies Lace Paper			1301900150	Laurie's C/C00013	03/06/2019	6.99			
	3	Tatuo 600 Pieces Foam Heart Foam Adhesive Hear			1301900150	Laurie's C/C00013	03/06/2019	11.75			
	4	Paper Lunch Bags, Paper Grocery Bags,, Durable			1301900150	Laurie's C/C00013	03/06/2019	29.99			
	02/06/2019	3815	HUMBELAU002	Humbert Laurie A	National Geo Kids, 800-647-5463	NATIONAL018	03/03/2019		Invoiced	A	30.00
	2	National Geographic for Kids Subscription			1301900131	Laurie's C/C00014	03/06/2019	30.00			
	02/05/2019	3811	HUMBELAU002	Humbert Laurie A	Amazon.Com*mb6oh1282, Amzn.Com/	AMAZON B000	03/03/2019		Invoiced	A	17.48
	2	Owen & Mzee: The True Story of a Remarkable Fr			1301900148	Laurie's C/C00015	03/06/2019	11.49			
	3	Shipping - Cost of shipping, not including shi			1301900148	Laurie's C/C00015	03/06/2019	5.99			
	02/05/2019	3812	HUMBELAU002	Humbert Laurie A	County Mkt. #574, International	COUNTY M000	03/03/2019		Invoiced	A	23.93
	2	ECFE Valentine Dance Supplies			1301900179	Laurie's C/C00016	03/06/2019	23.93			

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
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	02/04/2019	3810	HUMBELAU002	Humbert Laurie A	Innovative Office Solu, 9528089	INNOVATI000	03/03/2019		Invoiced	A	408.84
	2	WIPES,NATURAL,GGN			1301900141	Laurie's C/C00017	03/06/2019	401.04			
	3	PENCIL,#2,UNIVERSAL			1301900141	Laurie's C/C00017	03/06/2019	7.80			
	01/28/2019	3827	HUMBELAU002	Humbert Laurie A	Innovative Office Solu, 9528089	INNOVATI000	03/03/2019		Invoiced	A	80.12
	2	SHARPENER,PCL,ELECTRIC,BK			1301900138	Laurie's C/C00018	03/06/2019	49.19			
	3	STAPLER,DESKTOP,GY/BK			1301900138	Laurie's C/C00018	03/06/2019	13.21			
	4	ENVELOPE,#10,WE,WOVE,24#			1301900138	Laurie's C/C00018	03/06/2019	17.72			
	01/28/2019	3828	HUMBELAU002	Humbert Laurie A	Innovative Office Solu, 9528089	INNOVATI000	03/03/2019		Invoiced	A	612.64
	2	SHARPENER,ELEC PENCIL,BK			1301900133	Laurie's C/C00019	03/06/2019	34.44			
	3	TAPE,SCOTCH&MASK 1 1/2"			1301900133	Laurie's C/C00019	03/06/2019	154.32			
	4	PENCIL,#2,UNIVERSAL			1301900133	Laurie's C/C00019	03/06/2019	6.50			
	5	MARKER,SHARPIE,FINE PT,PE			1301900133	Laurie's C/C00019	03/06/2019	40.08			
	6	MARKER,SHARPIE,FINE PT,GN			1301900133	Laurie's C/C00019	03/06/2019	32.08			
	7	MARKER,SHARPIE,EXTREME,BK			1301900133	Laurie's C/C00019	03/06/2019	84.60			
	8	MARKER,EXPO 2,CHISEL,BK			1301900133	Laurie's C/C00019	03/06/2019	129.00			
	9	ENVELOPE,CLSP,6X9,28#,BN			1301900133	Laurie's C/C00019	03/06/2019	14.52			
	10	NOTE,STICK-IT,3X3,YW,12PD			1301900133	Laurie's C/C00019	03/06/2019	47.76			
	11	PAD,12SLFSTCK1.5X2,AST			1301900133	Laurie's C/C00019	03/06/2019	27.36			
	12	PADFOLIO,LETTER,AST			1301900133	Laurie's C/C00019	03/06/2019	30.36			
	13	FOLDER,MLA,1/3 CT,LTR,100			1301900133	Laurie's C/C00019	03/06/2019	11.62			
											20 transaction(s) for XXXXXXXXXXXX3600. Total Amount =====>
											4,414.97
XXXXXXXXXXXX2606	02/27/2019	3911	HOLT THO000	Holt Thomas T	Husky Springs Virginia, Virgini	HUSKEY S000	03/03/2019		Invoiced	A	610.30
	1	Leaf spring, pin and ubolt kit for sterling			Tom's C/C00000		03/06/2019	610.30			
	02/26/2019	3909	HOLT THO000	Holt Thomas T	Grande Ace Hdwe, Virginia, MN,		03/03/2019		Invoiced	A	5.96
	1	Bolts for truck springs			Tom's C/C00001		03/06/2019	5.96			
	02/26/2019	3910	HOLT THO000	Holt Thomas T	Hillyard Inc Hutchinso, 3205873	HILLYARD000	03/03/2019		Invoiced	A	236.88
	9	shipping/handling			8101900114	Tom's C/C00003	03/06/2019	31.00			
	10	restroom disinfectant			8101900114	Tom's C/C00003	03/06/2019	33.74			
	11	Citrus scrub			8101900114	Tom's C/C00003	03/06/2019	65.44			
	12	Windo-cleaner			8101900114	Tom's C/C00003	03/06/2019	56.50			
	13	Robusto			8101900114	Tom's C/C00003	03/06/2019	49.44			
	14	plastic spray bottles			8101900114	Tom's C/C00003	03/06/2019	8.55			
	15	Trigger sprayer			8101900114	Tom's C/C00003	03/06/2019	7.20			
	16	Misc. Labels for spray bottles			8101900114	Tom's C/C00003	03/06/2019	0.00			
	17	Shipping			Tom's C/C00002		03/06/2019	-14.99			

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Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX2606		continued...									
	02/22/2019	3907	HOLT	THO000 Holt Thomas T	William V Macgill & Co, 6308890		03/03/2019		Invoiced	A	62.93
	1	AED and Epinephrine sign				Tom's C/C00001	03/06/2019	62.93			
	02/22/2019	3908	HOLT	THO000 Holt Thomas T	Dalco Enterprises, 6512516657,	DALCO 000	03/03/2019		Invoiced	A	401.40
	3	SPEC SLRS385815K BLACK 100CA38X58 1.5M ROLL CA			8101900112	Tom's C/C00004	03/06/2019	183.35			
	4	DAL DAL2432XB BLACK 500CA24X32 1M ROLL CAN LIN			8101900112	Tom's C/C00004	03/06/2019	218.05			
	02/21/2019	3906	HOLT	THO000 Holt Thomas T	Acme Tools Bemidji, Bemidji, MN	ACME TOO000	03/03/2019		Invoiced	A	299.00
	2	Milwaukee drill and driver, 2 batteries, charg			8101900113	Tom's C/C00006	03/06/2019	279.00			
	3	shipping				Tom's C/C00005	03/06/2019	20.00			
	02/15/2019	3903	HOLT	THO000 Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	03/03/2019		Invoiced	A	56.26
	2	Transportation			8101900031	Tom's C/C00007	03/06/2019	56.26			
	02/15/2019	3904	HOLT	THO000 Holt Thomas T	Dalco Enterprises, 6512516657,	DALCO 000	03/03/2019		Invoiced	A	1,019.96
	2	LE PC1500BKD AA BATTERY 24BXDURACELL PROCELL A			8101900106	Tom's C/C00008	03/06/2019	21.84			
	3	DAL DAL3858X3B BLACK 100CA38X58 1.5M ROLL CAN			8101900106	Tom's C/C00008	03/06/2019	154.32			
	4	VJ 1000043392 GERM-X 2X1150MLOMNIPOD GREEN FOA			8101900106	Tom's C/C00008	03/06/2019	257.60			
	5	GP 12798 ENVISION 9" 8X10002PLY TOILET TISSUE			8101900106	Tom's C/C00008	03/06/2019	152.60			
	6	GP 26495 PACIFIC BLUE ULTRA6X1150 BROWN PAPER			8101900106	Tom's C/C00008	03/06/2019	433.60			
	02/15/2019	3905	HOLT	THO000 Holt Thomas T	Dalco Enterprises, 6512516657,	DALCO 000	03/03/2019		Invoiced	A	833.52
	2	GP 12798 ENVISION 9" 8X10002PLY TOILET TISSUE			8101900110	Tom's C/C00009	03/06/2019	183.12			
	3	GP 26495 PACIFIC BLUE ULTRA6X1150 BROWN PAPER			8101900110	Tom's C/C00009	03/06/2019	650.40			
	02/14/2019	3901	HOLT	THO000 Holt Thomas T	Dalco Enterprises, 6512516657,	DALCO 000	03/03/2019		Invoiced	A	54.37
	2	SP 320205 FOAMY Q&A 5GADISINFECTANT CLEANER			8101900104	Tom's C/C00010	03/06/2019	54.37			
	02/14/2019	3902	HOLT	THO000 Holt Thomas T	Grainger, 877-2022594, IL, 6004	GRAINGER000	03/03/2019		Invoiced	A	90.70
	2	Fan drive motor FES			8101900111	Tom's C/C00011	03/06/2019	90.70			
	02/13/2019	3899	HOLT	THO000 Holt Thomas T	School Nurse Supply In, 8004852	SCHOOL N001	03/03/2019		Invoiced	A	30.94
	1	AED and epinephrine sign				Tom's C/C00012	03/06/2019	30.94			
	02/13/2019	3900	HOLT	THO000 Holt Thomas T	Minnesota State Colleg, 651-201		03/03/2019		Invoiced	A	1,005.00
	1	Training for 3 employees to get special boiler				Tom's C/C00001	03/06/2019	1,005.00			
	02/12/2019	3895	HOLT	THO000 Holt Thomas T	Department Of Labor An, 651-284	MN DEPT 000	03/03/2019		Invoiced	A	50.00
	1	Norm Oustad's special boilers test fee				Tom's C/C00013	03/06/2019	50.00			
	02/12/2019	3896	HOLT	THO000 Holt Thomas T	Advanced First Aid Inc, Coon Ra	ADVANCED007	03/03/2019		Invoiced	A	143.64
	2	Aed battery and 2 adult electodes for FHS			8101900109	Tom's C/C00014	03/06/2019	126.00			
	3	Shipping			8101900109	Tom's C/C00014	03/06/2019	17.64			
	02/12/2019	3897	HOLT	THO000 Holt Thomas T	Department Of Labor An, 651-284	MN DEPT 000	03/03/2019		Invoiced	A	50.00
	1	Kim Beggs special boiler license test fee				Tom's C/C00013	03/06/2019	50.00			
	02/12/2019	3898	HOLT	THO000 Holt Thomas T	Department Of Labor An, 651-284	MN DEPT 000	03/03/2019		Invoiced	A	50.00
	1	Bill Schraders special boilers exam fee				Tom's C/C00013	03/06/2019	50.00			

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX2606	continued...										
	02/08/2019	3893	HOLT	THO000	Holt Thomas T	Dalco Enterprises, 6512516657,	DALCO 000	03/03/2019	Invoiced	A	852.34
	2	SPEC SLRS385815K BLACK 100CA38X58 1.5M ROLL CA			8101900104	Tom's C/C00015	03/06/2019	73.34			
	4	SPEC SLRS404615K BLACK 150CA40X46 1.5M ROLL CA			8101900104	Tom's C/C00015	03/06/2019	84.80			
	5	CP HR171806N NATURAL 2000CA17X18 6M ROLL CAN L			8101900104	Tom's C/C00015	03/06/2019	68.08			
	6	DAL DAL2432XB BLACK 500CA24X32 1M ROLL CAN LIN			8101900104	Tom's C/C00015	03/06/2019	42.64			
	7	GP 12798 ENVISION 9" 8X10002PLY TOILET TISSUE			8101900104	Tom's C/C00015	03/06/2019	61.04			
	8	GP 26480 SOFPULL TOWEL 6X1000BROWN HARDWOUND R			8101900104	Tom's C/C00015	03/06/2019	232.20			
	9	SP 106205 DMQ CLEANER 5GADISINFECTANT CLEANER			8101900104	Tom's C/C00015	03/06/2019	159.52			
	10	HS GL-V103FX GLOVE VINYL XLARGE10X100 POWDER F			8101900104	Tom's C/C00015	03/06/2019	79.20			
	11	VJ 1000043392 GERM-X 2X1150MLOMNIPOD GREEN FOA			8101900104	Tom's C/C00015	03/06/2019	51.52			
	02/08/2019	3894	HOLT	THO000	Holt Thomas T	State Supply, 6517745985, MN, 5	STATE SU000	03/03/2019	Invoiced	A	653.24
	2	Air handler actuators for gym			7601900026	Tom's C/C00017	03/06/2019	556.40			
	3	Shipping			7601900026	Tom's C/C00017	03/06/2019	19.82			
	4	!" NPT Straight RA2000 fo rair handler				Tom's C/C00016	03/06/2019	77.02			
	02/05/2019	3892	HOLT	THO000	Holt Thomas T	Amzn Mktp Us*mb02w2ys0, Amzn.Co	AMAZON B000	03/03/2019	Invoiced	A	48.38
	1	FES Library Date Due Slips				Tom's C/C00018	03/06/2019	48.38			
	02/04/2019	3891	HOLT	THO000	Holt Thomas T	Oreilly Auto #3901, Internation	O'REILLY000	03/03/2019	Invoiced	A	65.97
	2	Transportaion			8101900034	Tom's C/C00019	03/06/2019	65.97			
	02/01/2019	3890	HOLT	THO000	Holt Thomas T	Oreilly Auto #3901, Internation	O'REILLY000	03/03/2019	Invoiced	A	126.00
	2	Transportaion			8101900034	Tom's C/C00020	03/06/2019	126.00			
	02/01/2019	3913	HOLT	THO000	Holt Thomas T	Little Falls Machine, 320-632-9		03/03/2019	Invoiced	A	446.80
	2	Angle cylinder for snow plow			7601900023	Tom's C/C00021	03/06/2019	417.53			
	3	Shipping and handling			7601900023	Tom's C/C00021	03/06/2019	25.00			
	4	shipping				Tom's C/C00001	03/06/2019	4.27			
	01/31/2019	3912	HOLT	THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	03/03/2019	Invoiced	A	797.38
	1	Sped Ed; Washer & Dryer				Tom's C/C00022	03/06/2019	797.38			
											24 transaction(s) for XXXXXXXXXXXX2606. Total Amount ==>> 7,990.97
XXXXXXXXXXXX5690	02/25/2019	3987	HEISSVIC000	Heiss Victoria L	Super One, International, MN, 5	SUPER ON000	03/06/2019	Invoiced	A		107.15
	1	TEACHER APPRECIATION SNACKS				Vicky's C/C00000	03/06/2019	107.15			
	02/21/2019	3986	HEISSVIC000	Heiss Victoria L	Amzn Mktp Us*mi4z20m91, Amzn.Co	AMAZON B000	03/06/2019	Invoiced	A		399.99
	2	Milliard Crash Pad   Sensory Pad with Foam Blo			3001900110	Vicky's C/C00001	03/06/2019	399.99			
	02/19/2019	3985	HEISSVIC000	Heiss Victoria L	Amzn Mktp Us*mi03c4g91, Amzn.Co	AMAZON B000	03/06/2019	Invoiced	A		55.45
	2	42 Pack Emoji Keychain Plush   2.4'' Emoji Toy			3001900113	Vicky's C/C00002	03/06/2019	20.99			
	3	Phone Ring Cell Phone Ring Holder 360 Degree R			3001900113	Vicky's C/C00002	03/06/2019	8.99			
	4	Outee 10 Pcs Cell Phone Ring Holder Phone Ring			3001900113	Vicky's C/C00002	03/06/2019	6.49			
	5	Phone Card Holder, HUO ZAO Silicone Card Holde			3001900113	Vicky's C/C00002	03/06/2019	7.99			

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX5690	continued...										
	6	Phone Card Holder, Morntek 2 in 1 Silicone Adh			3001900113	Vicky's C/C00002	03/06/2019	10.99			
	02/18/2019	3984	HEISSVIC000	Heiss Victoria L	Innovative Office Solu, 9528089	INNOVATI000	03/06/2019		Invoiced	A	68.44
	2	CLEANER,LYSOL,WIPES,6/CT			3001900112	Vicky's C/C00003	03/06/2019	68.44			
	02/15/2019	3982	HEISSVIC000	Heiss Victoria L	Innovative Office Solu, 9528089	INNOVATI000	03/06/2019		Invoiced	A	1,599.99
	1	OFFICE PAPER				Vicky's C/C00004	03/06/2019	1,599.99			
	02/15/2019	3983	HEISSVIC000	Heiss Victoria L	Super One, International, MN, 5	SUPER ON000	03/06/2019		Invoiced	A	66.90
	1	CLASSROOM COOKING MEAL				Vicky's C/C00000	03/06/2019	66.90			
	02/14/2019	3980	HEISSVIC000	Heiss Victoria L	Amzn Mktp Us*mi7dq9oo2, Amzn.Co	AMAZON B000	03/06/2019		Invoiced	A	476.39
	2	BettRoom Wooden Educational Preschool Toddler			3001900110	Vicky's C/C00005	03/06/2019	16.99			
	3	Peg board Shapes Puzzle 38pc			3001900110	Vicky's C/C00005	03/06/2019	19.97			
	5	Joyin Toy 4 in 1 Wooden Educational Shape Colo			3001900110	Vicky's C/C00005	03/06/2019	24.95			
	6	Abilitations Dynamic Movement Body Sox, Large,			3001900110	Vicky's C/C00005	03/06/2019	38.68			
	7	Impresa Products 5-Pack of Stretchy String Fid			3001900110	Vicky's C/C00005	03/06/2019	9.99			
	8	Toddler toys for 1 2 3 4-5 year old boys girls			3001900110	Vicky's C/C00005	03/06/2019	16.99			
	11	[Newest Generation] TOTOBAY Remote Control Oce			3001900110	Vicky's C/C00005	03/06/2019	21.98			
	12	SANHO Dynamic Movement Sensory Sox - Updated V			3001900110	Vicky's C/C00005	03/06/2019	27.98			
	13	Calming Autism Sensory LED Light Projector Toy			3001900110	Vicky's C/C00005	03/06/2019	28.99			
	15	Play22 Activity Cube with Bead Maze - 5 in 1 B			3001900110	Vicky's C/C00005	03/06/2019	29.99			
	16	SKYFIELD Wooden Letter & Number Activity Const			3001900110	Vicky's C/C00005	03/06/2019	12.99			
	17	Spin Disc Sit and Spin Perpetual Motion Spinni			3001900110	Vicky's C/C00005	03/06/2019	198.90			
	19	Milliard Peanut Ball Variety Pack - Approximat			3001900110	Vicky's C/C00005	03/06/2019	27.99			
	02/14/2019	3981	HEISSVIC000	Heiss Victoria L	Amzn Mktp Us*mi9bs9tc0, Amzn.Co	AMAZON B000	03/06/2019		Invoiced	A	177.88
	2	JustJamz Kidz 2.0 Jelly Matte In-Ear Earbud He			2501900004	Vicky's C/C00006	03/06/2019	39.99			
	3	Mardi Gras Beads 33 inch 7mm, 12 Dozen, 144 Pi			2501900004	Vicky's C/C00006	03/06/2019	25.99			
	4	Artlicious 6 Sketch Books Classroom Pack - 5.5			2501900004	Vicky's C/C00006	03/06/2019	35.98			
	5	Summs 8 Pieces in Ear Bud Earphone Headset He			2501900004	Vicky's C/C00006	03/06/2019	25.98			
	6	Cupture Classic Candy Insulated Tumbler Cup wi			2501900004	Vicky's C/C00006	03/06/2019	36.95			
	7	Charcoal Drawing Pencils Set Sketch Pencils Me			2501900004	Vicky's C/C00006	03/06/2019	12.99			
	02/13/2019	3979	HEISSVIC000	Heiss Victoria L	Amzn Mktp Us*mi2wz3js0, Amzn.Co	AMAZON B000	03/06/2019		Invoiced	A	95.99
	2	Abilitations Inflatable PeaPod Medium, 60 Inch			3001900110	Vicky's C/C00007	03/06/2019	95.99			
	02/12/2019	3976	HEISSVIC000	Heiss Victoria L	Amzn Mktp Us*milr89nq0, Amzn.Co	AMAZON B000	03/06/2019		Invoiced	A	120.76
	2	SENSORY SURF BOARD / SCOOTER BOARD			3001900110	Vicky's C/C00008	03/06/2019	108.26			
	3	Shipping - Cost of shipping, not including shi			3001900110	Vicky's C/C00008	03/06/2019	12.50			
	02/12/2019	3977	HEISSVIC000	Heiss Victoria L	Amazon.Com*mi5il4jw1, Amzn.Com/	AMAZON B000	03/06/2019		Invoiced	A	89.68
	2	Because of Winn-Dixie			2301900007	Vicky's C/C00009	03/06/2019	7.99			
	3	Holes (Full Screen Edition)			2301900007	Vicky's C/C00009	03/06/2019	5.99			
	4	Because of Winn-Dixie			2301900007	Vicky's C/C00009	03/06/2019	67.10			

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount			
XXXXXXXXXXXX5690	continued...										
	5	Shipping - Cost of shipping, not including shi			2301900007	Vicky's C/C00009	03/06/2019	8.60			
	02/08/2019	3975	HEISSVIC000	Heiss Victoria L	Super One, International, MN, 5	SUPER ON000	03/06/2019		Invoiced	A	2.34
	2	CLASSROOM SUPPLIES			2601900000	Vicky's C/C00011	03/06/2019	2.34			
	02/07/2019	3974	HEISSVIC000	Heiss Victoria L	Amzn Mktp Us*mb7tl8762, Amzn.Co	AMAZON B000	03/06/2019		Invoiced	A	43.99
	2	Prevue Pet Treat Cuttlebone Box, Large			2551900027	Vicky's C/C00012	03/06/2019	43.99			
	02/04/2019	3973	HEISSVIC000	Heiss Victoria L	Super One, International, MN, 5	SUPER ON000	03/06/2019		Invoiced	A	50.78
	2	CLASSROOM SUPPLIES			2601900000	Vicky's C/C00013	03/06/2019	50.78			
	02/01/2019	3989	HEISSVIC000	Heiss Victoria L	Super One, International, MN, 5	SUPER ON000	03/06/2019		Invoiced	A	7.98
	2	CLASSROOM SUPPLIES			2601900000	Vicky's C/C00014	03/06/2019	7.98			
	01/30/2019	3988	HEISSVIC000	Heiss Victoria L	Spn*elenco, 877-4127467, IL, 60		03/06/2019		Invoiced	A	325.35
	2	Science Supplies			2601900004	Vicky's C/C00015	03/06/2019	295.35			
	3	Science Supplies			2601900004	Vicky's C/C00015	03/06/2019	30.00			
	16 transaction(s) for XXXXXXXXXXXX5690. Total Amount ==>										3,689.06
XXXXXXXXXXXX7373	02/22/2019	3834	HEISSVIC000	Heiss Victoria L	Country Inns & Suites, Walker,		03/03/2019		Invoiced	A	99.58
	2	Hotel Rooms Country Inn, Walker, MN			3001900114	FHS Travel C/C00000	03/06/2019	99.58			
	02/22/2019	3835	HEISSVIC000	Heiss Victoria L	Country Inns & Suites, Walker,		03/03/2019		Invoiced	A	99.58
	2	Hotel Rooms Country Inn, Walker, MN			3001900114	FHS Travel C/C00001	03/06/2019	99.58			
	02/22/2019	3836	HEISSVIC000	Heiss Victoria L	Country Inns & Suites, Walker,		03/03/2019		Invoiced	A	43.55
	2	Extra charge for missing hotel items.			3001900114	FHS Travel C/C00002	03/06/2019	43.55			
	02/22/2019	3837	HEISSVIC000	Heiss Victoria L	Country Inns & Suites, Walker,		03/03/2019		Invoiced	A	99.58
	1					FHS Travel C/C00003	03/06/2019	99.58			
	02/22/2019	3838	HEISSVIC000	Heiss Victoria L	Country Inns & Suites, Walker,		03/03/2019		Invoiced	A	154.02
	2	Hotel Rooms Country Inn, Walker, MN			3001900114	FHS Travel C/C00004	03/06/2019	99.58			
	3	Extra charge for missing hotel items.			3001900114	FHS Travel C/C00004	03/06/2019	54.44			
	02/22/2019	3839	HEISSVIC000	Heiss Victoria L	Country Inns & Suites, Walker,		03/03/2019		Invoiced	A	99.58
	2	Hotel Rooms Country Inn, Walker, MN			3001900114	FHS Travel C/C00005	03/06/2019	99.58			
	02/13/2019	3830	HEISSVIC000	Heiss Victoria L	Shooting Star Casino H, Mahnome	SHOOTING000	03/03/2019		Invoiced	A	62.96
	1	HOTEL ROOM FOR QUIZ BOWL				FHS Travel C/C00006	03/06/2019	62.96			
	02/13/2019	3831	HEISSVIC000	Heiss Victoria L	Shooting Star Casino H, Mahnome	SHOOTING000	03/03/2019		Invoiced	A	62.96
	1	HOTEL ROOM FOR QUIZ BOWL				FHS Travel C/C00006	03/06/2019	62.96			
	02/13/2019	3832	HEISSVIC000	Heiss Victoria L	Shooting Star Casino H, Mahnome	SHOOTING000	03/03/2019		Invoiced	A	62.96
	1	HOTEL ROOM FOR QUIZ BOWL				FHS Travel C/C00006	03/06/2019	62.96			
	02/13/2019	3833	HEISSVIC000	Heiss Victoria L	Shooting Star Casino H, Mahnome	SHOOTING000	03/03/2019		Invoiced	A	62.96
	1	HOTEL ROOM FOR QUIZ BOWL				FHS Travel C/C00006	03/06/2019	62.96			
	10 transaction(s) for XXXXXXXXXXXX7373. Total Amount ==>										847.73

Card Number	Tran Date	Tran ID	Used By	Name	Where Used	Purch Vendor	Imp Date	Post Date	Status	App	Amount	
	Line	Description			PO Number	Invoice Number	Invoice Dt	Amount				
XXXXXXXXXXXX7423	02/27/2019	3888	HOLT	THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	03/03/2019	Invoiced	A	30.47	
	2	FHS			8101900031	Custod C/C00000	03/06/2019	30.47				
	02/26/2019	3886	HOLT	THO000	Holt Thomas T	Forestland Sales & Ser, Interna	FORESTLA000	03/03/2019	Invoiced	A	63.01	
	1	Gas for Ford plow truck (after hours could not				Custod C/C00001	03/06/2019	63.01				
	02/26/2019	3887	HOLT	THO000	Holt Thomas T	Forestland Sales & Ser, Interna	FORESTLA000	03/03/2019	Invoiced	A	37.50	
	1	Gas for old chevy plow truck (after hours coul				Custod C/C00001	03/06/2019	37.50				
	02/20/2019	3885	HOLT	THO000	Holt Thomas T	Oreilly Auto #3901, Internation	O'REILLY000	03/03/2019	Invoiced	A	27.20	
	2	FHS			8101900034	Custod C/C00002	03/06/2019	27.20				
	02/06/2019	3884	HOLT	THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	03/03/2019	Invoiced	A	32.73	
	2	FES			8101900031	Custod C/C00003	03/06/2019	32.73				
	01/31/2019	3889	HOLT	THO000	Holt Thomas T	Menards Intl Falls, Intl Falls	MENARDS 000	03/03/2019	Invoiced	A	64.21	
	2	FHS			8101900031	Custod C/C00004	03/06/2019	64.21				
											6 transaction(s) for XXXXXXXXXXXXX7423. Total Amount ==>	255.12
XXXXXXXXXXXX8363	02/27/2019	3971	HOPKIMIC000	Hopkins Michelle L	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	26.93	
	1	FHS; Food for Meals				FHS Cafe C/C00000	03/06/2019	26.93				
	02/26/2019	3970	HOPKIMIC000	Hopkins Michelle L	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	5.97	
	1	FHS; Food for Meals				FHS Cafe C/C00000	03/06/2019	5.97				
	02/08/2019	3969	HOPKIMIC000	Hopkins Michelle L	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	22.87	
	1	FHS; Food for Meal Service				FHS Cafe C/C00000	03/06/2019	22.87				
	01/28/2019	3972	HOPKIMIC000	Hopkins Michelle L	Super One, International, MN, 5	SUPER ON000	03/03/2019		Invoiced	A	5.59	
	1	FHS; Food for Meal Service				FHS Cafe C/C00000	03/06/2019	5.59				
											4 transaction(s) for XXXXXXXXXXXXX8363. Total Amount ==>	61.36
											179 transaction(s). Total Amount ==>	25,655.25

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



March 2019

# International Falls School District 361

Leadership Academy, Professional  
Development and Coaching Supports for  
2019 - 2020

March 1, 2019

Mr. Kevin Grover  
ISD 361 Superintendent  
1515 Eleventh Street  
International Falls, MN 56649

Dear Mr. Grover,

Thank you for the continued discussions and communication pertaining to International Falls School District's (ISD 361) partnership goals as we continue to deepen the work of leaders and teachers within your district. Our faculty are eager to fully support teachers as they build sustainable practices within classrooms at ISD 361.

This proposal outlines LSI Leadership Academy, professional development and coaching supports proposed for the 2019-2020 school year. Our faculty is thrilled to continue this important work and challenging goal setting for next year. LSI will continue to focus on a trusting learning environment as a district, school and teacher leaders build relationship and challenge one-another to grow in their personal and professional experiences.

We thank you for your continued partnership and look forward to working with your leaders and teachers in the coming year.

**Cathy Bross, Director of District Partnerships**

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## Summary of Services for 2019-2020

ISD 361 leaders and teachers have exhibited tremendous growth toward a common vision of a rigorous learning environment for all students in every classroom over the past few years. As this important work continues, leaders are investing in deepening school leadership team growth and teacher professional development to build capacity within each school so students are prepared with the academic and social skills necessary to be successful in life. Together, we will support teachers and leaders with intensive



supports and coaching to build capacity to and sustainability for high-quality instructional practices aligned with rigorous academic standards.

During our continued partnership, district and school leaders will receive targeted leadership coaching within **LSI Leadership Academy and Coaching** to tie District initiatives together for seamless inspection of metrics for continued growth opportunities for all leaders and teachers through the school year.

## Investment in School Leadership Teams with Leading Data Metrics

LSI's Leadership Academy targeted Ignite Professional Development, and Coaching for Implementation (C4I) supports provide tools for teachers and leaders to maximize their impact on raising student achievement by improving instructional leadership skills – reducing variability among principals and leaders. ISD 361 District and School leaders will continually examine data throughout the execution of professional development for a continual monitor for School Leadership Teams. With the use of RigorWalk data, teams composed of the district, teacher leaders and LSI senior consultant, will continually adjust the implementation plan to reduce impediments and ensure school success.

## Solution Summary

LSI is successful only if ISD 361 is successful. We love to work with districts who embrace the changes required for growth while still honoring the dedication and efforts previously completed. Our partnership model holds us all – district, leaders, teachers, school and LSI – accountable, while empowering all to accelerate professional growth of educators and academic success of your students.

# Leadership Academy and Capacity Team Building

## Leadership Academy

**LSI Leadership Academy** will create a causal chain reaction created and driven through leadership team development within each session of LA. Leadership Academy is designed to support tangible growth for teams each session and will use team reporting structures to capture this trajectory. When we equate the concept of leadership to a title or someone in formal authority, teams are not utilizing the power of distributed leadership within their schools. This year, LSI Leadership Academy will broaden the concept of leadership for the shared purpose of equity and access to rigorous education in all classrooms.

Through modeled coaching actions, leaders unite what people believe and in turn, they support the subsequent actions. LSI's **District and School Leader Coaching** builds the skills of the leaders to effectively monitor teacher implementation of strategies in daily classroom practice. It is an individualized, job-embedded, and focused mentoring of the school leader so he/she can recognize rigorous instruction and evidence of student learning.

## COMMUNITIES OF PRACTICE

- ✓ Recognize the essential role and responsibility of the school leader/principal
- ✓ Collaborate and engage in learning and leadership activities
- ✓ Experience professional development focused on summative evaluators, peer reviewers and teachers learning new ways to work





## LSI Rigor Diagnostic

This data tool is derived from research and examines pillars of rigor proven to be critical for deepening teacher practice and raising student achievement. RigorDiagnostics are conducted by certified LSI faculty and provide insight and actionable data needed to determine the current conditions of teaching and learning within each school. The Rigor Diagnostic platform addresses root causes, guides specific coaching needs, and assists with developing a plan of action tailored to each school's individual needs.

## LSI RigorWalk®

LSI *RigorWalk* is housed within the LSI Trend Tracker platform. School Leaders will have access to the RigorWalk tool to collect information and data about current classroom processes as they align to the Pillars of Rigor.

## District and School Leader Coaching

LSI's *District and School Leader Coaching* builds the skills of the school leader to effectively monitor teacher implementation of strategies in daily classroom practice. It is an individualized, job-embedded, and focused mentoring of the school leader so he/she can recognize rigorous instruction and evidences of student learning. Expert LSI's consultants who are equipped with extensive real-world classroom experience will lead the sessions. Coaching and support build and expand upon leadership practices that are already working. School leaders are then able to support teachers as they plan and deliver rigorous, standards-based lessons.

## Ignite Core Instruction Professional Development

Through LSI's *Ignite Core Instruction™ professional development series*, leaders and teachers will experience rigorous teaching in all phases—planning, delivery, reflection, and adjustment—and how that teaching impacts student learning. Working at increasing levels of autonomy, students will begin to own their learning and take responsibility for their progress. Under the guidance of their teachers, students develop both the academic and social skills they will need to be successful in the new economy and in future careers that do not yet exist. An overview of the three professional development days that are delivered in the first year of implementation follows.

## Coaching for Implementing (C4I)

Following each professional development session, *Coaching for Implementation* sessions are provided to ensure the correct use of strategies immediately in classrooms. These sessions help coaches and teacher leaders support teachers to look for lesson effects as they implement their learnings from professional development.

LEADERSHIP ACADEMY (EIP SPONSORED)	LA Session 1	LA Session 2	LA Session 3	LA Session 4	LA Session 5
SCHOOL LEADER COACHING	½ Day Session	½ Day Session	½ Day Session	½ Day Session	
LSI TREND TRACKER TECHNOLOGY	LSI Trend Tracker RigorWalks	LSI Trend Tracker RigorWalks	LSI Trend Tracker RigorWalks	LSI Trend Tracker RigorWalks	LSI Trend Tracker RigorWalks
IGNITE PD and C4I COACHING	Building Team Ownership	C4I Coaching 3 per PD topic	Amplifying Team Effects	C4I Coaching 3 per PD topic	
LSI TECHNOLOGY RESOURCES	Baseline Rigor Diagnostic	School Surveys	Rigor Diagnostic	Rigor Diagnostic	Rigor Diagnostic

## Work Plan and Cost Proposal

The following plan includes a comprehensive list of proposed services for the 2019-2020 school year. Services may be adjusted to meet the needs of school leaders and teachers. The following work plan and cost proposal assumes the investment of EIP to support LSI Leadership Academy and Growth and Standards Tracker technology platform services for the 2019-20 school year. Contracted services will be invoiced in even monthly increments during service delivery dates from September 2019 – May 2020.

### Scope of Services

**2019-2020 Services**

**\$ 91,895**

#### Leadership Academy and Sustainability Training

- Leadership Academy, 5 sessions (EIP Sponsored)
- School Leadership Coaching Day, 4 half-day sessions

#### Data and Technology Resources

- LSI Growth and Standards Tracker Platform (EIP Sponsored)
- Trend Tracker Annual District License
- Baseline RigorDiagnostic with school surveys and data presentation, 1 per school
- RigorDiagnostic with data presentation, 3 per school (half-day delivery)
- Monthly project management, reproduction license, virtual coaching, technology support, research, reporting, and data analytics

#### Professional Development and Coaching

- Ignite Building Team Ownership PD, 1 session
- Ignite Amplifying Team Effects PD, 1 session
- Coaching for Implementation (C4I), 6 full-day sessions

## Overview Sessions

Name	Session Description	Audience
<b>Leadership Academy</b>	Leadership Academy will create a causal chain reaction created and driven through leadership team development within each session of LA. Sessions are designed to support tangible growth for teams each session and will use team reporting structures to capture this trajectory. With a focus on Leading Maturing Systems, the session will focus on a joint, shared vision for the district building a stronger foundation for further emerging capacity building through distributed leadership.	District and School Leadership Teams
<b>LSI Rigor Diagnostic</b>	Rigor Diagnostic is a research-based measurement tool to assess a school's progress over the course of the year. This is a baseline measure for each school. A Leadership Survey will be part of the baseline Rigor Diagnostic. The District Lead will schedule with each individual principal and share with district staff.	Principal, School Leadership Team, District Support
<b>School Culture and School Leadership Survey</b>	All certificated staff will receive a survey link to participate in a two survey about elements of the school culture and leadership that lead to growth in student achievement. District and school leaders will receive email communication from the Research Department and notice from the District Lead to ensure a strong response rate on the survey.	Classroom Teachers
<b>District and School Leadership Coaching</b>	The participants will take part in classroom walk-throughs to assess the progress of the implementation of the professional development in the classrooms. School leaders will receive individual coaching and support to strengthen their instructional leadership skills. The School Leadership Coach will provide actionable guidance to create visible improvements leading to instructional change. The leadership team will use an Action Board to track and drive improvement.	Principals and School Leadership Teams
<b>Ignite Professional Development</b>	<b>PD: Building Team Ownership</b> For schools with teachers, coaches, and administrators who are seeking to improve their ability to plan lessons and tasks that gradually scaffold to, and allow students to meet, Learning Targets and Standards. Scaffolded learning builds upon mini-lesson to help teachers understand how a lesson flows into rigor. In addition, this training will support teachers who are increasing the use of teaming in their classrooms by preparing students to use evidence to support their thinking when interacting in a group setting.	School Leaders, Teachers, and Coaches
<b>Ignite Professional Development</b>	<b>PD Amplifying Team Effects:</b> For schools with teachers, coaches, and administration who are seeking to support more autonomy within student teams. Teachers will learn how to structure a Rigorous Task to give students the time and structures necessary to implement all the teaming skills they have developed throughout the progression so far. In addition, teachers will learn how to teach and prepare students to coach each other within their groups, allowing student teams to navigate productive struggle without seeking help from the teacher.	All School Teachers
<b>Coaching for Implementation (C4I)</b>	On-site coaching session with the staff developer to review the content from the professional learning day, coaches will learn to coach content using the Growth Tracker and strengthen implementation through classroom visits.	School Leaders and Coaches (5-7)

Initial \_\_\_\_\_

Date \_\_\_\_\_

# Services Agreement

This agreement is made and entered into as of the date last signed below by and between **ISD 361** (hereinafter referred to as “the District”) whose principal place of business is 1515 Eleventh Street, International Falls, MN 56649 and **Learning Sciences International®** (hereinafter referred to as “Contractor”), whose principal place of business is 175 Cornell Road, Suite 18, Blairsville, PA 15717.

**WHEREAS**, The District is interested in procuring the Contractor’s professional development, training, and support services for schools within the District; and

**WHEREAS**, Contractor desires to provide their professional development, training, and support services for schools within the District,

**NOW, THEREFORE**, in consideration of the premises and of the mutual covenants contained herein and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties hereby agree as follows:

## 1. SPECIAL CONDITIONS

**1.1. Term of Agreement.** The term of this Agreement shall commence upon contract award and continue until **July 30, 2020**. Notwithstanding any other termination referenced herein or attached hereto, the District reserves the right to terminate this agreement within 30 days prior to the start of each fiscal year (July 1) during the term of this agreement without cause or subject to any penalties or obligations.

**1.2. Scope of Work.** The Contractor shall provide the following services as noted within the proposal’s Implementation Plan.

**1.2.1.** Services shall be considered complete upon the District’s acceptance of deliverables described in the Implementation Plan & Cost Summary.

**1.2.2.** The Contractor reserves the right to revise the Services based on data analysis results throughout the project, upon discussion with and written approval authorized leaders from the District. The Contractor will make a best effort to maintain overall project cost neutrality of any changes.

**1.2.3.** In the course of providing services, our staff developers and leadership coaches are permitted to take informal pictures or videos of classroom practices and student interactions when District has a photo/video release on file for such students. These photographs and videos will be used for training purposes to assist our clients in better understanding the impact of their professional practice on student learning. The District will provide a list of the students with photo/video releases on file.

**1.2.4.** If the District desires to modify participating schools named as part of this agreement, the Contractor reserves the right to assess and/or revise the Services, and thus may require a renegotiation of products, services and overall cost based on the changes.

**1.3. Data Collection, Analysis, and Reporting.** The District agrees to Contractor's access to the student assessment data, including Interim and Benchmark assessment data, diagnostic student achievement data from web-based systems from, for example, Performance Matters, and state Department of Education assessment data.

**1.3.1. Purpose of the Data to be Conducted:** Student achievement data is a critical component for collecting appropriate metrics over time upon which the District can evaluate progress towards rigor and effectively support professional development. Data is necessary to assess short-, mid- and long-cycle student achievement to assess gains and the effectiveness of the programs. Therefore, the District agrees to provide the requested data for students in the district in the same grade levels as participating schools. All district data is necessary to create a comparison group of similarly situated students who did not receive the treatment program. De-identified data or mock student ids can be used to secure personally identifying information as long as they are consistent across assessment files.

**1.3.2. Information to be Disclosed:** Information to be disclosed will be confidential and include metrics such as average scores per item and scores averaged by demographic subgroups.

**1.3.3. Conditions.** The parties agree to the following conditions relating to the security and confidentiality for all collected student data.

**1.3.4. Ownership of Data.** The collected student data shall remain the sole property of the District. Except as expressly provided in this agreement, the District retains all right, title, interest in the collected student data as specified in this Services Agreement. The Contractor retains the right to include the student data in publications or written reports whereby the results of the data are reported anonymously. Furthermore, data included in publications or reports will never be released in any way that would enable someone to identify students, parents, or teachers.

**1.3.5. Collected Data.** Contractor will use a FTP account to securely transfer data files from the customer to LSI. This account is will permit the files to be loaded for processing. All electronic analysis of data will be performed on encrypted, secure, password protected computers. The Contractor agrees that all data collected and the resulting analysis of that data will be kept confidential. The Contractor shall maintain confidentiality and safeguard the analysis of any data gathered as a result of this Agreement. The Contractor reserves all rights to publish the results of research and shall publish results without personally identifiable student or teacher information. The District has the right to review publications prior to submission but will have a maximum of ten (10) business days to review and provide a list of any requested changes to the Contractor for consideration. The Contractor will submit a final copy to the District prior to publication.

**1.3.6. Confidentiality of Student Information.** The confidential student information will be used by researchers at the Contractor to conduct studies designed to improve instruction for children in the District.

**1.3.6.1.** To affect the transfer of data subject to FERPA, the Contractor agrees to use the collected data for no purpose other than research and analysis authorized under Section 99.31 (a)(6) of Title 34 of the Code of Federal Regulations which allows disclosure of personally identifiable information from students' education records in connection with the Contractor conducting studies to develop, validate, or administer predictive tests, administer student aid programs, or improve instruction. The Contractor further agrees not to share data received under this Amendment with any other entity without prior written consent and to destroy the

information when no longer needed for the purposes for which the study was conducted.

**1.3.6.2.** The Contractor is subject to all School Board obligations relating to compliance with student records confidentiality laws. By signing this Services Agreement, the Contractor acknowledges and agrees to comply with the Family Educational Rights and Privacy Act (FERPA) and all State and Federal Laws relating to the confidentiality of student records.

**1.3.7. Authorized Representatives.** The Contractor and the District shall designate in writing a single authorized representative able to request and share data according to this Services Agreement. The authorized representatives shall be responsible for transmitting all data requests and maintaining a log or other record of all data requested and received pursuant to this Agreement, including confirmation of the completion of any projects and the return or destruction data as required by this Agreement.

**1.3.7.1.** The Contractor designates Lindsey Devers Basileo, PhD, as the authorized representative of the District's data. The Contractor or its agents may upon request review the records required to be kept under this section.

**1.3.7.2.** At the time of receipt of a signed contract, the Contractor will designate an authorized project manager and point of contact for all project related inquiries for the duration of this work.

**1.3.7.3.** The District commits to providing any/all contact information needed to deliver products and services, including surveys to school leadership, staff, and faculty for participating schools and district administration, and for LSI Tracker Tracking Leaders; providing timely communication to Tracking Leaders, School and District Leadership Teams, and school faculty and staff regarding promoting full participation in service delivery and interaction with technology products and services.

**1.3.7.3.1.** The District designates, \_\_\_\_\_  
(name, title, and contact information) as the project point-of-contact for the District.

**1.3.7.3.2.** The District designates, \_\_\_\_\_  
(name, title, and contact information) as the data analysis and research point-of-contact for the District.

**1.3.7.3.3.** The District designates, \_\_\_\_\_  
(name, title, and contact information) as the technology (Organization Administrator for Contractor technology products that may be part of the project) point-of-contact for the District.

**1.3.1. Surveys.** All participants must be able to receive emails and access links from SurveyMonkey.com and Research.net. Participants will be asked to complete surveys at one or both of these sites. In order to receive invitations from and gain access to these websites, the District will be responsible for adding SurveyMonkey.com, Research.net, and Outbound.research.net to their email "whitelist" and adjusting firewalls or email filters if necessary for participant access. Names, email addresses, and other contact information will not be used or transferred for reasons other than those stated within this agreement.

Initial \_\_\_\_\_

Date \_\_\_\_\_

- 1.3.1.1.** Should School Culture, School Leadership Team, and/or other Contractor surveys or reports be administered and delivered as part of this Services Agreement, the District will provide all necessary names, email addresses, and/or other contact information to the Contractor when requested. Names, email addresses, and other contact information will not be used or transferred for reasons other than those stated within this agreement.
- 1.4. Pricing.** Prices quoted are good for 30 days from the date of proposal or quote, unless otherwise stated in writing. All prices stated in USD unless otherwise noted. Pricing remains firm for the contract period.
- 1.5. Payment.** Purchase order or payment is required prior to order fulfillment, unless otherwise agreed upon by the District and the Contractor. Make checks payable in USD to "Learning Sciences International" and submit to 175 Cornell Road, Suite 18, Blairsville, PA 15717.
- 1.6. Scheduling.** On-site training and professional development sessions requires 30 days advance notice. Signed contract, purchase order, or payment must be received before training dates can be reserved. Trainings scheduled at the District's request with less than 30 days advance notice are subject to availability and a \$500 expediting fee. All training sessions must be scheduled no later than 12 months following receipt of purchase order.
- 1.6.1.** The District commits to receiving delivery of products and services as defined in the proposal, unless agreed to in-writing by and authorized representative of the Contractor. As a result, any scope changes, repurposing of professional development days or onsite coaching or district support days or virtual support sessions will not be permitted unless agreed to, in-writing, by any authorized Contractor representative.
- 1.7. Cancellation.** On-site training and professional development sessions may be rescheduled prior to 30 days in advance without penalty. If the District cancel or reschedule within the 30-day window, a \$500 fee + travel expenses incurred will be charged (including cancellation and airline booking fees.)
- 1.8. Shipping and Handling.** Shipping and Handling for print materials shown at standard ground rates. Please allow 7-10 business days for order processing and delivery. Expedited or overnight shipping available for some items. Additional fees may apply. The Contractor will fulfill your order based on the quantity of materials shown on your purchase order. Should you request additional copies of materials, you will be invoiced for the materials plus shipping and handling. Expedited or overnight shipping may apply.
- 1.9. Sales, Use, Value Add and other Taxes.** If the District is exempt from sales taxes, they must provide a copy of their current exemption certificate, if applicable. The Contractor reserves the right to charge sales, use, and/or value added tax in addition to quoted product prices as required by taxing authorities, if applicable. Actual sales tax billed will be based on the Contractor's sales tax collection requirements and the District's current jurisdiction rates in effect on the date of invoice.
- 1.10. Materials Reprint Licenses.** Professional development sessions and related materials are revised periodically to reflect most current research and provide the best possible experience for the learners. Updates to materials covered under reprint licenses will be provided free of

charge upon request during the terms of the license. The District is advised to print only sufficient quantities to cover their immediate training needs.

**1.11. Recording of Presentations.** All audio and video recording is prohibited without written consent from the Contractor.

**1.12. Payment on Deliverables.** For all deliverables, the District shall pay to the Contractor the fees and costs as follows:

**1.12.1.** Total contracted services will be invoiced in even monthly increments during contracted service delivery dates.

**1.13. Required Signatures.** Please provide Authorized Representatives (Section 1.3.7.3), initial and date all pages of this Service Agreement, complete the required signatures below and return with a purchase order via email to [accounting@learningsciences.com](mailto:accounting@learningsciences.com).

**District Representative:** \_\_\_\_\_

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

**Signature** \_\_\_\_\_

**Effective Date** \_\_\_\_\_

**Learning Sciences Representative:** Michael Toth \_\_\_\_\_

**Title:** CEO \_\_\_\_\_

**Signature**  \_\_\_\_\_

**Effective Date** 03/04/2019 \_\_\_\_\_

**INTERNATIONAL FALLS PUBLIC SCHOOLS  
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 601  
School District Curriculum and Instructional Goals**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ October 2018 \_\_\_\_\_

*[Note: Minn. Stat. § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minn. Stat. § 120B.11.]*

**I. PURPOSE**

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Graduation Standards and ~~the~~ federal law and are aligned with creating the world's best workforce.

**II. GENERAL STATEMENT OF POLICY**

~~It is~~ The policy of the school district **is** to establish the “world’s best workforce” in which all learning in the school district should be directed and for which all school district learners should be held accountable.

**III. DEFINITIONS**

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills and career and college readiness.

- D. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. “Performance measures” are measures to determine school district and school site progress in striving to create the world’s best workforce and must include at least the following:
  - ~~1. student performance on the National Assessment of Educational Progress where applicable;~~
  - 1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other ~~statutorily recognized rigorous~~ courses of study or industry certification courses or programs and enrichment experiences by student subgroup;
  - 2. student performance on the Minnesota Comprehensive Assessments;
  - 3. high school graduation rates; and
  - 4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.
- F. “World’s best workforce” means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of 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.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

#### IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
  - 1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all ~~nine student categories identified under the federal 2001 No Child Left Behind Act and two student gender categories of male and female;~~ student categories identified in state and federal law;

**[Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]**

2. a process ~~for assessing to assess~~ and ~~evaluating~~ each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and ~~identify~~ the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

***[Note: MSBA/MASA Model Policy 618 addresses this requirement.]***

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;

***[Note: MSBA/MASA Model Policy 616 addresses this requirement.]***

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

***[Note: MSBA/MASA Model Policy 616 addresses this requirement.]***

5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and;
7. an annual budget for continuing to implement the school district plan.

B. School district site and school site goals shall include the following:

1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.\* These skills include:

***[\*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education ~~Plan~~ Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]***

- a. reading, writing, speaking, listening and viewing in the English language;
  - b. mathematical and scientific concepts;
  - c. locating, organizing, communicating and evaluating information and developing methods of inquiry (i.e. problem solving);
  - d. creative and critical thinking, decision making, and study skills;
  - e. work readiness skills;
  - f. global and cultural understanding.
2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
- a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
  - b. bring many perspectives, including historical, to contemporary issues;
  - c. develop an appreciation and respect for democratic institutions;
  - d. communicate and relate effectively in languages and with cultures other than the student's own;
  - e. practice stewardship of the land, natural resources, and environment;
  - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
- a. establishing and achieving personal and career goals;
  - b. adapting to change;
  - c. leading a healthy and fulfilling life, both physically and mentally;
  - d. living a life that will contribute to the well-being of society;
  - e. becoming a self-directed learner;
  - f. exercising ethical behavior.
5. Students will be given the opportunity to acquire human relations skills necessary to:
- a. appreciate, understand, and accept human diversity and interdependence;
  - b. address human problems through team effort;
  - c. resolve conflicts with and among others;

- d. function constructively within a family unit;
- e. promote a multicultural, gender-fair, disability-sensitive society.

*[Note: School district and site goals example courtesy of the Winona School District.]*

- C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.
  - 1. The school district shall identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year **and shall identify students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher.** Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive assessment.
  - 2. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:
    - a. **the** student's reading proficiency as measured by a locally adopted assessment;
    - b. reading-related services currently being provided to the student **and the student's progress;** and
    - c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

**This provision may not be used to deny a student's right to a special education evaluation.**
  - 3. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current

grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

~~*[Note: School districts are strongly encouraged, but not required, to provide personal learning plans, as provided in Paragraph 4.1]*~~

~~4. The school district will provide a personal learning plan for a student who is unable to demonstrate grade level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.~~

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)  
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)  
Minn. Stat. § 122A.40., Subd. 8 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123B.147, Subd. 3 (Principals)  
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

MSBA/MASA Model Policy 615 (Basic Standards Testing,  
Accommodations, Modifications, and Exemptions for IEP, Section 504  
Accommodation and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
**MSBA/MASA Model Policy 618 (Assessment of Student Achievement)**

**INTERNATIONAL FALLS PUBLIC SCHOOLS  
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 603  
Curriculum Development**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ October 2018 \_\_\_

*[Note: Minn. Stat. § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minn. Stat. § 120B.11.]*

**I. PURPOSE**

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

**II. GENERAL STATEMENT OF POLICY**

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

**III. RESPONSIBILITY**

- A. The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area. ~~and follow attached adoption cycle.~~
- B. A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its **learning school** sites, and shall include parent, teacher, support staff, student, community residents, and administration representation, and shall provide translation to the extent appropriate and practicable. Whenever possible, parents

and other community residents shall comprise at least two-thirds of advisory committee members.

- C. Within the ongoing process of curriculum development, the following needs shall be addressed:
1. Provide for articulation of courses of study from kindergarten through grade twelve.
  2. Identify minimum objectives for each course and at each elementary grade level.
  3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
  4. Provide a program for ongoing monitoring of student progress.
  5. Provide for specific, particular, and special needs of all members of the student community.
  6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.
  7. Integrate required and elective ~~content~~ **course** standards in the scope and sequence of the district curriculum.
  8. Meet all **applicable** requirements of the Minnesota Department of Education and federal law.
- D. ~~It shall be the responsibility of~~ The superintendent **shall be responsible for** ~~to~~ keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and ~~to~~ **for** periodically presenting recommended modifications for school board review and approval.
- E. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

**Legal References:** ~~Minn. Stat. § 120B.031 (Implementing the Profile of Learning)~~  
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)  
Minn. Stat. § 120B.11 (School District Process)  
~~Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)~~  
Minn. Rules Part 3500.0550 (Inclusive Educational Program)  
~~Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)~~  
~~Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)~~

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)  
~~Minn. Rules Part 3501.0010–3501.0180 (Graduation Standards—Reading and Mathematics)~~  
~~Minn. Rule Parts 3501.0200–3501.0270 (Graduation Standards—Written Composition)~~  
~~Minn. Rule Parts 3501.0300–3501.0469 (Graduation Standards—Profiles in Learning)~~

***Cross References:***

MSBA/MASA Model Policy 604 (Instructional Curriculum)  
MSBA/MASA Model Policy 605 (Alternative Programs)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (~~Basic Standards~~ Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 ~~Plans, Accommodation~~ and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)  
MSBA/MASA Model Policy 618 (Assessment of **Student** Achievement)  
MSBA/MASA Model Policy 619 (Staff Development for Standards)  
MSBA/MASA Model Policy 620 (Credit for Learning)  
~~MSBA/MASA Model Policy 621 (Record Keeping/Reporting/Advising of Student Achievement)~~  
~~MSBA/MASA Model Policy 622 (Profile of Learning Appeal Process)~~  
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

**INTERNATIONAL FALLS PUBLIC SCHOOLS  
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 604  
Instructional Curriculum**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ October 2018 \_\_\_

**I. PURPOSE**

The purpose of this policy is to provide for the development of course offerings for students.

**II. GENERAL STATEMENT OF POLICY**

- A. Instruction must be provided in at least the following subject areas:
1. Language Arts and basic communication skills including reading and writing, literature, and fine arts;
  2. Mathematics and science;
  3. Social studies, including history, geography, economics, **government**, and citizenship that includes civics (see II.I.);
  4. Health and physical education.

*[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]*

5. The arts;
6. Career and technical education; and
7. World languages.

*[Note: World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates or Minnesota World Language High Achievement Certificates consistent with Minn. Stat. § 120B.022, Subd.1]*

- B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. The instructional approach will be nonsexist and multicultural.
- C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.
- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade beginning in the 2014-2015 school year and later.
  - 1. In the school district's discretion, training and instruction may result in CPR certification.
  - 2. CPR and AED instruction must include CPR and AED training that have been developed:
    - a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
    - b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
  - 3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.

4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

***[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]***

- H. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
  1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
  2. emphasize academic rigor and high expectations **and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;**
  3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
  4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
  5. help students access education and career options;
  6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
  7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;

8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

*[Note: Minn. Stat. § 120B.125 requires school districts to provide the services set forth in Section II.H. beginning in the 2013-2014 school year.]*

- I. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student’s transcript that the student answered at least 30 of 50 civics test questions correctly.
  1. “Civics test questions” means 50 of the 100 questions that, as of January 1, 2015, United States citizenship and immigration services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions if receives on the Minnesota’s Legacy website by August 1 of that year.
  2. A school or district may exempt a student with disabilities from this requirement if the student’s IEP team determines the requirement is inappropriate and establishes an alternative requirement.
  3. A school or district may administer the civics test questions in a language other than English to students who qualify for English learner services.
  4. Schools and districts may administer civics test questions as part of the social studies curriculum.
  5. A district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.
  6. The school district cannot charge a fee related to this requirement.

***[Note: This requirement is effective for students enrolling in grade 9 in the 2017-2018 school year and later.]***

***Legal References:*** Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.022 (Elective Standards)  
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)  
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)  
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

***Cross References:*** MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 605 (Alternative Programs)

**INTERNATIONAL FALLS PUBLIC SCHOOLS  
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 613  
Graduation Requirements**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ October 2018 \_\_\_

*[Note: The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.]*

**I. PURPOSE**

The purpose of this policy is to set forth requirements for graduation from the school district.

**II. GENERAL STATEMENT OF POLICY**

~~It is~~ The policy of the school district is that all students ~~must meet or exceed the Minnesota Comprehensive Assessment standards in Reading and Mathematics. If students do not pass on the initial attempt, they must attend remediation classes and retest. If students are unable to meet or exceed the standards in Reading and math after a total of three attempts they will be considered to have met district requirements. Students must also complete all required content standards, as established by the school board, in order to graduate.~~ entering grade 8 in the 2012-2013 school year and later, must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

**III. DEFINITIONS**

~~[Note: The definitions of the following terms are derived from the definitions set forth in Minnesota Rules Chapter 3501.]~~

- A. ~~“Department” means the Minnesota Department of Education.~~  
~~“Academic standard” means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for~~

student learning in health, the arts, career and technical education, or world languages.

- B. ~~“State test” means a test established and maintained by the Department.~~  
“Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- C. ~~“Unit” means a unit measuring education achievement based on successfully completing the requirements of a given course of study.~~
- C. “Section 504 Accommodation” means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.
- D. “Individualized Education Plan,” or “IEP,” means a written statement developed for a student eligible by law for special education and services.
- E. ~~“Limited English Proficient” or “LEP”~~ “English Language Learners” or “ELL” student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- F. “GRAD” means the graduation-required assessment for diploma that measures the reading, writing, and mathematics proficiency of high school students.

#### IV. ~~REQUIREMENTS~~ DISTRICT ASSESSMENT COORDINATOR

School Board/Superintendent shall name a District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

- ~~A. All students including home schooled and those not enrolled when the test was given must pass the Minnesota Comprehensive Assessments in Reading and Mathematics, as per state requirements in order to graduate or attend remediation classes and retest up to two additional times;~~
- ~~B. All students must complete all preparatory and high school content standards as per school site or state requirements; and~~
- ~~C. Home schooled and non public school students who reside in the district must take public school classes that fulfill graduation requirements of the district.~~
- ~~D. All students must successfully engage in an appropriate number of standards. A student must:
  - ~~1. \* complete 23(\*\*) credits which must include the following requirements:~~~~

~~24 completed credits required for the Class of 2015 and beyond~~

- ~~four (4) English~~
- ~~four (4) social studies~~
- ~~three (3) science~~
- ~~three (3) math~~
- ~~one (1) music/art~~
- ~~one (1) industrial technology/FACS~~
- ~~ninth grade PE/Health~~
- ~~one half (.5) Physical Education in grades 10-12~~

~~\*These requirements were implemented for the Class of 2008 and beyond~~

~~2. have met the requirements of an IEP.~~

~~E. Students shall have met all requirements for graduation to be eligible to participate in commencement activities. Exception shall be granted for seniors who are lacking 1/2 credit or less, and who are enrolled in an approved course of study (e.g. correspondence course, on-line learning course) to correct the credit deficiency, or who are enrolled in summer school immediately following commencement to correct for the deficiency. Approval of courses of study shall be responsibility of the high school principal. Enrollment and approval are required prior to participation in commencement activities. ***Exception shall also be made for students who have met all credit requirements but must take the Minnesota Comprehensive Assessment(s) one more time.***~~

~~V. GRADUATION REQUIREMENTS OF HOME-SCHOOLED STUDENTS IN RECEIVING AN INTERNATIONAL FALLS SCHOOL DISTRICT DIPLOMA~~

- ~~A. All resident home-educated students must be registered and attend with full seat time in the International Falls Public Schools in grades 11 and 12.~~
- ~~B. Resident home-educated students or non-public students will show successful performance by achieving at least a "C" grade in all coursework by the 12<sup>th</sup> week of school. If successful, previous credits earned by a student in a non-accredited school will be recognized.~~
- ~~C. The International Falls Public Schools recognizes the home-school transcript as coming from a "non-accredited school or secondary school".~~
- ~~D. The local school district shall be responsible for the appropriate assignment of a student transferring from a non-accredited school to the class or grade best suited for the student.~~
- ~~E. Resident home-educated students with full public school seat time in grades 11 & 12 are eligible to participate in the receiving of awards and scholarships offered through the public school.~~

## V. GRADUATION ASSESSMENT REQUIREMENTS

For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- A. encouragement to participate on a nationally normed college entrance exam in grade 11 or grade 12;
- B. achievement and career and college readiness tests in mathematics, reading, and writing. The tests must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation. In addition, the tests must ensure that the foundational knowledge and skills for students' successful performance in postsecondary employment or education and articulated series of possible targeted interventions are clearly identified and satisfy Minnesota's postsecondary admission requirements. To the extent available, the tests should:
  1. monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students' require curriculum or instructional adjustments, targeted interventions, or remediation; and
  2. based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and
  3. consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*) age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
  4. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
  5. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan

focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.

6. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college must be actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.
7. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

## **VI. GRADUATION CREDIT REQUIREMENTS**

Students beginning 8<sup>th</sup> grade in the 2012-2013 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. 24 Credits required for graduation or have met the requirements of an IEP.
- B. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- C. Three credits of mathematics, including an algebra II credit or its equivalent, geometry, statistics and probability, or its equivalent, sufficient to satisfy all of the academic standards in mathematics.
- D. Students in the graduation class of 2015 and beyond must complete an algebra I credit by the end of 8<sup>th</sup> grade sufficient to satisfy all of the 8<sup>th</sup> grade standards in mathematics;
- E. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- F. Four credits (1/2 credit more than State) of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
- G. One credit in the music/arts sufficient to satisfy all of the state or local academic standards in the arts; and

- H. One credit in ninth grade PE/Health and one-half (.5) credit in Physical Education in grades 10-12.
- I. One credit in Industrial Technology/FACS.
- J. Credit equivalencies.
  - 1. A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
  - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.
  - 3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
  - 4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
  - 5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.
- K. Students shall have met all requirements for graduation to be eligible to participate in commencement activities. Exception shall be granted for seniors who are lacking ½ credit or less, and who are enrolled in an approved course of study (e.g. correspondence course, on-line learning course) to correct the credit deficiency, or who are enrolled in summer school immediately following commencement to correct for the deficiency. Approval of courses of study shall be responsibility of the high school principal. Enrollment and approval are required prior to participation in commencement activities. ***Exception shall also be made***

*for students who have met all credit requirements but must take the Minnesota Comprehensive Assessment(s) one more time.*

## **VII. GRADUATION STANDARDS REQUIREMENTS**

- A. All students must demonstrate their understanding of the following academic standards:
1. School District Standards, Health (K-12);
  2. School District Standards, Career and Technical Education (K-12); and
  3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.\* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.
- \*Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
1. Minnesota Academic Standards, English Language Arts K-12:
  2. Minnesota Academic Standards, Mathematics K-12;
  3. Minnesota Academic Standards, Science K-12;
  4. Minnesota Academic Standards, Social Studies K-12; and
  5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

## **VIII. GRADUATION REQUIREMENTS OF HOME-SCHOOLED STUDENTS IN RECEIVING AN INTERNATIONAL FALLS SCHOOL DISTRICT DIPLOMA.**

- A. All resident home-educated students must be registered and attend with full seat time in the International Falls Public Schools in grades 11 and 12.
- B. Resident home-educated students or non-public students will show successful performance by achieving at least a “C” grade in all coursework by the 12<sup>th</sup> week of school. If successful, previous credits earned by a student in a non-accredited school will be recognized.
- C. The International Falls Public Schools recognizes the home-school transcript as coming from a ‘non-accredited school or secondary school’.
- D. The local school district shall be responsible for the appropriate assignment of a student transferring from a non-accredited school to the class or grade best suited for the student.
- E. Resident home-educated students with full public school seat time in grades 11 & 12 are eligible to participate in the receiving of awards and scholarships offered through the public school.

#### **VIV. EARLY GRADUATION**

Students may be considered for early graduation, as provided for within Minnesota Statutes, Section 120B.07 upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal’s decision shall be in writing and may be subject to review by the superintendent and school board.

**Legal References:** Minn. Stat. § 120B.02 (~~Results Oriented Graduation Rule; Basic Skills Requirements; Profile of Learning~~)-(Educational Expectations for Minnesota’s Students)  
Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.023 (Benchmarks)  
Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)  
~~Minn. Stat. § 120B.031 (Implementing the Profile of Learning)~~  
Minn. Stat. § 120B.07 (Early Graduation)  
Minn. Stat. § 120B.11 (School District Process)

Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)

~~Minn. Rule Parts 3501.0010—3501.0180 (Rules Relating to Graduation Standards—Mathematics and Reading)~~

~~Minn. Rule Parts 3501.0200—3501.0290 (Rules Relating to Graduation Standards—Written Composition)~~

~~Minn. Rule Parts 3501.0300—3501.0469 (Rules Relating to Graduation Standards—Profiles of Learning)~~

***Cross References:***

MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 615 (~~Basic Standards~~ Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 ~~Plans Accommodations~~ and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)

**INTERNATIONAL FALLS PUBLIC SCHOOLS  
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 614  
School District Testing Plan and Procedure**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ October 2018 \_\_\_\_\_

**I. PURPOSE**

It is the purpose of this policy to set forth the school district's testing plan and procedure.

**II. GENERAL STATEMENT OF POLICY**

~~It is the policy of the school district to implement procedures for testing, test security, reporting, documentation, notification to students and parents and student record keeping in accordance with Minnesota law.~~

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

**III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION**

*[Note: This listing of school personnel may not be consistent with the personnel in the school district and, consequently, should be amended to reflect the personnel with responsibility for testing in the particular school district.]*

A. Superintendent

1. Responsibilities before testing.

- a. Designate a district assessment coordinator and district technology coordinator.
- b. The superintendent, or designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.

- c. Annually review and recertify staff who have access to MDE secure systems.
- d. Read and complete the *Assurance of Test Security and Non-Disclosure*.

***[Note: This form is included in the 614 Form file of the Policy Reference Manual.]***

- e. Establish a culture of academic integrity.
- f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
- g. Ensure student information is current and accurate.
- h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
- i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g. staff providing assistance, paraprofessionals, etc.)
- j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
- k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
- l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.

2. Responsibilities after testing.

- a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
- b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
- c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.

- d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
- e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
- f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.

- a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
- b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.
  - (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
- d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
- e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
- f. Establish district testing schedule within the testing windows specified by the MDE and service providers.
- g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will

enter student responses from paper accommodated test materials and scores from MTAS administration online.

- h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
    - (1) Provide training on proper test administration and test security (Pearson’s Training Management System).
    - (2) Verify staff complete any and all test-specific training.
  - i. Maintain security of test content, test materials, and record of all staff involved.
    - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
    - (2) Organize secure test materials for online administrations and keep them secure.
    - (3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
  - j. Confirm that all students have appropriate test materials.
2. Responsibilities on testing day(s).
- a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.
  - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
  - c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.
  - d. Address invalidations and test or accountability codes.
3. Responsibilities after testing.

- a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- c. Return secure test materials as outlined in applicable manuals and resources.
- d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
- e. Review student assessment data and resolve any issues.
- f. Distribute Individual Student Reports no later than fall parent/teacher conferences.

C. School Principal

1. Responsibilities before testing.
  - a. Designate a school assessment coordinator and technology coordinator for the building.
  - b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
  - c. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
  - e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
  - f. Ensure adequate computers and/or devices are available and rooms appropriately set up for online testing.
  - g. Verify that all test monitors and test administrators receive proper training for test administration.
  - h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.

- i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.
  2. Responsibilities on testing day(s).
    - a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
    - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
  3. Responsibilities after testing.
    - a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
    - b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. Responsibilities before testing.
  - a. Implement test administration and test security policies and procedures.
  - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.
  - d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
  - e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure

accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.

- f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
- g. Maintain security of test content and test materials.
  - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
  - (2) Organize secure test materials for online administrations and keep them secure.
  - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
  - (4) Identify need for additional test materials to district assessment coordinator.
  - (5) Provide MTAS student data collection forms if necessary.
  - (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.
  - (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

- a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.

- b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.
- c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
- d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
- e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.

***[Note: This form is included in the 614 Form file of the Policy Reference Manual.]***

- f. Report security breaches to the district assessment coordinator as soon as possible.

3. Responsibilities after testing.

- a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
- b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- d. Return secure test materials as outlined in applicable manuals and resources.
- e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
- f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

- 1. Ensure that district is prepared for online test administration and provide technical support to district staff.
- 2. Acquire all necessary user identifications and passwords.

3. Read and complete the *Assurance of Test Security and Non-Disclosure*.
4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
5. Attend district training and any service provider technology training.
6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.
  - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - b. Attend trainings related to test administration and security.
  - c. Complete required training course(s) for tests administering.
  - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
  - e. Be knowledgeable regarding student accommodations.
  - f. Remove or cover any instructional posters or visual materials in the testing room.
2. Responsibilities on testing day(s).
  - a. Before test.
    - (1) Receive and maintain security of test materials.
    - (2) Verify that all test materials are received.
    - (3) Ensure proper number of computers/devices or paper accommodated test materials are present.

- (4) Verify student testing tickets and appropriate allowable materials.
- (5) Assign numbered test books to individual students.
- (6) Complete information as directed.
- (7) Record extra test materials.

b. During test.

- (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
- (2) Follow all directions and scripts exactly.
- (3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.
- (4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

***[Note: School districts may allow test monitors to use their cell phones only to alert other staff of issues. If allowed, the school district should train the test monitors on proper and improper use.]***

- (5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.
- (6) Do not review, discuss, capture, email, post, or share test content in any format.
- (7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
- (8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- (9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.)

- (10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.
- (11) Report any possible security breaches as soon as possible.
- c. After test.
  - (1) Follow directions and scripts exactly.
  - (2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.
  - (3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

- 1. Before testing.
  - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - b. Attend trainings related to test administration and security.
  - c. Complete required training course(s) for tests administering.
  - d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.
  - e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.
- 2. Responsibility on testing day(s).
  - a. Before the test.
    - (1) Maintain security of materials.
    - (2) Confirm appropriate MTAS materials are available and prepared for student.
  - b. During the test.
    - (1) Administer each task to each student and record the score.

- (2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
  - (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
  - (4) Document and report any unusual circumstances to district or school assessment coordinator.
- c. After the test.
- (1) Keep materials secure.
  - (2) Return all materials.
  - (3) Return objects and manipulatives to classroom.
  - (4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

#### H. MARSS Coordinator

1. Responsibilities before testing.
  - a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
  - b. Ensure English language and special education designations are current and correct for students testing based on those designations.
  - c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.
2. Responsibilities after testing.
  - a. Ensure accurate enrollment of students in schools during the accountability windows.
  - b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
  - c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

#### I. Any Person with Access to Test Materials

Read and complete the *Assurance of Test Security and Non-Disclosure*.

#### **IV. TEST SECURITY**

A. Test Security Procedures will be adopted by school district administration.

*[Note: A sample procedure that has been approved by MDE is included in the 614 Form file of the Policy Reference manual.]*

B. Students will be informed of the following:

1. The importance of test security;
2. Expectation that students will keep test content secure;
3. Expectation that students will act with honesty and integrity during test administration;
4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

C. Staff will be informed of the following:

1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
2. Other contact information and options for reporting security concerns.

#### **V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT**

A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.

2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.

***[Note: This form is included in the 614 Form file of the Policy Reference Manual.]***

5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.
6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

***Legal References:***

Minn. Stat. § 13.34 (Examination Data)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.36, Subd. 2 (Adequate Yearly Progress)  
~~Minn. Stat. § 123B.143, Subd. 1 (Superintendent)~~  
~~Minn. Stat. § 123B.30 (Statewide Testing and Reporting System)~~  
Minn. Rules Parts 3501.0010 - 3501.0180 (~~Rules Relating to~~ Graduation Standards - Mathematics and Reading) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.0200 - 3501.0290 (~~Rules Relating to~~ Graduation Standards - Written Composition) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

*Cross References:*

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 615 (~~Basic Standards~~ Testing, Accommodations, Modifications, and Exemptions for IEPs, Section 504 ~~Plans Accommodation~~ , and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

**NEW FORM - BOARD POLICY 614**

**ASSURANCE OF TEST SECURITY AND NON-DISCLOSURE**

Effective for school year: \_\_\_\_\_

The Minnesota Department of Education (MDE) is required by state statute to implement statewide testing programs. Test security must be maintained to provide an equal opportunity to all students to demonstrate their academic achievement and to ensure the validity of test scores and the integrity of state assessments. Failure to maintain test security jeopardizes district and state accountability requirements and the accuracy of student, school, district, and state data. Test scores are included in important decisions about students' future success, and it is essential that they reflect the truth about what students know and can do. This form must be signed prior to access to any secure test content or restricted material(s).

All test content and restricted material(s), whether in draft or final form, are considered secure, and only authorized persons are permitted to have access to them. Authorized persons:

- Are administrators, educators, staff, or other persons designated by the district who have a role in storing, distributing, coordinating, or administering tests.
- Have received appropriate training to fulfill their assigned roles.
- Have signed this agreement.

Responsibilities of authorized persons who may potentially interact with secure test content and data are outlined in the *Procedures Manual of the Minnesota Assessments* (hereafter *Procedures Manual*). By signing this form, you agree to the following assurances:

- As required for my role in the administration of the statewide testing program, I am responsible for understanding relevant information contained in the current year's *Procedures Manual* and directions for test administration. I will abide by policies and procedures detailed in the manuals for statewide test administration.
- As required for my role, I am or will be trained in the administration policies and procedures for statewide tests before participating in any part of statewide test administration.
- As required for my role, I will instruct staff on state and district procedures for maintaining test security and will not allow unauthorized persons to distribute, coordinate, or administer tests, or have access to secure test content and materials.
- As required for my role, I will follow the procedures in the *Procedures Manual* to investigate and notify the appropriate school and district staff or the MDE immediately upon learning of potential misconduct or irregularities, whether intentional or unintentional.
- I understand that MDE has the responsibility to oversee the administration of the statewide tests, and I will cooperate fully with MDE representatives conducting site visits.
- I understand that test data and documents that contain student-level information are considered confidential and secure. I will follow all applicable federal and state data privacy laws related to student educational data, including data within reports and data accessible in electronic systems provided by MDE or its service provider(s).
- I understand my responsibility to enforce proper testing procedures and to ensure the security and confidential integrity of the test(s). I will apply and follow procedures designed to keep test content secure and to ensure the validity of test results, including, but not limited to:
  - Recognizing the rights of students and families to accurate test results that reflect students' individual, unassisted achievement.
  - Protecting the confidentiality of statewide assessments and ensuring the validity of students' results by safeguarding secure test content, keeping test materials in a secure area, and adhering to chain of custody requirements.

- Never retaining secure test materials in my custody beyond the allowed times to process, distribute, coordinate, administer, and return them, as appropriate for my role.
- Ensuring that no part of the paper or online tests are outlined, summarized, paraphrased, discussed, released, distributed to unauthorized personnel, printed, reproduced, copied, photographed, recorded, or retained in original or duplicated format, without the explicit permission of MDE or as authorized in the *Procedures Manual*.
- Never permitting or engaging in the unauthorized use of a student's MARSS or Secure Student Identification Number (SSID) to log in to the online testing system or access an online test.
- Never engaging in, or allowing others to engage in, unauthorized viewing, discussion, or analysis of test items before, during, or after testing.
- Actively monitoring students during test administration for prohibited behavior.
- Never leaving students unattended during test administration or under the supervision of unauthorized staff or volunteers.
- Never providing students with answers to secure test items, suggesting how to respond to secure test items, or influencing student responses to secure test items. Prohibited actions include, but are not limited to, providing clues or hints; providing reminders of content or testing strategies, prompting students to correct or check/recheck specific responses; permitting access to curricular materials (e.g., textbooks, notes, review materials, bulletin boards, posters, charts, maps, timelines, etc.); or using voice inflection, facial gestures, pointing, gesturing, tapping, or other actions to indicate a response or accuracy of a student's response.
- Never formally or informally scoring secure tests or individual test items except as required by the test-specific manuals and directions. Prohibited actions include, but are not limited to, creating an answer key; reviewing or scoring a student's item response or responses unless items are designed to be scored by the test administrator using a rubric or script; retaining, reviewing, or scoring student scratch paper or accommodated test materials; or tracking student performance on test items.
- Never altering or engaging in other prohibited involvement with student responses.
- Never inducing or encouraging others to violate the procedures outlined above or to engage in any conduct that jeopardizes test security or the validity of test scores.

By accepting the terms of this agreement, you name yourself as an employee of the School District (District) or as an authorized person selected by the District and affirm that you are authorized by the District during the current academic school year to have access to secure test materials or student data related to statewide test administrations and hereby agree to be bound by the terms of this agreement.

Failure to follow procedures can lead to the invalidation of students' tests. Consequences for violating the terms of this agreement may result in a complaint filed with the local School Board, the Professional Educator Licensing and Standards Board, or the Board of School Administrators for evaluation and investigation. The findings of the appropriate Board may result in disciplinary action up to and including termination and/or loss of license.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name (printed)

\_\_\_\_\_  
Work Telephone

\_\_\_\_\_  
School Name

\_\_\_\_\_  
Email Address

\_\_\_\_\_  
District Name

**TEST ADMINISTRATION REPORT (TAR)**

District Name/Number: \_\_\_\_\_

School Name/Number: \_\_\_\_\_

Date: \_\_\_\_\_ Printed Name: \_\_\_\_\_

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

Test: \_\_\_\_\_

**Subject** (if applicable):    Mathematics    Reading    Science

The Test Administration Report is used for recording situations where something unusual or unexpected happened during testing (see examples below). If an adult was involved (e.g., translator), include the adult's name, signature, and relationship to the student. Attach additional sheets to this form as needed.

**For all Minnesota Assessments, districts are not required to return a Test Administration Report.** However, districts must maintain records for one year after the end of the academic school year in which testing took place for program audits or monitoring conducted by MDE or to answer questions when reports are received. If completed by the School Assessment Coordinator, a copy of the report should be forwarded to the District Assessment Coordinator.

Name of Student	Gr.	MARSS# (13 digits)	Explanation and/or Name and Signature

Examples of events to be documented in this report:

- A student engages in inappropriate behavior or action, including cheating, that results in the invalidation of tests.
- A student is administered the incorrect assessment or accommodation.
- A student uses a calculator when a calculator is not allowed.
- A student refuses to take an assessment, requiring the assessment to be invalidated.
- The district uses a translator to translate test directions to an English learner.
- District staff enters a student's MCA responses or a student's MTAS scores online.

Districts may also choose to document any students who experienced technical issues during online testing that affected their testing experience.

**DISTRICT TEST SECURITY PROCEDURES**  
**Independent School District No. \_\_\_\_\_, \_\_\_\_\_, Minnesota**  
**20\_\_-20\_\_**

**I. PREPARATION FOR TEST SECURITY DURING TEST ADMINISTRATION**

A. Roles and Responsibilities

1. \_\_\_\_\_ will be responsible for ensuring completion of *Assurance of Test Security and Non-Disclosure* each year by all staff involved with test administration.
2. \_\_\_\_\_ will be responsible for reviewing the specific requirements staff agreed to in the *Assurance of Test Security and Non-Disclosure* prior to spring testing (especially if the assurance was completed in the fall).
3. \_\_\_\_\_ will be responsible for training the Test Monitors and Test Administrators prior to the test administration. Annual training for Test Monitors and Test Administrators must include training on test administration policies and procedures and test security and be documented and kept on file at the district.
  - a) Review of Test Security Training. Test Monitor responsibilities, *Test Monitor and Student Directions*, and any special instructions for a particular test given.
  - b) Review of required test-specific trainings, such as the Online Test Monitor Certification Course and MTAS Training for Test Administrators.
  - c) Discuss what active monitoring of the test session involves and the school district's expectations for Test Monitors.
  - d) Review of district policies and procedures for situations that may arise during test administration in order to maintain test security, including:
    - (1) Who will answer questions from staff involved in test administration and how staff will ask questions without leaving students unmonitored.
    - (2) What the process is for contacting others for assistance if a problem arises during the testing so active monitoring can continue.
    - (3) Who Test Monitors should contact in case of emergency.
    - (4) Ensuring students get to the correct rooms for test administration.
    - (5) Ensuring students do not use cell phones or other electronic devices.
    - (6) Breaks for use of the restroom or other interruptions during testing:

- (a) What to do if a student reports an error or technical issue with a test item.
  - (b) What to do if an individual student or the Test Monitor becomes ill or needs to leave during testing.
  - (c) What to do if an entire group of students needs to leave during testing (e.g., emergency situation, fire drill).
  - (d) What individual students will do when finished testing.
- (7) Remind staff that all test materials are secure and cannot be reproduced or shared in any form.
4. \_\_\_\_\_ will ensure that students are reminded of the importance of test security (including the expectation that students will keep test content secure and act with honesty and integrity during test administration).
5. \_\_\_\_\_ will ensure that all guidelines referenced in applicable procedures manuals are followed in terms of what materials are allowed during test administration, calculator use guidelines, what help a Test Monitor can give, covering instructional materials in the classroom, and setup of computer labs and testing rooms.
6. \_\_\_\_\_ is responsible for tracking devices/computers used by students.
7. \_\_\_\_\_ is responsible for conducting on-site monitoring of test administrations within the district.
8. \_\_\_\_\_ is responsible for determining the process for how all secure test materials for online and paper administrations will be kept secure before, during, and after testing, including when and how all secure test materials are returned between testing sessions and once testing is completed.
- a) \_\_\_\_\_ is responsible for reminding staff of the district process for communicating potential security breaches within the school and to the District Assessment Coordinator, as well as providing information on the MDE tip line as an additional option for reporting security concerns.

## II. BREACHES IN TEST SECURITY

Any concern that test security may have been breached must be reported to the District Assessment Coordinator who will notify MDE within 24 hours of the time notice of the alleged breach was received and submit the *Test Security Notification* in Test WES within 48 hours of notice of the alleged breach.

### III. CHAIN OF CUSTODY FOR SECURE TEST MATERIALS

#### A. Receipt and Organization of Secure Test Materials

1. Persons with access to the secured area, inventory materials, and complete security checklists are \_\_\_\_\_. Persons with access to secure online testing systems, student testing tickets, and student scratch paper are \_\_\_\_\_.
2. Paper test materials are shipped to district or school as determined by \_\_\_\_\_. If delivered to the school district, the process for distributing secure test materials to the school(s) will be completed by \_\_\_\_\_.
3. \_\_\_\_\_ will be immediately informed that secure test materials have arrived and will secure all materials in a pre-determined secure locked location.
4. \_\_\_\_\_ will inventory materials immediately using the securing checklists. Any discrepancies will be reported immediately to \_\_\_\_\_. Security checklists are maintained by the school district for two years following the end of the school year that the tests are administered.
5. \_\_\_\_\_ organizes test materials for each Test Monitor and Test Administrator, including *Test Monitor/Test Materials Security Checklists*, student testing tickets, and scratch paper.
6. Test materials for online and paper administrations will be kept in \_\_\_\_\_, a secure locked location, until the time of distribution.
7. If students are taking the tests on multiple days, the building plan for keeping test materials (including student login information and any materials used as scratch paper) secure between test sessions includes \_\_\_\_\_.

#### B. Distribution of Materials to Test Monitors or Test Administrators and Test Administration

1. The procedure for the distribution of all test materials for online administrations to the Test Monitors and Test Administrators will be \_\_\_\_\_. Discrepancies in materials will be reported immediately to \_\_\_\_\_.
2. The procedure for the distribution of any paper test materials to the Test Monitors and Test Administrators will be \_\_\_\_\_. Discrepancies in materials will be reported immediately to \_\_\_\_\_.

3. Upon the receipt of materials, the Test Monitor will ensure that all test materials listed on the *Test Monitor Test Materials Security Checklist* and any other materials provided (e.g., student testing tickets, scratch paper) are accounted for prior to handing out the test materials to the students. Any discrepancies will be reported immediately to \_\_\_\_\_.
4. The Test Monitor is responsible for the test materials during the test administration until their return to \_\_\_\_\_.

C. Return of Materials

1. The Test Monitor and Test Administrator will return all test materials (including student testing tickets and any material used as scratch paper) to \_\_\_\_\_ immediately after testing. If Test Monitors and Test Administrators will keep test materials in between testing sessions, they must keep them in \_\_\_\_\_, a locked secure location.
2. If not kept by Test Monitors and Test Administrators, \_\_\_\_\_ will keep all test materials secure until distributed for the next test session.
3. Student testing tickets and any materials used as scratch paper will be securely destroyed at the end of test administration by \_\_\_\_\_ no more than 48 hours after the close of the testing window.
4. *Test Monitor Test Materials Security Checklists* for paper test materials will be signed by the Test Monitor indicating that all materials have been returned once testing is completed. The *Test Monitor Test Materials Security Checklists* will be returned to \_\_\_\_\_.
5. When the test materials are returned to \_\_\_\_\_, they will again be inventoried and kept in \_\_\_\_\_, a secure locked location, until returned to the district office (if applicable) or shipped back to the service provider.
6. \_\_\_\_\_ will prepare the materials for their return to the district office (if applicable) or for shipment to the service provider according to return instructions in the applicable assessment manual.
7. \_\_\_\_\_ will follow instructions provided in the applicable assessment manual for the return shipping of test materials.



**INTERNATIONAL FALLS PUBLIC SCHOOLS  
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 615  
Testing Accommodations, Modifications, and Exemptions for IEPs,  
Section 504 Plans, and LEP Students**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ October 2018 \_\_\_

**I. PURPOSE**

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § ~~Section 504 accommodation plan (504 plan), or limited English proficiency (LEP) English Learner (EL) needs to meet the graduation requirements of basic skills testings and graduation required assessments for diploma (GRAD) tests.~~ participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

**II. GENERAL STATEMENT OF POLICY**

~~A. The school district will utilize the existing annual review of Individual Education Plans (IEPs) or Section 504 Accommodation plans to review, on a case by case basis, the extent of student participation in basic standards skills testing and GRAD testing. For students subject to GRAD testing, the student's IEP or 504 accommodation plan must identify one of the following decisions for each subject area of GRAD:~~

- ~~1. the student is expected to achieve the statewide standard with or without testing accommodations resulting in a "pass" or "p" notation on the record when achieving a passing score; or~~
- ~~2. the student is expected to achieve the statewide standard at an individually modified level of difficulty, resulting in a "pass" or "p" notation on the record when achieving the modified level. A Minnesota alternative assessment must be used when an IEP team chooses to replace the GRAD. Adoption of modifications for a student must occur concurrently with the~~

~~adoption of transition goals and objectives as required by Minn. Stat. § 125A.08(a)(1). The IEP or 504 accommodation plan must define an appropriate assessment of the statewide standard at a modified level of difficulty. Achievement of the individually modified standard shall be certified only through documented student performance of the defined assessment.~~

~~Students subject to GRAD testing also must be tested under standard conditions as specified by the developer of the test except those students whose IEP or 504 accommodation plan specifies other decisions consistent with the above stated requirements.~~

~~B. Students with LEP needs must be identified and accommodations made for students subject to basic skills testing. Students subject to GRAD testing are required to pass the GRAD if they have been enrolled in any Minnesota school for at least four consecutive years. An English language learner (ELL) student who first enrolls in a Minnesota school in grade 9 or above who completes the coursework and any other state and district requirements to graduate within a four-year period is not required to pass the GRAD.~~

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
  - a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS;
    - (1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;
    - (2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;

- (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;
  - (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
  - (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.
- b. MTAS participation decisions must not be made on the following factors:
- (1) Student's disability category;
  - (2) Placement;
  - (3) Participation in a separate, specialized curriculum;
  - (4) An expectation that the student will receive a low score on the MCA;
  - (5) Language, social, cultural, or economic differences;
  - (6) Concern for accountability calculations.

**B. Alternate ACCESS for ELs**

1. The school district will utilize the existing annual review of IEP's or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
2. Eligibility Requirements
  - a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.

- b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
  - c. For students in grades that the MTAS is not administered:
    - (1) the student must have cognitive functioning significantly below age level;
    - (2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
    - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
  - d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
  - e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
3. Alternate ACCESS participation decisions must not be made on the following factors:
- a. Student's disability category;
  - b. Participation in a separate, specialized curriculum;
  - c. Current level of English language proficiency;
  - d. The expectation that the student will receive a low score on the ACCESS for ELs;
  - e. Language, social, cultural, or economic differences;
  - f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the

English Language Proficiency Assessment (ACCESS).

### III. DEFINITION OF TERMS

~~See “Basic Standards Testing Accommodations and Modifications” for students with IEPs and 504 Plans and “Basic Standards Testing with Limited English Proficiency” documents attached. See the current “Procedures Manual for the Minnesota Assessments” which is produced by the Minnesota Department of Education and available through [pearsonaccess.com](http://pearsonaccess.com).~~

See the current “Procedures Manual for the Minnesota Assessments” which is produced by the Minnesota Department of Education and available through [pearsonaccess.com](http://pearsonaccess.com)

### IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR BASIC STANDARDS SKILLS AND GRAD TESTING

~~See “Basic Standards Testing Accommodations and Modifications” for students with IEPs and 504 Plans and “Basic Standards Testing with Limited English Proficiency” documents attached. See Chapter 5 of the current “Procedures Manual for the Minnesota Assessments.”~~

See Chapter 5 of the current “Procedures Manual for the Minnesota Assessments” and 2017-18 Guidelines for Administration of Accommodations and Linguistic Supports ([http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommandLS\\_2018.pdf](http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommandLS_2018.pdf)).

### V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. ~~This will be done annually by December 1.~~ Testing results will be documented and reported.

**Legal References:** ~~Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Rule Parts 3501.0010–3501.0180 (Rules Relating to Graduation Standards—Mathematics and Reading)  
Minn. Rule Parts 3501.0200–3501.0290 (Rules Relating to Graduation Standards—Written Composition)  
Minn. Rule Parts 3501.0300–3501.0469 (Rules Relating to Graduation Standards—Profile of Learning)~~

Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS),  
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>  
Alternate ACCESS for ELLs Participation Guidelines,  
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

***Cross References:*** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 616 (School District System Accountability)

**INTERNATIONAL FALLS PUBLIC SCHOOLS  
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 616  
School District System Accountability**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ October 2018 \_\_\_

*[Note: Minn. Stat. § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minn. Stat. § 120B.11.]*

**I. PURPOSE**

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the ~~Graduation Minnesota Academic Standards and federal law, including the Profile of Learning.~~

**II. GENERAL STATEMENT OF POLICY**

Implementation of ~~the Minnesota Academic Standards and federal law No Child Left Behind Act rigorous, results-oriented Graduation Standards~~ will require a new level of accountability for the school district. The school district will establish a system ~~to transition to the graduation requirements of the Minnesota Academic Standards.~~ The school district ~~also~~ will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians and local community members. The school district will be accountable to the public and the state through annual reporting.

**III. DEFINITIONS**

*[Note: ~~The definitions of the following terms are derived from the definitions set forth in Minnesota Rules Chapter 3501.]~~*

~~A. "Content Standard" means a set of state-prescribed specifications in a learning area.~~

- ~~1. “High school content standard” means a content standard that fulfills one of the high school graduation requirements.~~
- ~~2. “Preparatory content standard” means a primary, intermediate, or middle level content standard that a district requires students to complete, usually in kindergarten through grade 8.~~
  - ~~a. “Primary content standard” means a content standard that the district requires students to complete in approximately kindergarten through grade 3.~~
  - ~~b. “Intermediate content standard” means a content standard that the district requires students to complete in approximately grades 4 and 5.~~
  - ~~c. “Middle level content standard” means a content standard that the district requires students to complete in approximately grades 6 through 8.~~
- ~~B. “Graduation Standards” means the number and distribution of high school content standards that school districts must offer and certify that students complete to be eligible for a high school diploma.~~
- ~~C. “Profile of Learning” means the broad areas of learning in the Graduation Standards into which all preparatory content standards and high school content standards are organized. Learning areas include:~~
  - ~~1. Read, listen and view;~~
  - ~~2. Write and speak;~~
  - ~~3. Arts and literature;~~
  - ~~4. Mathematical concepts and applications;~~
  - ~~5. Inquiry and research;~~
  - ~~6. Scientific concepts and applications;~~
  - ~~7. Social studies;~~
  - ~~8. Physical education and lifetime fitness;~~
  - ~~9. Economics and business;~~
  - ~~10. World languages; and~~
  - ~~11. Technical and vocational education.~~

~~The school district will offer at least one foreign language in learning area ten.~~
- ~~D. “Special needs” means students with limited English proficiency, disabilities or 504 plans.~~
  - A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
  - B. “Graduation Standards” means the credit requirements and locally adopted content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.

- C. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of 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.

#### IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals.

1. The school board has established school district-wide goals which provide broad direction for the school district. ~~Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. Incorporated in these goals are the content standards contained in the Profile of Learning in the Minnesota Graduation Standards.~~ The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (~~the Advisory Committee~~).
2. The improvement goals should address recommendations identified through the ~~Advisory Committee~~ process. The school district’s goal setting process will include consideration of individual site goals. School district goals may be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district’s progress toward implementation of ~~the Minnesota Academic Standards. Profile of Learning. (See the District’s Annual Report on Curriculum, Instruction and Student Performance.)~~ Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

*[Insert Local Cycle in this space]*

C. Implementation of Graduation Requirements.

1. The school board shall appoint a Graduation Standards Implementation Committee which shall advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this committee shall be published annually to the community. The school board shall receive public input and comment and

shall adopt or update this policy at least annually. The Graduation Standards Implementation Committee will be comprised of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.

*[Note: The Graduation Standards Implementation Committee may be comprised of an existing committee such as the Advisory Committee for Comprehensive Continuous Improvement of Student Achievements. Regardless of whether a new committee or an existing committee is utilized, the committee should be comprised of representatives of the community, including equal representation from school board members, students, parents, teachers, representatives of local businesses, and representatives of the community at large. Among these members should be individuals who are able to represent the needs of students throughout the district including students with special needs.]*

2. The school board shall annually review and determine if student achievement levels at each school site meet ~~state~~ federal expectations. If the school board determines that student achievement levels at a school site do not meet ~~state~~ federal expectations and the site has not made adequate yearly progress for two consecutive school years, ~~beginning with the 2001-2002 school year~~, the Graduations Standards Implementation Committee shall work with the school site to adopt a plan to raise student achievement levels to meet ~~state and local~~ federal expectations. The Graduations Standards Implementation Committee may seek assistance from the Commissioner of the ~~Minnesota~~ Department of Education (MDE) (the Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with ~~the Department of Education~~ MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.

1. ~~At least annually~~ By December 1st, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

2. The **Advisory Committee**, working in cooperation with other committees of the school district [such as the **Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.**], will provide active community participation in:
  - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards;
  - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
  - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
  - d. ~~Making recommendations regarding the development of the “Annual Report on Curriculum, Instruction and Student Performance.”~~  
Advising the school board about development of the annual budget.
  
3. The **Advisory Committee** shall meet the following criteria:
  - a. The **Advisory Committee** shall ensure active community participation in all planning for instruction and curriculum affecting **Graduation Standards**.
  - b. The **Advisory Committee** shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
  - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
  - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the **Graduation Standards, ~~content standards contained in the Profile of Learning~~** as well as program evaluation data for use by the **Advisory Committee** in the instruction and curriculum review process. This plan shall annually be approved by the school board.
  
4. The **Advisory Committee** shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:

- a. ~~School District Test Administrator~~ The Director of Curriculum (or similar educational leader)
- b. Principal
- c. School Board Member
- d. Student Representative
- e. One teacher from each building or instructional level
- f. Two parents from each building or instructional level
- g. Two residents without school-aged children, non-representative of local business or industry
- h. Two residents representative of local business or industry
- i. ~~School District Test Administrator~~ District Assessment Coordinator (if different from “a.” above)

*[Note: This Advisory Committee composition is a model only.]*

- 5. Translation services should be provided to the extent appropriate and practicable.
- 6. The Advisory Committee shall meet the following timeline each year:
  - Biannual:** Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.
  - Biannual:** Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
  - Biannual:** Review evaluation results and prepare recommendations.
  - Biannual:** Present recommendations to the school board for its input and approval.
  - ~~Month: Provide direction to and review “Annual Report on Curriculum, Instruction and Student Performance.”~~

- E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward ~~the Graduation Standards Profile of Learning~~, Literacy by Grade 3, the Graduation Standards, as well as program evaluation data for use by the Advisory Committee to review

instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site.~~in the instruction and curriculum review process.~~ This plan shall annually be approved by the school board.

F. Reporting. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency, and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world’s best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

~~1. An “Annual Report on Curriculum, Instruction and Student Performance” shall be approved by the school board and distributed to the public. A copy shall be sent to the Commissioner by October 15th of each year. The public report shall include, but not be limited to, the following:~~

- ~~a. Student performance goals for meeting the graduation standards;~~
- ~~b. Result of local assessment data, including all data required by Minnesota Rule, Part 3501.0160;~~
- ~~c. School district improvement plans;~~
- ~~d. Progress on previous improvement plans;~~
- ~~e. Amount and type of revenue attributed to each educational site as defined in Minnesota Statutes § 123B.04;~~
- ~~f. Names of advisory committee members, dates their terms expire, method of selection and application dates;~~
- ~~g. Periodic reports on constituencies’ satisfaction with schools;~~
- ~~h. Biennial evaluations of the school district testing program and AOM.~~

~~2. By August 15 of each year, the school district must notify the Commissioner of the preparatory and high school content standards required at each site pursuant to Policy 613 Graduation Requirements as well as the schedule, by school year, that each school site will use to implement all the state required preparatory and high school content standards.~~

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)  
Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.11 (School District Process)  
 Minn. Stat. § 120B.35 (Student Achievement Levels)  
 Minn. Stat. § 120B.36 (School Accountability; Appeals Process)  
 Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)  
 Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)  
 Minn. Stat. § 123B.04 (Site Decision Making Agreement)  
 Minn. Stat. § 123B.147, Subd. 3 (Principals)  
 Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
 Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
 Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
 Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act) (~~No Child Left Behind Act~~)  
~~Minn. Stat. § 120B.02 (Results Oriented Graduation Rule)~~  
~~Minn. Stat. § 120B.031 (Implementing the Profile of Learning)~~  
~~Minn. Stat. § 120B.11 (School District Process)~~  
~~Minn. Stat. § 120B.35 (Student Achievement Levels)~~  
~~Minn. Stat. § 123B.04 (Site Decision Making Agreement)~~  
~~Minn. Rules Parts 3501.0010—3501.0180 (Rules Relating to Graduation Standards—Mathematics and Reading)~~  
~~Minn. Rules Parts 3501.0200—3501.0290 (Rules Relating to Graduation Standards—Written Composition)~~  
~~Minn. Rules Parts 3501.0300—3501.0469 (Rules Relating to Graduation Standards—Profile of Learning)~~  
~~Minn. Rules Part 3501.0160 (District Reporting Requirements)~~  
~~Minn. Rules Part 3501.0420, subp.1(A) (Implementation Reporting)~~

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
 MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
 MSBA/MASA Model Policy 613 (Graduation Requirements)  
 MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
 MSBA/MASA Model Policy 615 (~~Basic Standards~~ Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 ~~Accommodation Plans~~, and LEP Students)  
 MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)  
 MSBA/MASA Model Policy 618 (Assessment of Standard Achievement)  
 MSBA/MASA Model Policy 619 (Staff Development for Standards)

MSBA/MASA Model Policy 620 (Credit for Learning)

~~MSBA/MASA Model Policy 621 (Record Keeping/Reporting/Advising of Student Achievement)~~

~~MSBA/MASA Model Policy 622 (Profile of Learning Appeal Process)~~

**INTERNATIONAL FALLS PUBLIC SCHOOLS  
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 618  
Assessment of Student Achievement**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ October 2018 \_\_\_

**I. PURPOSE**

The purpose of this policy is to institute a process for the establishment and revision of assessments to ~~be used to determine how well students have achieved Graduation Standards in compliance with the requirements set forth in the Rules Relating to Graduation Standards, Minnesota Rules Chapter 3501.~~ measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

**II. GENERAL STATEMENT OF POLICY**

The school district has established a procedure by which students shall complete the Graduation ~~Standards Requirements~~. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance, ~~through training and collegial collaboration, the capacity of teachers to identify required versus honors level performance and to score student performance against exemplars of excellent~~ student achievement of the Graduation ~~Standards Requirements~~.

**III. DEFINITIONS**

*~~[Note: The definitions of the following terms are derived from the definitions set forth in Minnesota Rules Chapter 3501.]~~*

A. ~~“Exemplar” means an actual example of student work on a performance assessment determined to represent student performance that earns a score of “3” or “4” in accordance with the rubric as defined in item “C.”~~

~~“Above-grade level” test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state~~

academic standards above the grade level of the student taking the assessment. Notwithstanding the student's grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.

- B. ~~“Performance assessment” means any assessment method that will measure demonstrated student performance of the specifications of a content standard.~~

“Academic standard” means a summary description of student learning in a required content area or elective content area.

- C. ~~“Rubric” means the criteria set by the Commissioner that must be used by a district to score student work that meets the specifications of a content standard.~~

“Below-grade level” test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student's current grade level. Notwithstanding the student's grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.

- D. ~~“Specifications” means what a student must know and be able to do to complete a content standard.~~

“Benchmark” means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

- E. “Career and college ready,” for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

- F. “Computer-adaptive assessments” means fully adaptive assessments.

- G. “Cultural competence,” for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.

- H. “Elective standards” means a locally adopted expectation for student learning in career and technical education and world languages.

- I. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences

such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.

- J. “Fully adaptive assessments” include on-grade level test items and items that may be above or below a student’s grade level. *[Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]*
- K. “On-grade level” test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.
- L. “Required standard” means a statewide adopted expectation for student learning in the content areas of English language arts, mathematics, science, social studies, physical education, and the arts or a locally adopted expectation for student learning in health or the arts.

#### IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The ~~Annual Report on Curriculum, Instruction and Student Performance Advisory Committee~~ superintendent shall establish criteria by which student performance of ~~the Graduation Standards~~ local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy. ~~Criteria scoring shall be in compliance with the rules established by the Commissioner of the Department of Education.~~
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which ~~program Graduation Standards~~ academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of ~~the Graduation Standards at all levels.~~ assessments under the Minnesota Academic Standards.

#### V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

- ~~A. Performance assessments are expected to provide opportunities for students to demonstrate their achievement of the Graduation Standards.~~

~~Scoring criteria for performance assessment include:~~

- ~~1. A score of “4,” that signifies student work that meets or exceeds the rubric for the score of “4”;~~
- ~~2. A score of “3,” that signifies student work that meets the rubric for the score of “3”;~~

- ~~3. A score of “2,” that signifies student work that meets the rubric for the score of “2”;~~
- ~~4. A score of “1,” that signifies student work that meets the rubric for the score of “1”;~~
- ~~5. A score of “0,” that signifies incomplete work on the specifications of a content standard;~~
- ~~6. Incomplete student work receiving a score of “0” does not complete a content standard;~~
- ~~7. When a student, under provisions of an IEP or Section 504 Accommodation Plan, completes the specifications of a modified content standard as determined in the student’s plan, the school district shall record the score as “pass individual”;~~
- ~~8. When a student’s IEP or Section 504 Accommodation Plan exempts the student from a content standard, the school district shall record “exempt” for that content standard;~~
- ~~9. When an LEP student, under the provisions of an LEP individual graduation plan completes the specifications of a modified content standard, the school district shall record the score as “pass LEP”; and~~
- ~~10. When an LEP student, under the provisions of an individual graduation plan, completes all specifications of a content standard solely in a language other than English, except for work in learning area ten, the school district shall record the score as “pass LEP.”~~

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

*[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]*

- ~~B. While the school district is not required to use state or locally developed performance packages to assess student achievement of a content standard, the school district must select performance assessments that have a grading system comparable to the criteria established under the definition of rubric and consistent with Section V.C., below. The school district may use one or more assessment methods to measure student performance on one or more content standards.~~

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state’s required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state’s academic standards.

2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
  - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
  - b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
  - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.
5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

~~C. The grade level of a student shall not prohibit a student from receiving the highest state exemplar score upon completion of a content standard. A student may receive a score of "0" that signifies incomplete student work on a standard. The~~

~~assessment of the content standard must be included as part of the students grade for a subject or course.~~

C. Rigorous Course of Study Waiver

1. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
  - a. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
  - b. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
  - c. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
2. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
3. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program that meet state standards is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

~~D. The school district will convene an annual meeting of selected teachers and administrators to review performance assessments used to measure student performance. Recommendations and comments regarding the procedures for assessment of student achievement will be submitted to the District Curriculum Coordinator for review.~~

**VI. CAREER EXPLORATION ASSESSMENT**

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college

readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.

- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. All students, except those eligible for alternative assessments, will be encouraged to participate on a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

**Legal References:** Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.02 (~~Results Oriented Graduation Rule~~ Educational Expectations for Minnesota's Students)  
 Minn. Stat. § 120B.021 (Required Academic Standards)  
 Minn. Stat. § 120B.022 (Elective Standards)  
 Minn. Stat. § 120B.023 (Benchmarks)  
~~Minn. Stat. § 120B.031 (Implementing the Profile of Learning)~~  
 Minn. Stat. § 120B.11 (School District Process)  
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
 Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
 Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
 Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
 Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

~~Minn. Rules Parts 3501.0010—3501.0180 (Rules Relating to Graduation Standards—Mathematics and Reading)~~  
~~Minn. Rules Parts 3501.0200—3501.0290 (Rules Relating to Graduation Standards—Written Composition)~~  
~~Minn. Rules Parts 3501.0300—3501.0469 (Rules Relating to Graduation Standards—Profile of Learning)~~  
~~Minn. Rules Part 3501.0320 (Definitions)~~  
~~Minn. Rules Part 3501.0370, subd. 3 and subd. 5 (Assessment and Scoring of Student Achievement)~~  
~~Minn. Rules Part 3501.0420 (Implementation Reporting)~~

***Cross References:*** MSBA/MASA Model Policy 104 (School District Mission Statement)  
 MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
 MSBA/MASA Model Policy 613 (Graduation Requirements)  
 MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
 MSBA/MASA Model Policy 615 (Basic Standards Testing, Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodation and LEP Students)  
 MSBA/MASA Model Policy 616 (School District System Accountability)

**INTERNATIONAL FALLS PUBLIC SCHOOLS  
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 619  
Staff Development for Standards**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ October 2018 \_\_\_

**I. PURPOSE**

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation ~~Standards Assessment Requirements~~ and with students as they progress to achievement of those Graduation ~~Standards~~ and meet the requirements of federal law.

**II. GENERAL STATEMENT OF POLICY**

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Graduation ~~Standards Assessment Requirements and federal law~~ at all levels.

**III. STANDARDS FOR STAFF DEVELOPMENT**

- A. ~~The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Committee) shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Standards Assessment Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.~~
- A. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation ~~Standards Assessment Requirements~~ effectively and to upgrade that implementation continuously.

- B. Staff development plans for the school district shall address identified needs for Graduation ~~Standards Assessment Requirements~~ implementation throughout all levels of the school district programs.
- C. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation ~~Standards Assessment Requirements~~ at all levels for all students, including those with special needs.
- ~~E. The school district will notify staff that the Commissioner of the Department of Education maintains a high standards tool library that offers examples of assessment tools to assess student's achievement of standards, examples of lesson plans, best practices methods, research on proven methods, and exemplar work aligned to the content standards.~~

#### IV. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

- B. Teachers/Administrators.

The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

**Legal References:** Minn. Stat. § 120B.02 (~~Results Oriented Graduation Rule~~ Educational Expectations for Minnesota's Students)  
Minn. Stat. § 120B.031 (~~Implementing the Profile of Learning~~)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)  
Minn. Stat. § 122A.16 (Qualified Teacher Defined)  
Minn. Stat. § 122A.60 (Staff Development Program)

~~Minn. Rule Parts 3501.0010–3501.0180 (Rules Relating to Graduation Standards—Mathematics and Reading)~~  
~~Minn. Rule Parts 3501.0200–3501.0290 (Rules Relating to Graduation Standards—Written Composition)~~  
~~Minn. Rule Parts 3501.0300–3501.0469 (Rules Relating to Graduation Standards—Profile of Learning)~~  
~~Minn. Rule Part 3501.0420 (Implementation Reporting)~~  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

***Cross References:*** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 616 (School District System Accountability)

**INTERNATIONAL FALLS PUBLIC SCHOOLS  
INDEPENDENT SCHOOL DISTRICT #361**

**BOARD POLICY 802  
Disposition of Obsolete Equipment and Material**

Adopted \_\_\_ By Reference \_\_\_

Revised \_\_\_ October 2018 \_\_\_\_\_

*[Note: The provisions of this policy substantially reflect statutory requirements.]*

**I. PURPOSE**

The purpose of this policy is to provide guidelines for the superintendent to assist in timely disposition of obsolete equipment and material.

**II. GENERAL STATEMENT OF POLICY**

Effective use of school building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material.

**III. DEFINITIONS**

- A. “Contract” means an agreement entered into by the school district for the sale of supplies, materials, or equipment.
- B. “Official newspaper” is a regular issue of a qualified legal newspaper.

**IV. MANNER OF DISPOSITION**

- A. Authorization.

The superintendent shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the school board. The superintendent shall be authorized to properly dispose of used books, materials, and equipment deemed to have little or no value.

- B. Contracts Over ~~\$100,000~~ \$175,000
  - 1. If the value of the equipment or materials is estimated to exceed ~~\$100,000~~ \$175,000, sealed bids shall be solicited by two weeks’ published notice in

the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the school board shall deem necessary.

2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.
3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.
4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the school board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the board may readvertise.
5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.
6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. **Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.**

C. Contracts From \$25,000 to ~~\$100,000~~ \$175,000.

If the amount of the sale is estimated to exceed \$25,000 but not to exceed ~~\$100,000~~ \$175,000 the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

D. Contracts ~~Less Than~~ \$25,000 or Less

If the amount of the sale is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, in the discretion of the school board. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the school district may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

F. Notice of Quotation.

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

G. Sales to Employees.

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not needed for public purposes and are sold to a school district employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district ~~in any 12-month period~~ at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers.

A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment by conveying the property and title to:

1. another school district;
2. the state department of corrections;
3. the board of trustees of Minnesota State Colleges and Universities; or
4. the family of a student residing in the district whose total family income meets the federal definition of poverty.

***Legal References:*** Minn. Stat. § 13.591 (Business Data)  
Minn. Stat. § 15.054 (Public Employees Not to Purchase Merchandise From Governmental Agencies; Exceptions; Penalty)  
Minn. Stat. § 123B.29 (Sale of School Building at Auction)  
Minn. Stat. § 123B.52 (Contracts)  
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)  
Minn. Stat. § 645.11 (Published Notice)

***Cross References:*** MSBA Service Manual, Chapter 13, School Law Bulletin “F” (School District Contract and Bidding Procedures)

**RESOLUTION FOR ACCEPTANCE OF GIFTS AND DONATIONS**

**Whereas**, School Board Policy 706 establishes the guidelines for the acceptance of gifts or donations to the District;

**Whereas**, the International Falls School District Board encourages the support of the District’s educational programs through gifts or donations that meet the goals and objectives of the School District;

**Whereas**, Minnesota Statute §465.03 states the School Board may accept a gift, grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members;

**Therefore**, be it resolved, the School Board of International Falls Public Schools, ISD #361, accepts with appreciation the following gifts, donations or grants received by the School District:

District donations:

PCA Mill of International Falls	
Winter Sports	\$500.00
Bremer Bank	
Camp Invention	\$140.00
Border State Bank	
Camp Invention	\$50.00
Northern Reliable Insurance	
Bronco Hall of Fame	\$250.00
Wells Fargo (Your Cause Fund)	
Falls Elementary	\$560.00
Essentia Health	
Nordic Skiing	\$3500.00
Kathleen Thompkins	
FHS Choir Trip	\$125.00
Susan and Stuart Nordquist	
In Memory of Spike Woods	\$30.00
Bronco Hockey Boosters	
Asst Varsity Hockey Coach	\$1000.00
TruStar Federal Credit Union	
Scheela Field Scoreboard	\$500.00
Waschke Family GM Center	
Arena Scoreboard Sponsorship	\$500.00

Motion by \_\_\_\_\_, seconded by \_\_\_\_\_, to accept the gifts and donations.

The following voted in favor:

Voting against:

**Whereupon**, the resolution was declared adopted.

2019 - 2020 SCHOOL CALENDAR: **VERSION 4**

AUGUST 2019							SEPTEMBER 2019						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
				1	2	3							
4	5	6	7	8	9	10	1	2	3	4	5	6	7
11	12	13	14	15	16	17	8	9	10	11	12	13	14
18	19	20	21	22	23	24	15	16	17	18	19	20	21
25	26	27	28	29	30	31	22	23	24	25	26	27	28
							29	30					
Student Days: 0 Teacher Days: 3							Student Days: 20 Teacher Days: 20						
OCTOBER 2019							NOVEMBER 2019						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30
Student Days: 21 Teacher Days: 21							Student Days: 18 Teacher Days: 19						
DECEMBER 2019							JANUARY 2020						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
										1	2	3	4
1	2	3	4	5	6	7	5	6	7	8	9	10	11
8	9	10	11	12	13	14	12	13	14	15	16	17	18
15	16	17	18	19	20	21	19	20	21	22	23	24	25
22	23	24	25	26	27	28	26	27	28	29	30	31	
29	30	31											
Student Days: 15 Teacher Days: 15							Student Days: 21 Teacher Days: 22						
FEBRUARY 2020							MARCH 2020						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
						1							
2	3	4	5	6	7	8	1	2	3	4	5	6	7
9	10	11	12	13	14	15	8	9	10	11	12	13	14
16	17	18	19	20	21	22	15	16	17	18	19	20	21
23	24	25	26	27	28	29	22	23	24	25	26	27	28
							29	30	31				
Student Days: 19 Teacher Days: 19							Student Days: 21 Teacher Days: 22						
APRIL 2020							MAY 2020						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
			1	2	3	4						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30			24	25	26	27	28	29	30
							31						
Student Days: 20 Teacher Days: 20							Student Days: 19 Teacher Days: 20						

**DRAFT VERSION 4**

August & September

Aug. 27 <sup>th</sup> :	Teacher Work Day
Aug. 28 <sup>th</sup> :	All Employee Meeting
	Teacher Work Day
Aug. 29 <sup>th</sup> :	Teacher Work Day
Sept. 2 <sup>nd</sup> :	NO SCHOOL - Labor Day
Sept. 3 <sup>rd</sup> :	First Day of School!

October & November

Oct. 17 <sup>th</sup> -18 <sup>th</sup> :	NO SCHOOL - MEA Break
TBD	FHS Mid Term Reports
TBD	End of 1st Quarter
Nov 8 <sup>th</sup> :	NO SCHOOL - Exchange Day
Nov 21 <sup>st</sup> -22 <sup>nd</sup> :	NO SCHOOL - Thanksgiving Break

December & January

TBD	FHS Mid Term Reports
Dec 23 <sup>rd</sup> -Jan 1 <sup>st</sup> :	NO SCHOOL - Winter Break
Jan. 2 <sup>nd</sup> :	Return from Winter Break
TBD	End of 2nd Quarter / Semester 1
Jan. 20 <sup>th</sup> :	NO SCHOOL - Teacher Work Day Martin Luther King Jr. Day

February & March

Feb. 17 <sup>th</sup> :	NO SCHOOL - Presidents Day
TBD	FHS Mid Term Reports
TBD	End of 3rd Quarter
March 20 <sup>th</sup> :	NO SCHOOL - Exchange Day

April & May

April 10 <sup>th</sup> :	NO SCHOOL - Good Friday
April 13 <sup>th</sup> :	NO SCHOOL - Spring Break
TBD	FHS Mid Term Reports
May 25 <sup>th</sup> :	NO SCHOOL - Memorial Day
May 28 <sup>th</sup> :	<b>LAST DAY OF CLASSES K-11</b>
May 29 <sup>th</sup> :	Last Day for Teachers
May 31 <sup>st</sup> :	<b>Graduation Day</b>

**GRADUATION: Sunday, May 31st**

Total Student Days: 174      Total Teacher Work Days: 181  
 Total Teacher Contract Days: 188

**ISD 361**

**VERSION 4 - 2019 - 2020 Summary of School Days**

<b>Month</b>	<b>Student and Teachers</b>	<b>Teacher Work Days</b>	<b>Other Teacher Contract Days</b>	<b>Total Teaching Contract Days:</b>
Aug-19	0	3	0	3
Sep-19	20	0	1	21
Oct-19	21	0	0	21
Nov-19	18	1	2	21
Dec-19	15	0	1	16
Jan-20	21	1	0	22
Feb-20	19	0	1	20
Mar-20	21	1	0	22
Apr-20	20	0	1	21
May-20	19	1	1	21
Total Days:	174	7	7	188

2019 - 2020 SCHOOL CALENDAR: **DRAFT VERSION 1**

AUGUST 2019							SEPTEMBER 2019						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
				1	2	3							
4	5	6	7	8	9	10	1	2	3	4	5	6	7
11	12	13	14	15	16	17	8	9	10	11	12	13	14
18	19	20	21	22	23	24	15	16	17	18	19	20	21
25	26	27	28	29	30	31	22	23	24	25	26	27	28
							29	30					
Student Days: 0 Teacher Days: 3							Student Days: 20 Teacher Days: 20						
OCTOBER 2019							NOVEMBER 2019						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30
Student Days: 21 Teacher Days: 21							Student Days: 17 Teacher Days: 19						
DECEMBER 2019							JANUARY 2020						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
										1	2	3	4
1	2	3	4	5	6	7	5	6	7	8	9	10	11
8	9	10	11	12	13	14	12	13	14	15	16	17	18
15	16	17	18	19	20	21	19	20	21	22	23	24	25
22	23	24	25	26	27	28	26	27	28	29	30	31	
29	30	31											
Student Days: 15 Teacher Days: 15							Student Days: 21 Teacher Days: 22						
FEBRUARY 2020							MARCH 2020						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
						1							
2	3	4	5	6	7	8	1	2	3	4	5	6	7
9	10	11	12	13	14	15	8	9	10	11	12	13	14
16	17	18	19	20	21	22	15	16	17	18	19	20	21
23	24	25	26	27	28	29	22	23	24	25	26	27	28
							29	30	31				
Student Days: 19 Teacher Days: 19							Student Days: 22 Teacher Days: 22						
APRIL 2020							MAY 2020						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
			1	2	3	4						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30			24	25	26	27	28	29	30
							31						
Student Days: 20 Teacher Days: 20							Student Days: 19 Teacher Days: 20						

**DRAFT VERSION 1**

August & September

Aug. 27 <sup>th</sup> :	Teacher Work Day
Aug. 28 <sup>th</sup> :	All Employee Meeting
	Teacher Work Day
Aug. 29 <sup>th</sup> :	Teacher Work Day
Sept. 2 <sup>nd</sup> :	NO SCHOOL - Labor Day
Sept. 3 <sup>rd</sup> :	First Day of School!

October & November

Oct. 17 <sup>th</sup> -18 <sup>th</sup> :	NO SCHOOL - MEA Break
TBD	FHS Mid Term Reports
TBD	End of 1st Quarter
Nov. 7 <sup>th</sup> - 8 <sup>th</sup> :	NO SCHOOL - Exchange Days
Nov 21 <sup>st</sup> -22 <sup>nd</sup> :	NO SCHOOL - Thanksgiving Break

December & January

TBD	FHS Mid Term Reports
Dec 23 <sup>rd</sup> -Jan 1 <sup>st</sup> :	NO SCHOOL - Winter Break
Jan. 2 <sup>nd</sup> :	Return from Winter Break
TBD	End of 2nd Quarter / Semester 1
Jan. 20 <sup>th</sup> :	NO SCHOOL - Teacher Work Day Martin Luther King Jr. Day

February & March

Feb. 17 <sup>th</sup> :	NO SCHOOL - Presidents Day
TBD	FHS Mid Term Reports
TBD	End of 3rd Quarter

April & May

April 10 <sup>th</sup> :	NO SCHOOL - Good Friday
April 13 <sup>th</sup> :	NO SCHOOL - Spring Break
TBD	FHS Mid Term Reports
May 25 <sup>th</sup> :	NO SCHOOL - Memorial Day
May 28 <sup>th</sup> :	<b>LAST DAY OF CLASSES K-11</b>
May 29 <sup>th</sup> :	Last Day Teachers
May 31 <sup>st</sup> :	<b>Graduation Day</b>

**GRADUATION: Sunday, May 31st**

Total Student Days: 174      Total Teacher Work Days: 181  
 Total Teacher Contract Days: 188

2019 - 2020 SCHOOL CALENDAR: DRAFT VERSION 2

AUGUST 2019							SEPTEMBER 2019						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30					
Student Days: 0 Teacher Days: 3							Student Days: 20 Teacher Days: 20						

OCTOBER 2019							NOVEMBER 2019						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30
Student Days: 21 Teacher Days: 21							Student Days: 17 Teacher Days: 19						

DECEMBER 2019							JANUARY 2020						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
										1	2	3	4
1	2	3	4	5	6	7	5	6	7	8	9	10	11
8	9	10	11	12	13	14	12	13	14	15	16	17	18
15	16	17	18	19	20	21	19	20	21	22	23	24	25
22	23	24	25	26	27	28	26	27	28	29	30	31	
29	30	31											
Student Days: 15 Teacher Days: 15							Student Days: 19 Teacher Days: 20						

FEBRUARY 2020							MARCH 2020						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
						1							
2	3	4	5	6	7	8	1	2	3	4	5	6	7
9	10	11	12	13	14	15	8	9	10	11	12	13	14
16	17	18	19	20	21	22	15	16	17	18	19	20	21
23	24	25	26	27	28	29	22	23	24	25	26	27	28
							29	30	31				
Student Days: 19 Teacher Days: 19							Student Days: 21 Teacher Days: 21						

APRIL 2020							MAY 2020						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
			1	2	3	4						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30			24	25	26	27	28	29	30
							31						
Student Days: 20 Teacher Days: 20							Student Days: 20 Teacher Days: 20						

Jun-20						
Sun	M	T	W	T	F	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Student Days: 2 Teacher Days: 3						

Total Student Days: 174  
 Total Teacher Work Days: 181  
 Total Teacher Contract Days: 188

**DRAFT VERSION 2**

August & September

Aug. 27 <sup>th</sup> :	Teacher Work Day
Aug. 28 <sup>th</sup> :	All Employee Meeting Teacher Work Day
Aug. 29 <sup>th</sup> :	Teacher Work Day
Sept. 2 <sup>nd</sup> :	NO SCHOOL - Labor Day
Sept. 3 <sup>rd</sup> :	First Day of School

October & November

Oct. 17 <sup>th</sup> -18 <sup>th</sup> :	NO SCHOOL - MEA Break
TBD	FHS Mid Term Reports
TBD	End of 1st Quarter
Nov. 7 <sup>th</sup> - 8 <sup>th</sup> :	NO SCHOOL - Exchange Days
Nov 21 <sup>st</sup> -22 <sup>nd</sup> :	NO SCHOOL - Thanksgiving Break

December & January

TBD	FHS Mid Term Reports
Dec 23 <sup>rd</sup> -Jan 3 <sup>rd</sup> :	NO SCHOOL - Winter Break
Jan. 6 <sup>th</sup> :	Return from Winter Break
TBD	End of 2nd Quarter / Semester 1
Jan. 20 <sup>th</sup> :	NO SCHOOL - Teacher Work Day Martin Luther King Jr. Day

February & March

Feb. 17 <sup>th</sup> :	NO SCHOOL - Presidents Day
TBD	FHS Mid Term Reports
TBD	End of 3rd Quarter
March 20 <sup>th</sup> :	NO SCHOOL

April & May

April 10 <sup>th</sup> :	NO SCHOOL - Good Friday
April 13 <sup>th</sup> :	NO SCHOOL - Spring Break
TBD	FHS Mid Term Reports
May 25 <sup>th</sup> :	NO SCHOOL - Memorial Day

June

June 2 <sup>nd</sup> :	LAST DAY OF CLASSES K-11
June 3 <sup>rd</sup> :	Last Day Teachers
GRADUATION: Sunday, June 7 <sup>th</sup>	

2019 - 2020 SCHOOL CALENDAR: DRAFT VERSION 3

AUGUST 2019							SEPTEMBER 2019						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
				1	2	3	1	2	3	4	5	6	7
4	5	6	7	8	9	10	8	9	10	11	12	13	14
11	12	13	14	15	16	17	15	16	17	18	19	20	21
18	19	20	21	22	23	24	22	23	24	25	26	27	28
25	26	27	28	29	30	31	29	30					
Student Days: 0 Teacher Days: 3							Student Days: 20 Teacher Days: 20						

OCTOBER 2019							NOVEMBER 2019						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30
Student Days: 21 Teacher Days: 21							Student Days: 18 Teacher Days: 19						

DECEMBER 2019							JANUARY 2020						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
										1	2	3	4
1	2	3	4	5	6	7	5	6	7	8	9	10	11
8	9	10	11	12	13	14	12	13	14	15	16	17	18
15	16	17	18	19	20	21	19	20	21	22	23	24	25
22	23	24	25	26	27	28	26	27	28	29	30	31	
29	30	31											
Student Days: 15 Teacher Days: 15							Student Days: 19 Teacher Days: 20						

FEBRUARY 2020							MARCH 2020						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
						1							
2	3	4	5	6	7	8	1	2	3	4	5	6	7
9	10	11	12	13	14	15	8	9	10	11	12	13	14
16	17	18	19	20	21	22	15	16	17	18	19	20	21
23	24	25	26	27	28	29	22	23	24	25	26	27	28
							29	30	31				
Student Days: 19 Teacher Days: 19							Student Days: 20 Teacher Days: 21						

APRIL 2020							MAY 2020						
Sun	M	T	W	T	F	Sat	Sun	M	T	W	T	F	Sat
			1	2	3	4						1	2
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30			24	25	26	27	28	29	30
							31						
Student Days: 20 Teacher Days: 20							Student Days: 20 Teacher Days: 20						

Jun-20								
Sun	M	T	W	T	F	Sat	Total Student Days:	
	1	2	3	4	5	6		
7	8	9	10	11	12	13		
14	15	16	17	18	19	20		
21	22	23	24	25	26	27		
28	29	30						
Student Days: 2 Teacher Days: 3							Total Teacher Work Days:	181
							Total Teacher Contract Days:	188

**DRAFT VERSION 3**

August & September

Aug. 27 <sup>th</sup> :	Teacher Work Day
Aug. 28 <sup>th</sup> :	All Employee Meeting
	Teacher Work Day
Aug. 29 <sup>th</sup> :	Teacher Work Day
Sept. 2 <sup>nd</sup> :	NO SCHOOL - Labor Day
Sept. 3 <sup>rd</sup> :	First Day of School

October & November

Oct. 17 <sup>th</sup> -18 <sup>th</sup> :	NO SCHOOL - MEA Break
TBD	FHS Mid Term Reports
TBD	End of 1st Quarter
Nov. 8 <sup>th</sup> :	NO SCHOOL - Exchange Day
Nov 21 <sup>st</sup> -22 <sup>nd</sup> :	NO SCHOOL - Thanksgiving Break

December & January

TBD	FHS Mid Term Reports
Dec 23 <sup>rd</sup> -Jan 3 <sup>rd</sup> :	NO SCHOOL - Winter Break
Jan. 6 <sup>th</sup> :	Return from Winter Break
TBD	End of 2nd Quarter / Semester 1
Jan. 20 <sup>th</sup> :	NO SCHOOL - Teacher Work Day
	Martin Luther King Jr. Day

February & March

Feb. 17 <sup>th</sup> :	NO SCHOOL - Presidents Day
TBD	FHS Mid Term Reports
TBD	End of 3rd Quarter
March 19 <sup>th</sup> :	NO SCHOOL - Exchange Day
March 20 <sup>th</sup> :	NO SCHOOL

April & May

April 10 <sup>th</sup> :	NO SCHOOL - Good Friday
April 13 <sup>th</sup> :	NO SCHOOL - Spring Break
TBD	FHS Mid Term Reports
May 25 <sup>th</sup> :	NO SCHOOL - Memorial Day

June

June 2 <sup>nd</sup> :	LAST DAY OF CLASSES K-11
June 3 <sup>rd</sup> :	Last Day Teachers
GRADUATION: Sunday, June 7 <sup>th</sup>	

**FALLS ELEMENTARY AVERAGE CLASS SIZES / SECTIONS**  
**Students Served**  
**3/2019**

**FISCAL YEAR:**

**FY2017 - 2018**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>TOTAL:</b>
# of Students Served:	73	82	70	83	79	63	449
# of Sections:	4	4	3	4	3	3	21
Average Class Size:	18	20	23	21	26	21	21

**FISCAL YEAR:**

**FY2018 - 2019 - estimated December 17, 2018**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>TOTAL:</b>
# of Students Served:	68	61	79	68	81	81	438
# of Sections:	4	3	4	3	3	3	20
Average Class Size:	17	20	20	23	27	27	22

**FISCAL YEAR:**

**FY2019 - 2020 - estimated December 17, 2018**

	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>TOTAL:</b>
# of Students Served:	75	62	61	79	68	81	426
# of Sections:	4	3	3	4	3	3	20
Average Class Size:	19	21	20	20	23	27	21

*\*Assumes 100% grade progression in grades 2-5 FY19 to FY20.*

## 7 Period Day Course Section Scenario

**2019-20**

**Updated: 03/15/19**

Department Name	Course Name	Proposed Number of Sections 2019-20	Proposed 2019-20 FTE	Current FTE	Change
<b>Math</b>					
	Math/Reading 7-8	1 @ ???	0.182	0.182	0.000
	<b><u>Honors Math Topics / Math Topics</u></b>	<b><u>0 @ 5</u></b>	<b><u>0.000</u></b>	<b><u>0.182</u></b>	<b><u>-0.182</u></b>
	Plane Geometry	1 @ 30	0.182	0.182	0.000
	Honors Algebra II 10	1 @ 31	0.182	0.182	0.000
	Foundations Geometry	1 @ 23	0.182	0.182	0.000
	Algebra II	1 @ 21	0.182	0.182	0.000
	Foundations Algebra II	1 @ 20	0.182	0.182	0.000
	Foundations Math 7th Grade	1 @ 16	0.182	0.182	0.000
	Math 7th Grade	1 @ 24	0.182	0.182	0.000
	Honors Algebra 1 7th Grade	1 @ 18	0.182	0.182	0.000
	Foundations Algebra 1 8th Grade	1 @ 16	0.182	0.182	0.000
	Algebra I 8th Grade	1 @ 29	0.182	0.182	0.000
	Honors Algebra 2 8th Grade	1 @ 26	0.182	0.182	0.000
	Honors Geometry 9	1 @ 32	0.182	0.182	0.000
	Intermediate Algebra I 9th Grade	1 @ 26	0.182	0.182	0.000
	Foundations Intermediate Algebra I 9th Grade	1 @ 19	0.182	0.182	0.000
	Math for Today	1 @ 27	0.182	0.182	0.000
	AP Calculus	0	0.000	0.182	-0.182
	CEP Beginning Algebra/College Algebra	1 @ 15/17	0.182	0.182	0.000
	CEP Intro to Calculus/Calculus I	1 @ 9/9	0.182	0.182	0.000
				<b>Current FTE</b>	<b>Change</b>
		<b>FTE 7 Period:</b>	<b>3.272</b>	<b>3.636</b>	<b>-0.364</b>

## 7 Period Day Course Section Scenario

**2019-20**

**Updated: 03/15/19**

Department Name	Course Name	Proposed Number of Sections 2019-20	Proposed 2019-20 FTE	Current FTE	Change
<b>Social Studies</b>					
	US History 7	3 @ 19	0.545	0.545	0.000
	Civics 8	3 @ 24	0.545	0.545	0.000
	Geography 9	3 @ 26.7	0.545	0.545	0.000
	US History 10	3 @ 25.3	0.545	0.545	0.000
	World History 11	1 @ 33	0.182	0.364	-0.182
	Senior Social	1 @ 36	0.182	0.182	0.000
	CE Modern European History I / II	1 @ 23/23	0.182	0.182	0.000
We are trying to find a cooperating college to offer this concurrent enrollment. We currently offer it online.	CE American Govt???	1 @ 16	0.091	0.000	0.091
	CE Economics (semester)	1 @ 16	0.091	0.091	0.000
				<b>Current FTE</b>	<b>Change</b>
		<b>FTE 7 Period:</b>	<b>2.909</b>	<b>3.000</b>	<b>-0.091</b>
<b>Science</b>					
	Science 7	3 @ 19.33	0.545	0.545	0.000
	Science 8	3 @ 24.33	0.545	0.545	0.000
	Physical Science 9	3 @ 26.7	0.545	0.545	0.000
	Biology 10	3 @ 28.7	0.545	0.545	0.000
	Chemistry	2 @ 21.5	0.364	0.182	0.182
	Conceptual Physics I (.5 credit)	1 @ 27	0.091	0.182	-0.091
	Astronomy (.5 credit)	1 @ 14	0.091	0.091	0.000
	Conceptual Physics II (.5 credit)	1 @ 22	0.091	0.182	-0.091
	Physics	1 @ 16	0.182	0.182	0.000
				<b>Current FTE</b>	<b>Change</b>
		<b>FTE 7 Period:</b>	<b>3.000</b>	<b>3.000</b>	<b>0.000</b>

## 7 Period Day Course Section Scenario

**2019-20**

**Updated: 03/15/19**

Department Name	Course Name	Proposed Number of Sections 2019-20	Proposed 2019-20 FTE	Current FTE	Change
<b>English</b>					
	English 7	2 @ 22	0.364	0.545	-0.182
	Foundations English 7	1 @ 15	0.182	0.000	0.182
	Math/Reading 7-8	1 @ ???	0.182	0.182	0.000
	English 8	2 @ 27	0.364	0.545	-0.182
	Foundations English 8	1 @ 19	0.182	0.000	0.182
	English 9	2 @ 24.5	0.364	0.364	0.000
	Honors English 9	1 @ 28	0.182	0.182	0.000
	English 10	2 @ 27.5	0.364	0.364	0.000
	Honors English 10	1 @ 28	0.182	0.182	0.000
	English 11	1 @ 36	0.182	0.364	-0.182
	English 12	2 @ 22	0.364	0.182	0.182
	CE English Comp I / Comp II	1 @ 23/23	0.182	0.182	0.000
	CE English Literature	1 @ 16	0.091	0.091	0.000
	CE Communications	1 @ 16	0.091	0.091	0.000
				<b>Current FTE</b>	<b>Change</b>
		<b>FTE 7 Period:</b>	<b>3.272</b>	<b>3.272</b>	<b>0.000</b>
<b>Phy Ed.</b>					
Required by all 7th Grade Students	Phy Ed 7	2 @ 29	0.364	0.545	-0.182
Required by all 9th Grade Students	Phy Ed 9	3 @ 26	0.545	0.545	0.000
Elective	Elective PE 8	1 @ 12	0.091	0.182	-0.091
	Weight Training and Fitness I & II	2 @ 37 / 2 @ 21.5	0.364	0.273	0.091
	Independent & Team Sports	1 @ 18/5	0.091	0.091	0.000
	Unified PE	2 @ 8/6	0.182	0.000	0.182
				<b>Current FTE</b>	<b>Change</b>
		<b>FTE 7 Period:</b>	<b>1.636</b>	<b>1.636</b>	<b>0.000</b>

## 7 Period Day Course Section Scenario

**2019-20**

**Updated: 03/15/19**

Department Name	Course Name	Proposed Number of Sections 2019-20	Proposed 2019-20 FTE	Current FTE	Change
<b>Ind. Tech. / FACS</b>					
	Technology 8 (semester)	3 @ 16.3	0.273	0.273	0.000
	FACS 8 (semester)	3 @ 21.7	0.273	0.273	0.000
	Life Skills and Parenting (semester)	1 @ 39	0.091	0.091	0.000
	On Your Own (semester)	1 @ 19	0.091	0.091	0.000
	Foods I	2 @ 26 (94)	0.182	0.091	0.091
	Foods II	2 @ 24.5 (49)	0.182	0.091	0.091
	Textiles and Fashion	1 @ 19	0.091	0.091	0.000
	Art Metals (semester)	1 @ 15	0.091	0.091	0.000
	CADD I	1 @ 14	0.091	0.091	0.000
	CADD II	1 @ 10	0.091	0.091	0.000
	Hot Metals I (semester)	2 @ 10 (20)	0.182	0.182	0.000
	Hot Metals II (semester)	1 @ 20	0.091	0.091	0.000
	Engineering	1 @ 18	0.182	0.182	0.000
	Woods I (semester)	2 @ 11.5	0.182	0.182	0.000
	Woods II (semester)	1 @ 13	0.091	0.182	-0.091
	Cabinet Making (semester)	1 @ 11	0.091	0.000	0.091
	Hand/Power Tools (semester)	1 @ 20	0.091	0.091	0.000
	Welding I & II	1 @ 26/18	0.182	0.182	0.000
				<b>Current FTE</b>	<b>Change</b>
		<b>FTE 7 Period:</b>	<b>2.546</b>	<b>2.363</b>	<b>0.182</b>
<b>Music</b>					
	Chorus 9-12	1 @ 8/8	0.182	0.182	0.000
	Band 9-12	1 @ 43/8	0.182	0.182	0.000
	Band 7-8	1 @ 58/6	0.182	0.182	0.000
	Chorus 7-8	1 @ 19/6	0.182	0.182	0.000
	Music Lessons 7-8	1	0.182	0.182	0.000
	Music 7	1 @ 17	0.091	0.000	0.091
<b>Music - continued</b>					
				<b>Current FTE</b>	<b>Change</b>
		<b>FTE 7 Period:</b>	<b>1.000</b>	<b>0.909</b>	<b>0.091</b>

## 7 Period Day Course Section Scenario

2019-20

Updated: 03/15/19

Department Name	Course Name	Proposed Number of Sections 2019-20	Proposed 2019-20 FTE	Current FTE	Change
<b>Foreign Language</b>	Spanish I	2 @ 29.5	0.364	0.364	0.000
	Spanish II	1 @ 37	0.182	0.182	0.000
	Intro to Anishinaabe Studies	1 @ 17	0.182	0.182	0.000
	Intro to Ojibwe Language	1 @ 8	0.182	0.182	0.000
	Ojibwe II	1 @ 13	0.182	0.182	0.000
	Ojibwe III	1 @ 8	0.182	0.000	0.182
				<b>Current FTE</b>	<b>Change</b>
		<b>FTE 7 Period:</b>	<b>1.273</b>	<b>1.091</b>	<b>0.182</b>
<b>Art</b>	Visual Arts	3 @ 14.7	0.273	0.273	0.000
	Studio Arts	3 @ 21.3	0.273	0.273	0.000
	Painting	1 @ 13	0.091	0.091	0.000
	Ceramics	1 @ 15	0.091	0.091	0.000
Required by all 8th Grade Students	Art 8 (semester)	3 @ 23	0.273	0.273	0.000
				<b>Current FTE</b>	<b>Change</b>
		<b>FTE 7 Period:</b>	<b>1.000</b>	<b>1.000</b>	<b>0.000</b>
<b>Business</b>					
	Desktop Publishing / CE Desktop Publishing (semester)	1 @ 3/17 (20)	0.091	0.091	0.000
	CE Graphic Production	1 @ 13/2 (15)	0.182	0.182	0.000
	FHS Intro to Business / CE Intro to Business	1 @ 4/5 (9)	0.091	0.000	0.091
Offered Alternate Years	FHS Accounting / CE Accounting	0	0.000	0.091	-0.091
7th Grade Elective	Exploring Computer 7 (semester)	1 @ 25	0.091	0.091	0.000
Required by all 8th Grade Students	Computer 8 (semester)	3 @ 20.7	0.273	0.273	0.000
				<b>Current FTE</b>	<b>Change</b>
		<b>FTE 7 Period:</b>	<b>0.727</b>	<b>0.727</b>	<b>0.000</b>

## 7 Period Day Course Section Scenario

**2019-20**

**Updated: 03/15/19**

Department Name	Course Name	Proposed Number of Sections 2019-20	Proposed 2019-20 FTE	Current FTE	Change
<b>Other</b>					
	CE Nursing	1 @ 9	0.091	0.091	0.000
<b>Elective</b>					
	Grade 7 Study Skills	1 @ 11	0.091	0.182	-0.091
				<b>Current FTE</b>	<b>Change</b>
		<b>FTE 7 Period:</b>	<b>0.182</b>	<b>0.273</b>	<b>-0.091</b>
<b>Sixth Grade</b>					
	Math	3 @ 27	0.545	0.545	0.000
	English - Reading	3 @ 27	0.545	0.545	0.000
	English -Composition	3 @ 27	0.545	0.545	0.000
	Science	3 @ 27	0.545	0.545	0.000
	Social Studies	3 @ 27	0.545	0.545	0.000
	Band 6	2 @ 32	0.091	0.091	0.000
	Chorus 6	2 @ 32	0.091	0.000	0.091
	Computers	3 @ 27	0.182	0.182	0.000
	Library	3 @ 27	Para	Para	Para
	Physical Education	3 @ 27	0.182	0.182	0.000
				<b>Current FTE</b>	<b>Change</b>
		<b>FTE 7 Period:</b>	<b>3.272</b>	<b>3.182</b>	<b>0.091</b>
<b>Special Ed</b>					
	SLD Cowman	1 @ 17	1.000	1.000	0.000
	SLC McDonald	1 @ 18	0.909	0.909	0.000
	DCD Thompson	1 @ 12	1.000	1.000	0.000
	SLD Taylor	1 @ 19	1.000	1.000	0.000
	SLD Renberg	1 @ 16	1.000	1.000	0.000
	18-21 Yr Old Wood	1 @ 13	1.000	1.000	0.000
	ALC/SLD/EBD McDonald	1 @ 3	0.364	0.364	0.000
	Adapt PE	1 @ 8	0.182	0.182	0.000
				<b>Current FTE</b>	<b>Change</b>
		<b>FTE 7 Period:</b>	<b>6.454</b>	<b>6.454</b>	<b>0.000</b>
				<b>Current Total FTE</b>	<b>Proposed Change</b>
<b>Proposed Total FTE:</b>			<b>30.543</b>	<b>30.543</b>	<b>0.000</b>