

**John Bergs**  
Activities Director  
**Margot Hansen**  
Director of Teaching & Learning  
**Jeff Heine**  
Buildings & Grounds Director



**Chuck Keller**  
Business Director  
**Angie Kahle**  
Student Support Services Director  
**Dorothy Koller**  
Community Education Director

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## REGULAR BOARD MEETING

District Office, 130 South Willow Street, Belle Plaine, MN 56011  
6:00 PM Monday, November 25, 2013

*Our mission is to pursue excellence in academics, programming, and the social and emotional development of our students. Fostering a culture of kindness, inclusion, and pride in ourselves, our school, and our community.*

### 1. Call to Order:

### 2. Acknowledgment of Visitors and Special Presentations:

1. <u>Ramp Up to Readiness Presentation:</u>	Mr. David Kreft	<u>3</u>
2. <u>Recognize Fall Activities State Tournament Participants:</u>	Coach Schroeder/Coach Koch	
3. <u>Flipped Classroom Presentation:</u>	Melissa Hanson	
4. <u>Review of Vision Card E - Management of Resources:</u>	Dr. Smith	<u>64</u>

### 3. Other Items as Brought Before the Board & Consideration of Agenda:

### 4. Consensus Items:

1. <u>Previous Board Meeting Minutes:</u>	<u>71</u>
2. <u>Approve Monthly Expenditures:</u>	<u>77</u>

### 3. Personnel:

4. <u>Donations:</u>	<u>93</u>
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### 5. Student Enrollment:

### 6. Memberships:

**5. Discussion Items:**

**1. Superintendent Update:**

Dr. Smith

**2. Board Member Reports:**

Board Members

**3. Building Administrator Reports:**

Building Administrators **94**

**6. Action Items:**

**1. Adopt Resolution Authorizing Issuance of  
Certificates of Election:**

Dr. Smith

**99**

**2. Authorize Submission of "Ramp Up to Readiness"  
Grant Proposal:**

Dr. Smith/Mr. Kreft

**3. Approve Ag Land Rental Agreement:**

Dr. Smith

**103**

**4. Approve Non-Union Contract  
Settlements for 13-14 & 14-15:**

Dr. Smith

**104**

**5. Policy Review:**

Dr. Smith

**105**

**7. Upcoming Meetings:**

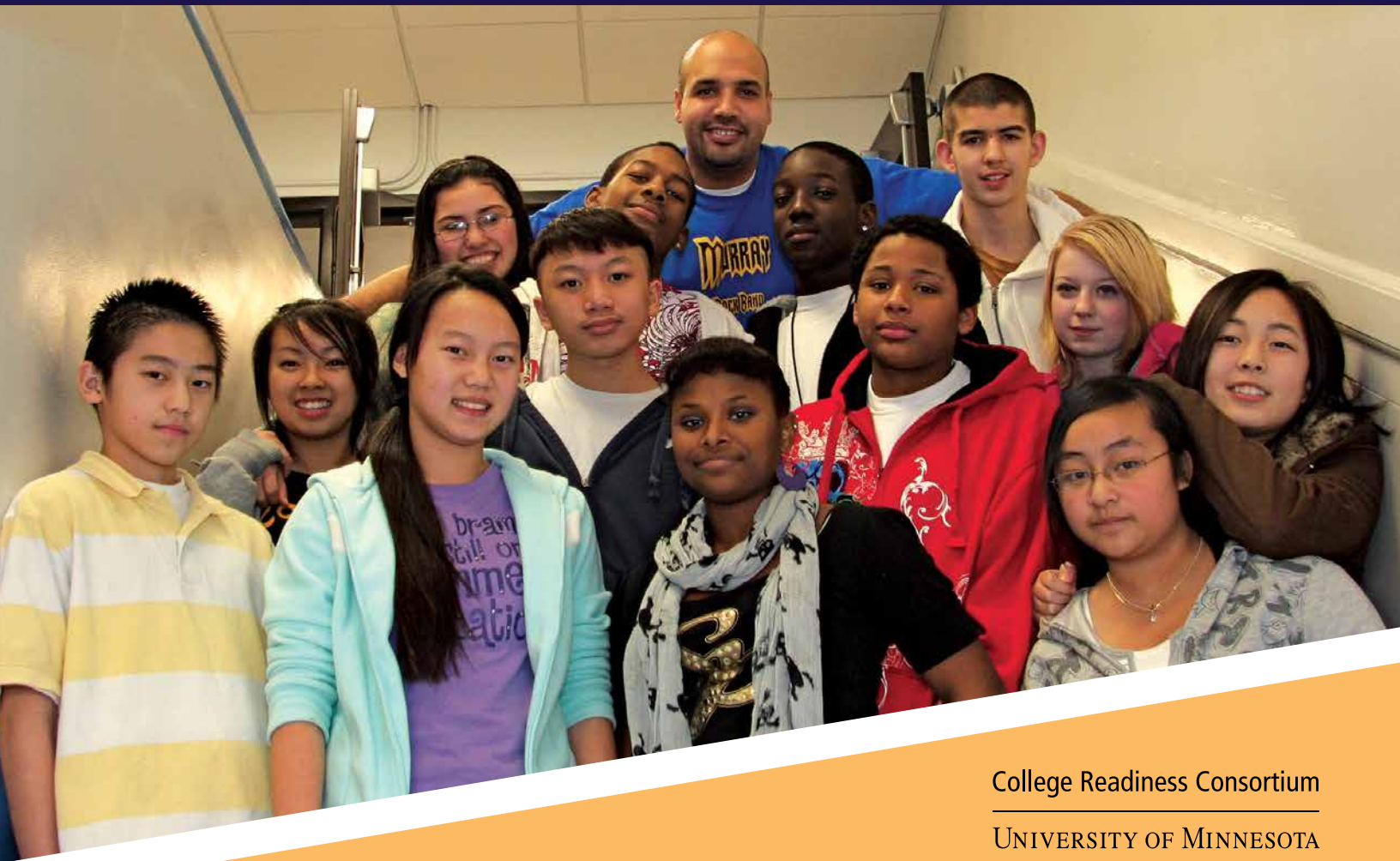
**8. Adjourn:**

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Board Clerk

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Date



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# ramp-up to **READINESS<sup>TM</sup>**

Increasing the number and diversity of  
Minnesota students who graduate from  
high school with the knowledge, skills,  
and habits for success in higher education

# PROGRAM OVERVIEW

“The Ramp-Up program has given us a framework around academic readiness, personal-social readiness, financial readiness—areas that are critical to helping kids to... make that transition from high school to admission to a college, being able to pay for that, and having the personal-social capacity to do well. The University of Minnesota and Ramp-Up bring a wealth of resources and ideas and people together to help schools make big gains in creating college-ready students.”

Steve Massey, principal, Forest Lake Senior High School, Forest Lake



Rigor Access  
Motivation Persistence

# WHAT IS RAMP-UP TO READINESS™

Ramp-Up to Readiness™ is a school-wide guidance program that helps students in grades 6 through 12 reach the following goals by the end of high school:

**Academic Readiness:** The ability to succeed in first-year, credit-bearing courses at a technical college, a community college or a four-year college or university

**Admissions Readiness:** The ability to meet admissions requirements at a range of postsecondary institutions

**Career Readiness:** The ability to identify careers that match personal, financial, and other goals and an understanding of the skills, credentials, and experiences required to succeed in those careers

**Financial Readiness:** The ability to cover the cost of the first term of study at a postsecondary institution through savings, loans, and financial aid

**Personal and Social Readiness:** The ability to set educational goals, make and monitor progress toward them, and create relationships with peers and adults that support academic success

Ramp-Up helps students achieve these goals by engaging students in a flexible, dynamic curriculum that can be taught in two ways:

- Through **advisories** that meet for at least one class period each week
- or
- Through a **Ramp-Up course** that students take for one term each year

The advisory-based version of the Ramp-Up curriculum requires students to complete 28 lessons per year. Those lessons are designed to be taught in a single course period, but each lesson can be extended if additional advisory time is available. Schools that adopt the course-based version of Ramp-Up can take advantage of a broad range of supplemental lessons that enhance and extend student learning.

Whichever option a school chooses, a suggested scope and sequence helps the school organize the Ramp-Up curriculum in ways that meet the needs of its students and that reflect the realities of its schedule and calendar.

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## BECOMING PART OF RAMP-UP

Ramp-Up to Readiness™ was designed over four years with the assistance of 18 design schools supported by more than \$2 million in grant funding. There are currently 44 schools across the state of Minnesota implementing Ramp-Up to Readiness™.

Any Minnesota public secondary school may apply to become a Ramp-Up to Readiness™ school. Selected schools will need to demonstrate an ability to meet the eligibility criteria and provide data for ongoing evaluation of the program.

### Eligibility Criteria:

- Evidence of Ramp-Up to Readiness™ in the school's strategic plan or site improvement plan.
- Convene a leadership team that includes a minimum of a principal, counselor and teacher. The leadership team will participate in regional Ramp-Up workshops and participate in site visits by University of Minnesota staff.
- Designate a Ramp-Up Coordinator to serve as the liaison to the University and facilitate the implementation of the program at the school.
- Identify specific time each week to deliver the Ramp-Up lessons to all students.
- Utilize the Ramp-Up progress monitoring and planning tools.

### Selection Criteria:

- Applications will be evaluated based on the demonstration that the school will be able to implement Ramp-Up to Readiness™ fully and with fidelity given the eligibility criteria.
- Evidence of district support.
- High schools with grades 9-12 must agree to be part of the REL-Midwest evaluation of Ramp-Up to Readiness™ funded through the Institute of Educational Sciences at the U.S. Department of Education. Schools will be randomly assigned to either implement the program beginning in 2013-14 (program schools) or to delay implementation until 2015-16 (control schools). Please see more information regarding the evaluation study at [www.rampuptoreadiness.org/application-process](http://www.rampuptoreadiness.org/application-process).

### Timeline:

- January 2, 2013 - Applications available online at [www.rampuptoreadiness.org](http://www.rampuptoreadiness.org)
- February 15, 2013 - Applications due by 3 p.m.
- March 1, 2013 - Schools notified of acceptance
- April 18, 2013 - Ramp-Up 2013-14 New School Workshop and Planning Session, University of Minnesota, Twin Cities

Additional information and details regarding the application process can be found at [www.rampuptoreadiness.org/application-process](http://www.rampuptoreadiness.org/application-process).

## WHY SHOULD A SCHOOL CONSIDER ADOPTING RAMP-UP?

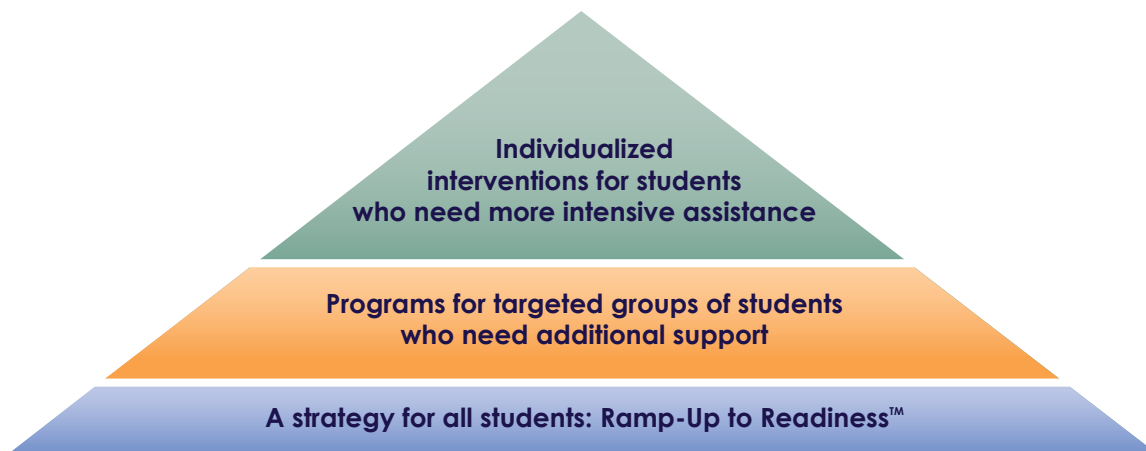
So why should schools consider adopting a school-wide guidance program such as Ramp-Up to Readiness™? One answer can be framed in terms borrowed from the economic concept of supply and demand.

Efforts to increase the supply of academic rigor available to students will only succeed if they are met by increased student demand for that rigor. Without that demand, far too many students will not elect to take or to work hard in the types of courses that will best prepare them for postsecondary success.

All across Minnesota, secondary schools are working to increase the “supply” of academic rigor they make available to students. For example, they are greatly increasing the number of dual credit courses they offer—from Advanced Placement to International Baccalaureate, Postsecondary Enrollment Options and College-in-the-School programs.

Ramp-Up has been designed to raise students’ demand for academic rigor by ensuring that all students understand how and why what they do in school today will impact their quality of life tomorrow.

Because Ramp-Up is intended to help *all* students in a school embrace rigor, gain access, maintain motivation, and practice persistence, it is envisioned as the base of a pyramid of interventions that together constitute a school-wide approach to college and career readiness. Above that base are interventions for targeted groups of students who need additional support, such as AVID and College Possible. At the top of the pyramid are personalized interventions for individual students who are highly at risk of not becoming college ready and career ready by the end of high school.



“Creating, promoting, and sustaining a college-going culture needs to begin early. It’s irrational to think this can start in the 11th grade. We need to begin that instruction as early as the 6th grade.”

Katie Berglund, principal, Ellis Middle School, Austin



# RAMP-UP TO READINESS™ STANDARDS

## Academic Readiness

The student has the knowledge and skills to do first-year, credit-bearing, college-level work.

A student who has reached this goal can:

1. Demonstrate mastery of the knowledge and skills required for college-level work in English, mathematics, reading, science, and writing as outlined in the ACT readiness standards, available at <http://www.act.org/standard/>
2. Score at or above the ACT college readiness benchmarks on the EXPLORE, PLAN, and ACT tests, available at <http://www.act.org/education/benchmarks.html>
3. Think critically, demonstrated through the ability to **G**ather, **A**nalyze, **S**ynthesize, and **P**resent information
4. Use effective study strategies
5. Evaluate and revise academic work to ensure accuracy and achieve precision

## Admissions Readiness

The student has completed all requirements for admission to the type of postsecondary education that is a match for their goals, interests, and abilities.

A student who has reached this goal can:

1. Describe the purpose of and opportunities offered by postsecondary education in the United States today
2. Explain the main types of postsecondary institutions in the U.S. and the differences among them
3. Identify the type of postsecondary institution that could be a good match for the student's academic, career, and personal goals
4. Outline the admissions requirements for the type of postsecondary institution that the student plans to attend
5. Plan for and successfully complete the process of applying to at least three postsecondary institutions that are a good match for the student's academic, career, and personal goals

### **Career Readiness**

The student understands how education increasingly determines income and opportunity in the global knowledge economy and knows which types of jobs in the future will need skilled workers, will pay enough to support a family, and might be a good match for their interests and abilities.

A student who has reached this goal can:

1. Describe the ways that globalization and technology-driven change are reshaping the workplace and society today and predict ways that those forces will affect his or her professional future
2. Understand and illustrate the great and growing connection between the highest level of education a person completes and his or her later income and quality of life
3. Identify careers and jobs that pay enough to support a family with at least a “middle-class” lifestyle, provide opportunities for advancement within the field, and are likely to be in demand over the next two decades
4. Identify the knowledge, skills, and habits and the credentials and/or degrees required to enter and succeed in a range of careers
5. Identify one or more careers that could be a good match for the student’s talents, interests, and abilities

### **Financial Readiness**

Students will be able to cover the cost of one term of study at a postsecondary institution through savings, loans, work-study, and financial aid.

A student who has reached this goal can:

1. Create a personal budget and make decisions based upon it
2. Identify the current and projected cost of study at each of the main types of postsecondary institutions in Minnesota
3. Explain the major ways that families cover the costs of postsecondary education
4. Produce a realistic plan to cover the cost of at least the first term of study at the postsecondary institution of the student’s choice through savings, employment, loans, grants, scholarships, and other means
5. Complete the process of applying for needed financial aid

### **Personal/Social Readiness**

The student knows how to set educational goals, make progress toward those goals, and create relationships with peers and adults that support the achievement of those goals.

A student who has reached this goal can:

1. Set personal goals and continually monitor progress toward reaching them
2. Operate from a growth mindset, believing that his/her basic abilities can be developed through hard work and persistence
3. Seek help from adults and peers and use other strategies to overcome obstacles on the road to achieving important goals
4. Create and maintain positive relationships with teachers, professors and other adults in positions of responsibility and authority
5. Understand college culture and the practices and habits needed to succeed in higher education, such as skills in time management, studying, working cooperatively, responsible risk taking, and self-advocacy

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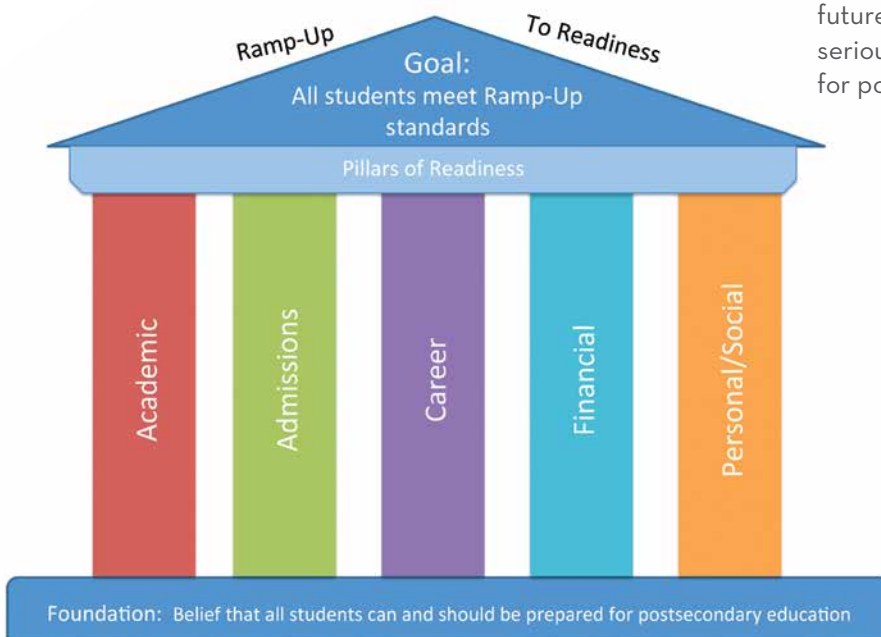
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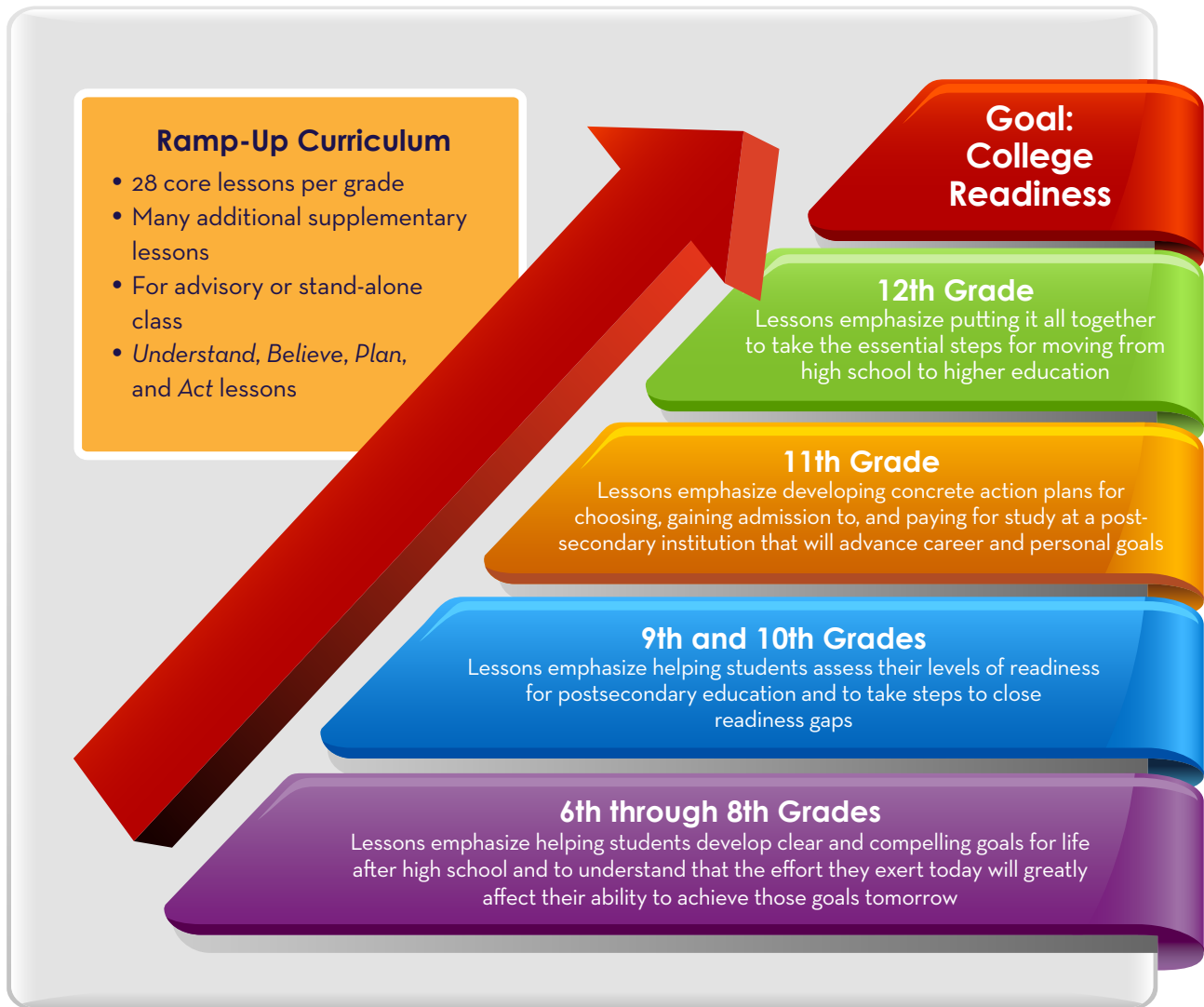
# THE RAMP-UP CURRICULUM

Ramp-Up to Readiness™ features an engaging and interactive curriculum focused on helping all students meet the Ramp-Up Standards by the end of high school. Those standards are focused on five pillars of readiness: academic readiness, admissions readiness, career readiness, financial readiness, and personal and social readiness. The Ramp-Up curriculum helps students advance toward meeting those standards as they progress through school through four types of lessons:

**Understand Lessons**—Research conducted during the design of Ramp-Up found that many students have major misconceptions about what it will take to get into and succeed at a postsecondary institution. As a result, students often make decisions and put forward levels of effort that are misaligned with their dreams for life after high school. The *Understand* lessons of the Ramp-Up curriculum focus on helping students understand what it means to master each pillar of college readiness, enabling them to make informed decisions about preparing for college and a career. These lessons also help students understand whether they are on or off track to reach college readiness by the end of high school.

**Believe Lessons**—While the design phase of the Ramp-Up project confirmed that most students hope to attend college and have a high-skill career, the design team also found that many students do not truly believe they have what it takes to achieve that objective. Experience shows that this gap in belief does not apply only to students who doubt their ability to enroll and succeed in college. It also applies to students who believe they will go to college, but who do not believe that once there they will be able to succeed in the challenging fields of study that will open the door widest to prosperity and opportunity in the 21st century, such as mathematics and science. These lessons help students develop the belief that their futures are not fixed, and that with sustained and serious effort and support they can turn their plans for postsecondary education into reality.





**Plan Lessons**—Throughout the Ramp-Up process, students are asked to set SMART goals (short for specific, measurable, achievable, relevant and timely) and to share their objectives with advisors, peers, parents and others. The *Plan* lessons of the Ramp-Up curriculum help students regularly revisit and revise their plans for life after high school as they gain knowledge and experience through participation in the program.

**Act Lessons**—The process of becoming truly ready for success in postsecondary education includes many steps that students must take at specific points in their progress through high school. The *Act* lessons of the Ramp-Up curriculum map out those steps to ensure that students accomplish what they need to accomplish when they need to accomplish it.



# SAMPLE RAMP-UP CURRICULUM LESSONS FOR GRADES 6 THROUGH 8

## Academic Readiness Lessons include:

- **Understanding Your Learning Style:** Students complete and discuss the results of a Learning Styles Inventory
- **Taking Notes:** Students learn an effective note-taking technique such as Q-Notes, which combines SQ3R and Cornell Notes
- **College Knowledge I:** Students are given an overview of the knowledge and skills in reading, writing, and math necessary for postsecondary success
- **Growth Mindset I:** Students learn that effort produces intelligence and that mistakes can often be important opportunities to learn
- **EXPLORE Test:** Students take, understand, and act on the EXPLORE college readiness exam
- **The Middle Grades Matter:** Students are introduced to the ways that their performance in junior and senior high will influence opportunities and outcomes in high school and ultimately college

## Admissions Readiness Lessons include:

- **Why Higher Education:** Students learn that people who complete postsecondary education have a higher quality of life in many areas
- **Types of Higher Education:** Students examine the purposes of and differences between the three main types of postsecondary education
- **Admissions Criteria:** Students study the criteria for admission to a range of postsecondary institutions
- **Postsecondary Visit:** Students visit either a two- or four-year postsecondary institution

## Career Readiness Lessons Include:

- **Identifying 21st-Century Careers:** Students understand the types of careers that will pay enough to support a family in the 21st century and that will be in demand in the economy and society of the decades ahead

- **Career Speakers:** Students engage with people working in a diverse set of careers about the knowledge and skills for success
- **Identifying Potential Careers:** Students complete a Career Interest Inventory to identify careers of interest and the postsecondary educational programs that lead to those careers

#### **Financial Readiness Lessons Include:**

- **Globalization I:** Students learn that in the 21st century, globalization and the advance of technology are raising the importance of high levels of education and skill
- **Expenses and Income:** Students learn about the cost of living, average annual salaries by education level, and the need to keep living expenses within income
- **Good Debt/Bad Debt:** Students are introduced to the basics of borrowing and return on investment

#### **Personal and Social Readiness lessons Include:**

- **Understanding Academic Organization:** Students learn the basics of self-management and persistence
- **Using a Planner:** Students learn to use a planner to manage assignments and other deadlines
- **Taking the PREP (Personal Readiness Evaluation for Postsecondary):** Students complete and discuss a self-assessment of their personal college readiness
- **Positive Peer Relationships:** Students examine the ways that peers can enhance or impede progress toward personal and academic goals



“The Ramp-Up curriculum and tools have transformed our advisory to a meaningful experience where students use incremental steps to break down their career aspirations to weekly goals. We believe the Ramp-Up program is a major factor that has helped our attendance increase.”

Travis Wasley, counselor, Roosevelt High School, Minneapolis



## SAMPLE RAMP-UP CURRICULUM LESSONS FOR GRADES 9 THROUGH 12

### **Academic Readiness Lessons Include:**

- **Understanding GASP:** Students learn to **G**ather, **A**nalyze, **S**ynthesize and **P**resent information
- **Access vs. Success:** Students understand that the knowledge and skills for admission at many postsecondary institutions often differ from those needed to succeed there
- **Understanding College Grading:** Students explore how learning is assessed at each type of postsecondary institution
- **Maintaining Momentum:** Students avoid the “senior slump” and maintain academic momentum through the end of the 12th grade

### **Admissions Readiness Lessons Include:**

- **Finding the Right Fit:** Students are introduced to the importance of finding a postsecondary institution matching their interests and aptitudes
- **The Admissions Process:** Students study what needs to be done (and when) to get in to different types of colleges
- **Application Essays:** Students learn about the criteria for a successful application essay and draft and share one of their own
- **Entrance Testing:** Students register, prepare for, and take ACT, SAT, and/or Accuplacer postsecondary admissions tests
- **College Applications:** Students receive guidance and support in applying to at least three postsecondary institutions

### **Career Readiness Lessons Include:**

- **The “Soft Skills” for Career Success:** Students understand the non-academic skills and habits that employers identify as essential for 21st-century careers
- **Lifelong Learning and Careers:** Students understand that because many 21st-century careers will include jobs not only for more than one company, but also in more than one field, lifelong learning is essential to career success
- **Career Clusters:** Students match their strengths, values, personality type, and skills with career clusters of interest
- **Creating a Resumé:** Students develop and learn how to update a high-quality resumé

### **Financial Readiness Lessons Include:**

- **Intro to Financial Aid:** Students are introduced to the ways that families with differing incomes finance college
- **Understanding Your Aid:** Students are provided with information on the type and level of financial assistance they are likely to receive from various types of postsecondary institution
- **Completing the FAFSA and Scholarship Applications:** Students complete a sample FAFSA and find applicable scholarships

### **Personal and Social Readiness Lessons Include:**

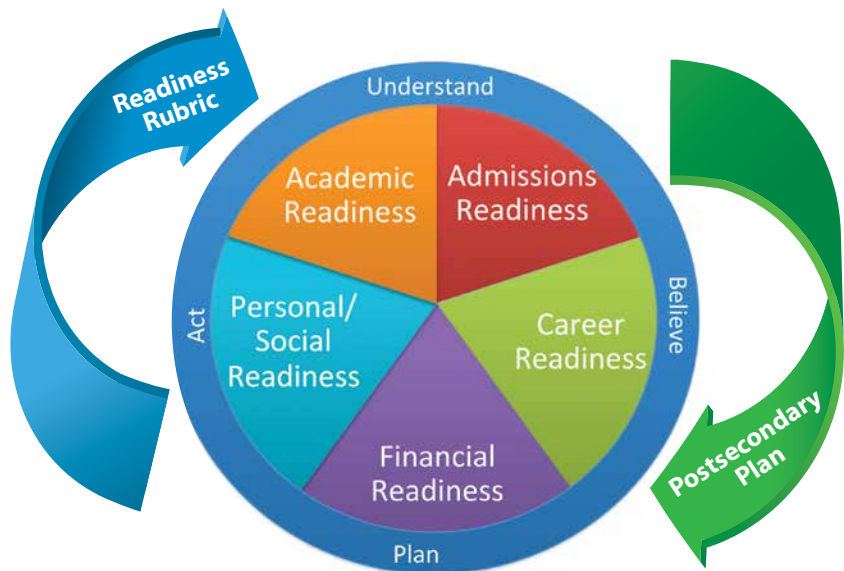
- **Engaging With Authority:** Students consider effective ways to work with adults in authority in postsecondary institutions and the workplace
- **Overcoming Obstacles:** Students learn specific strategies for persisting in the face of challenges





## THE POSTSECONDARY PLAN AND THE READINESS RUBRIC

To bring continuity to the Ramp-Up to Readiness™ curriculum as students progress from one phase to the next, each lesson is connected to one of two tools that students use throughout their time in the program: the Postsecondary Plan and the Readiness Rubric.



The Postsecondary Plan and the Readiness Rubric are the threads that connect the lessons of the Ramp-Up curriculum to each other, ensuring that those lessons are not random acts of college readiness but a coherent sequence of concepts and ideas that move students toward readiness in logical if not linear ways.

The Postsecondary Plan helps students ask and answer the question: *What do I want to do with my life after high school?* Similarly, the Readiness Rubric helps students ask and answer: *What do I need to do to reach that goal?* Students articulate, communicate, and update their plans for life after high school in their Postsecondary Plans, while they continuously monitor their progress toward being college ready by the end of high school using the Readiness Rubric.

The lessons of the Ramp-Up curriculum prepare students to continually update and act upon the content of their Postsecondary Plans and Readiness Rubrics. Students store and share their most recent Postsecondary Plans and Readiness Rubrics using one or both of the two technology platforms that are integrated into Ramp-Up: Naviance Succeed and eFolio.

The contents of both the Postsecondary Plan and the Readiness Rubric vary by grade level. The plan and rubric for each year focus on the skills and concepts that students should encounter at that point in their progress toward college readiness.

# RAMP-UP AND TECHNOLOGY

Technology plays an integral role in Ramp-Up to Readiness™ enabling schools to more effectively personalize the college preparation process. The recommended technology platform for Ramp-Up is Naviance Succeed, a web-based application that integrates tools for researching colleges and careers with tools for sharing and storing data and information.

Schools that implement Ramp-Up using the Naviance platform license the software and receive support directly from Naviance, a company based in the Washington, D.C. area that has an extensive customer base in Minnesota. Schools that do not have or decide not to purchase Naviance Succeed can implement core elements of Ramp-Up using MCIS (Minnesota Career Information Systems).

If students do not have access to computers during a session of their Ramp-Up class or during their advisory period, a version of each lesson in the core curriculum is available that does not require the use of a computer during class or advisory time. When such a non-computer-based lesson is used, students later enter the most important information from the lesson into an electronic format.

## ASSESSING THE IMPACT

Ramp-Up to Readiness™ schools track and share with University of Minnesota coordinators relevant measures of their efforts to prepare students for postsecondary success. The following measures are key indicators of the impact Ramp-Up has on students:

- The number and percentage of students who take dual-credit courses such as AP, IB, PSEO, College-in-the-Schools, and other options
- The number and percentage of students who score at the “college ready” level or above on the ACT exam or other assessments that measure college readiness
- The number and percentage of high school seniors who have completed the FAFSA financial aid form
- The number and percentage of students who apply to a postsecondary institution
- The number and percentage of students who are admitted to a postsecondary institution
- The number and percentage of students who take remedial courses at a postsecondary institution
- The number and percentage of students who return to a postsecondary institution for the second year
- The percentage of students that have a GPA of 3.0 or higher
- The percentage of students scoring proficient on the MCAs
- The percentage of seniors who graduate from high school

Each Ramp-Up school works with the University of Minnesota coordinators team to develop a performance monitoring plan that uses some or all of these measures. Postsecondary enrollment and other postsecondary data will be obtained through the state of Minnesota starting with the 2013-14 year.



## THE RESEARCH BEHIND RAMP-UP TO READINESS™

An array of studies and other evidence have been used to develop the Ramp-Up to Readiness™ program. Examples include:

- In the 21st-century economy, completion of a postsecondary credential or degree is the best—and in many cases the only—path to a middle- or upper-class income and standard of living (Goldin and Katz, 2008).
- By 2018, 63 percent of all jobs in the United States and 70 percent in Minnesota will require postsecondary education and training (Carnevale, Smith, and Strohl, 2010).
- The rest of the world is investing in postsecondary success while college completion rates in the United States have been relatively flat. As a result, although the United States ranked 3rd in college graduation rates among the developed countries of the world in 1998, in 2001 we ranked 5th and in 2006 we ranked 10th (Bowen, Chingos, and McPhereson, 2009).
- The vast majority of teenagers today aspire to obtain high-paying jobs and to attain high-levels of status within society as adults. One major study found that more than 90 percent of high school seniors expect to attend college and more than 70 percent expect to work in professional jobs. Those students often, however, do not understand what they need to do to reach those objectives (Schneider and Stevenson, 1999).
- American students receive highly confusing and contradictory information about what it takes to gain access to and succeed in college. Consequently, many make decisions and put forward levels of effort that undermine their chances of succeeding in higher education (Kirst and Reeves Bracco, 2004).
- The content of many high school courses is misaligned with what students need to know and be able to do in college, which leads many students to believe that they are much readier for postsecondary success than, in fact, they actually are (Conley, 2005).
- Many students believe that how hard they work in high school has little relevance to their future careers (Rosenbaum and Person, 2003).
- When students believe that intelligence is not fixed and adopt a growth mindset, they choose more challenging tasks and work harder at them (Dweck and Master, 2009).

- Career guidance can have its largest impact in the middle grades (Hughes and Karp, 2004).
- Students who develop formal plans for college and a career are much more likely to take the high school classes that will prepare them for success in higher education and the workforce (Orfield and Paul, 1994).
- Nonacademic factors such as motivation, self-discipline, and self-confidence have a significant impact on academic performance in college (ACT, 2007).
- High-skill jobs that do not require a college degree but that pay well and offer opportunities for advancement require levels of knowledge and skill in mathematics and reading that are similar to the levels required for success in credit-bearing first-year courses (ACT, 2006).
- Many high school students choose colleges for which they are academically overqualified or underqualified (Roderick, 2008).
- The demographic groups that are growing fastest within our preK-12 schools are those that have the least experience preparing for and making the transition to higher education: students of color and low-income students. Given that gap, those students and families will need enhanced and ongoing support from schools and community organizations (McMurray, 2006).
- An expert panel convened by the U.S. Department of Education's Institute for Education Sciences identified the following strategies as recommendations for helping more students successfully navigate the path from high school to college. Ramp-Up helps schools implement each of these strategies in powerful, yet practical, ways:
  1. Through courses and curricula that prepare students for college-level work, and ensure that students understand what constitutes a college-ready curriculum by 9th grade
  2. With assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified
  3. By surrounding students with adults and peers who build and support their college going aspirations
  4. Through engaging and assist students in completing the critical steps for college entry
  5. By increasing families' financial awareness, and helping students apply for financial aid (Tierney et al., 2009)



## A CRITICAL PARADIGM SHIFT

Schools that adopt Ramp-Up to Readiness™ are taking an important step toward moving from a 20th-century paradigm, in which only some students are expected to continue their education after high school, to a new paradigm, in which all students are expected to complete a postsecondary credential or degree. Transformation will not be fast or easy, but it is essential. The University of Minnesota is committed to work with middle, junior, and senior high schools and other partners to complete that transformation in the long-term interest of our students and state.

	<b>The Old Paradigm: College Prep for Some</b>	<b>The New Paradigm: Every Student Ramps-Up to Readiness™</b>
<b>Expectations</b>	Only some students are seen as “college material” and only some schools are seen as “prep schools”	All students are expected to succeed in higher education and schools are intentionally organized to help them reach that goal
<b>Rigor</b>	Many students do not take the courses required for admission to and success at most four-year colleges and selective technical programs	Every student completes a core curriculum that prepares him or her to enter and succeed in a range of postsecondary programs
<b>Planning</b>	Many students choose courses with no clear destination after high school	Students develop and act upon postsecondary plans that give direction and motivation to their high school careers
<b>Mindset</b>	Intelligence is seen as a fixed commodity that defines a limited set of options for each student	Intelligence is viewed as a quality that can, like a muscle being exercised, be continually increased over time
<b>Guidance</b>	Most students navigate the transition to college largely on their own	All students receive guidance and direction from school counselors, advisors and other caring adults
<b>Funding</b>	Planning to pay for postsecondary education is seen as the family’s or student’s responsibility	Students learn about financial planning steps throughout their years in junior and senior high
<b>The Finish Line</b>	Many students embrace and many schools tolerate a “senior slump” during the final year of high school	Students maintain their academic momentum through senior year and start postsecondary education ready for success the following fall

## SOURCES

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# ramp-up to **READINESS™**

UNIVERSITY OF MINNESOTA

Ramp-Up to Readiness™ is a program of the  
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# College and Career Readiness in the 21<sup>st</sup> Century

**Ramp-Up to Readiness™**



UNIVERSITY OF MINNESOTA

**Driven to Discover<sup>SM</sup>**

When I say the word *college*  
it includes:

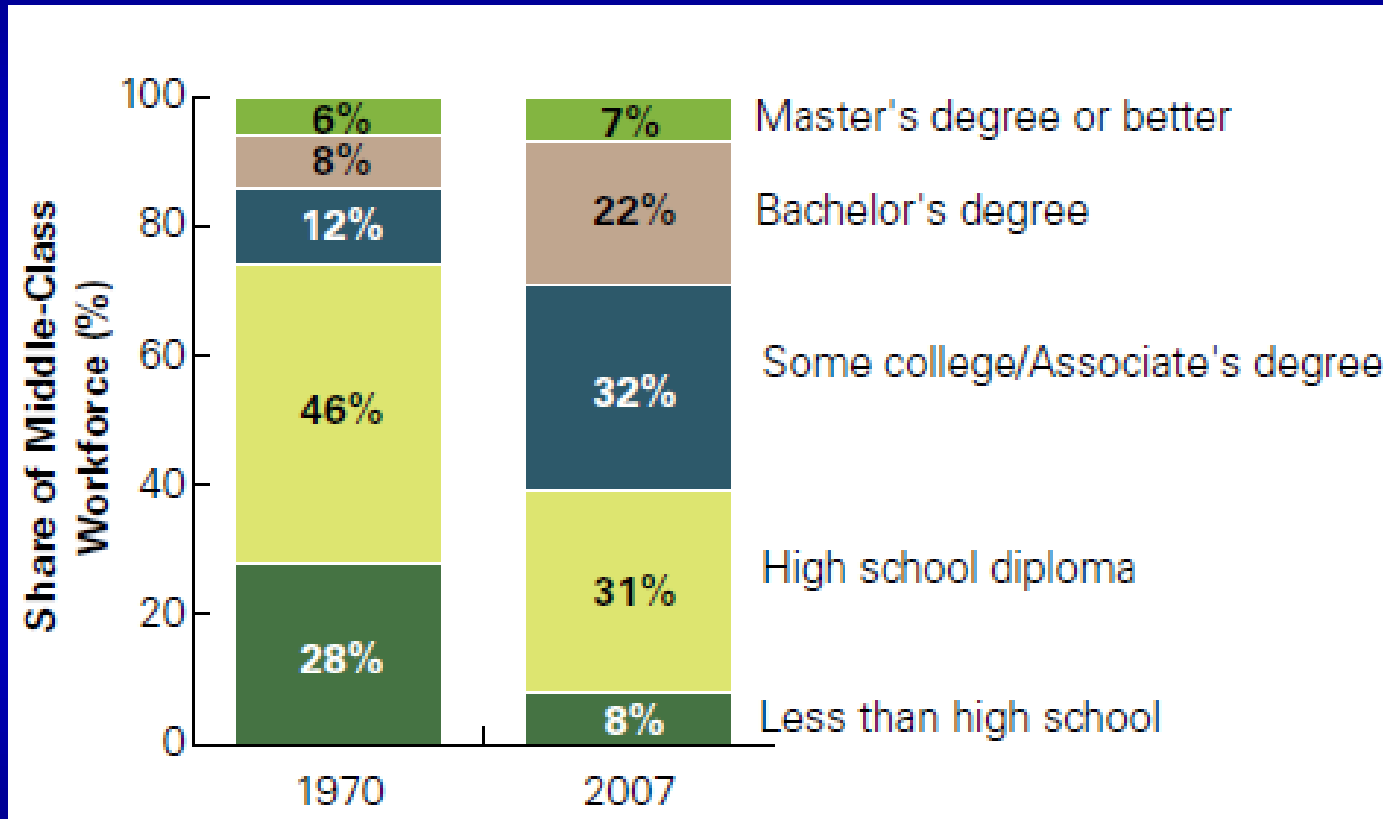


# Why College Readiness for ALL?



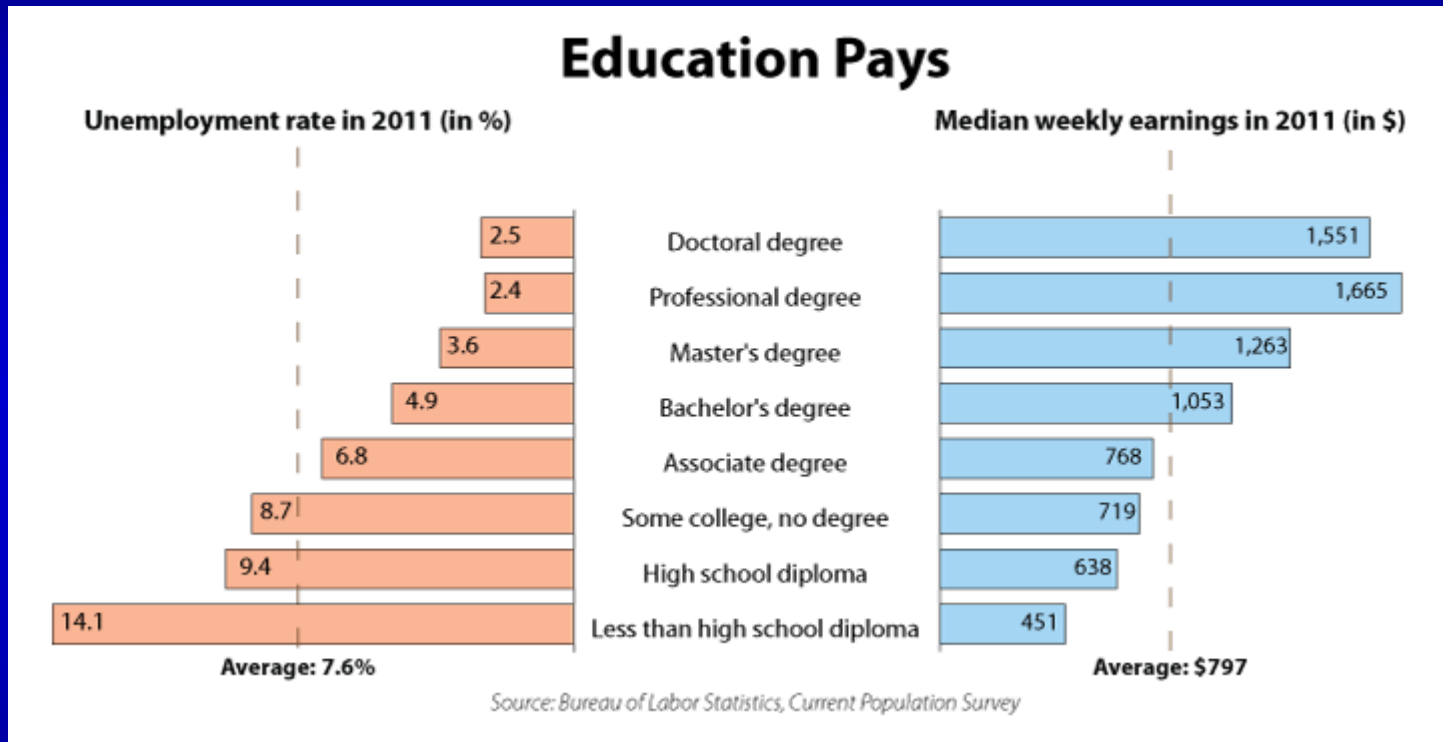
- 1. Changing Economy**
- 2. Changing Demographics**
- 3. Accountability and Data Availability**

# Middle-Class Workforce Educational Levels Rising



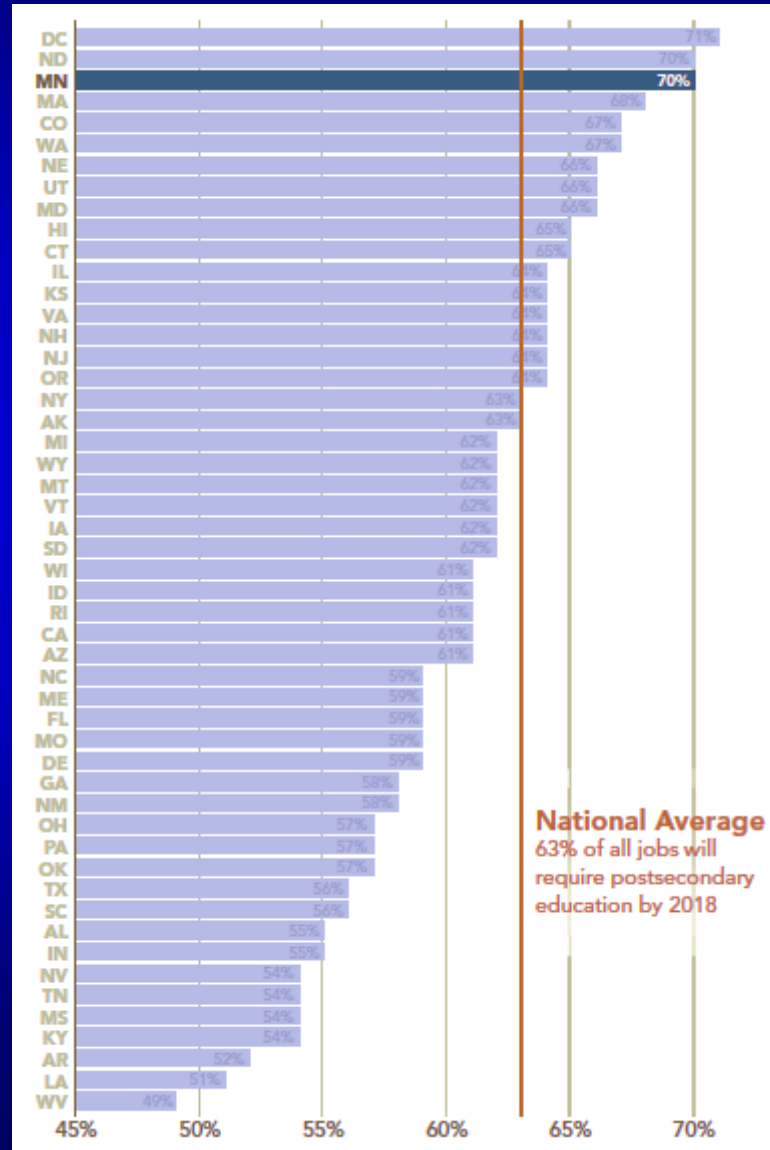
Source: Georgetown Center on Education and the Workforce, *Career and Technical Education Five Ways That Pay*, September 2012. Authors' analysis of March current population survey (CPS) data, various years. The CPS is a monthly survey of households by the US Census Bureau for the U.S. Labor Department's Bureau of Labor Statistics. For this comparison, the middle class represents workers with an annual income between \$35,000 and \$70,000.

# The Connection Between Education and Earnings



Source: Bureau of Labor Statistics, Current Population Survey

# Percentage of jobs in 2018 that will require some postsecondary education



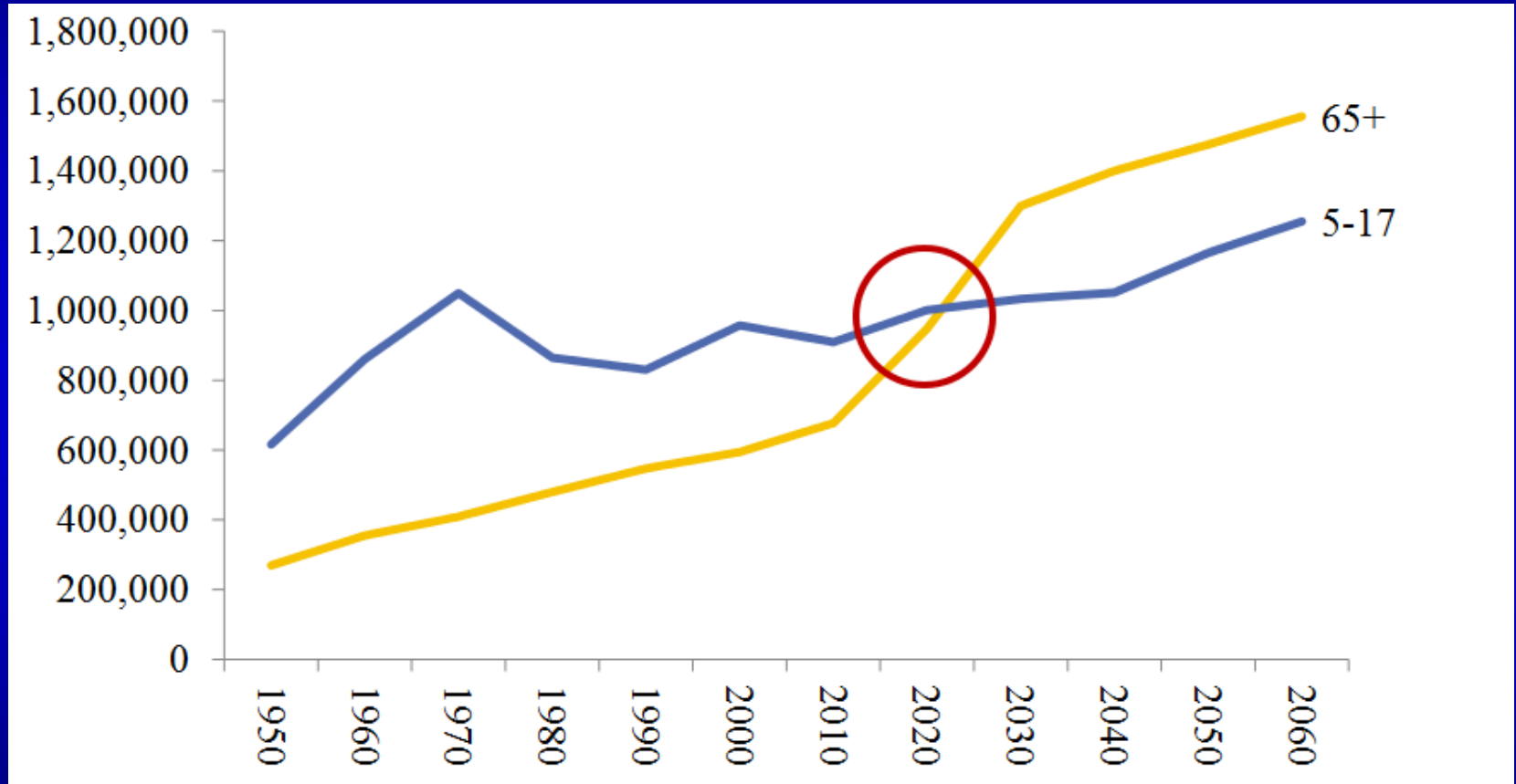
Source: Georgetown Center on Education and the Workforce, *Help Wanted: Projections of Jobs and Education Requirements Through 2018*, June 2010

# Why College Readiness for ALL?



1. Changing Economy
2. Changing Demographics
3. Accountability and Data Availability

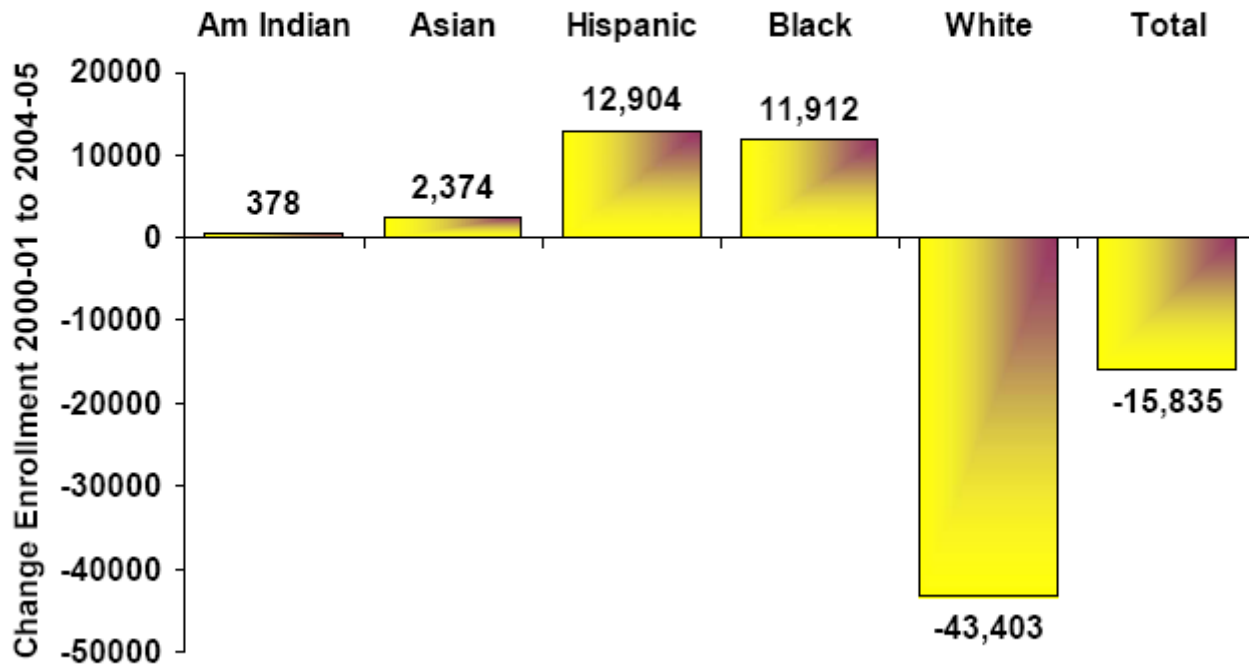
# Demographic Change, Pt. 1: More 65+ than school-age by 2020



Source: U.S. Census Counts and State Demographer Projection

# Demographic Change, Pt. 2

## Students Of Color Are Increasing While White Students Are Declining



Mn Dept of Education data

# Why College Readiness for ALL?



1. Changing Economy
2. Changing Demographics
3. Accountability and Data Availability

# Data Availability



## MINNESOTA'S Statewide Longitudinal Education Data System (SLEDS)

Source: Meredith Fergus, Minnesota Office of Higher Education

# What data is currently included?

**Bold** = SLEDS Release 1 (Oct 2012)

*Italics* = SLEDS Release 2 (Wtr 2013)

## Minnesota Department of Education (MDE)

- **K-12 Enrollment**
- **K-12 Assessment**
- **ACT (Explore, Plan, College Entrance)**
- Advanced Placement Results
- **Adult Basic Education**
- Kindergarten Readiness
- Early Childhood Enrollment
- Career and Technical Education

## Minnesota Office of Higher Education (OHE)

- **Post-Secondary Enrollment**
- *Post-Secondary Completions*
- **Institutional Characteristics**

## Minnesota Department of Employment and Economic Development (DEED)

- **Unemployment Insurance Wage Detail Records**
- **Employer Detail (including NAICS info)**
- *Workforce Training Participant Data*
- Unemployment Benefit Recipients

## Other

- **GED Results**
- *Out of State Higher Education Enrollments and Completions (National Student Clearinghouse)*

# The 4P's

## Pathways:

The movement of individual students between K-12 / Higher Education / Workforce

- Who enrolls in college and when?
- Which levels of education lead to higher wages?

## Progress:

The benchmarks or transition points students meet—or fail to meet

- How many students choose college, how many work?
- What industries employ college graduates and at what wages?

## Predictors:

The characteristics, patterns, or commonalities that help explain which students achieve successful outcomes and which do not.

- Student demographics
- Immediate vs. delayed entry into postsecondary education

## Performance:

How well are education and workforce aligned for individual success?

- Where can we focus additional strategies and resources?

## Example Report: Pre-Graduation Indicators

High School Feedback Report		Note: This report uses example data at the school and district level.		
2008 Minnesota Public High School Graduates		DRAFT 11/21/13		
District: VIKING PUBLIC SCHOOL DISTRICT		School	District	State
School: VIKING HIGH SCHOOL		405	1,024	61,162
1 Number of 2008 high school graduates with diploma or GED				
Pre-Graduation Indicators				
2 Percent of 2008 graduates who score proficient on MCA:				
	Math	30.9%	23.0%	32.1%
	Reading	66.9%	67.0%	62.4%
	Both	30.1%	35.6%	29.9%
3 Percent of 2008 graduates who completed a college prep curriculum		data not currently available, proposed future indicator		
4 Percent of 2008 graduates who completed at least one AP, IB or dual enrollment course		data not available as of October 2012		
	AP			
	IB			
	Dual Enrollment	37.0%	n/a	19.5%
5 Percent of 2008 graduates who completed 4 years of math		data not currently available, proposed future indicator		
6 Percent of 2008 graduates who took the PLAN prior to graduation		data not currently available, proposed future indicator		
7 Percent of 2008 graduates who took the ACT prior to graduation		54.3%	62.6%	59.2%
	Mean Composite Score	22.3	23.1	22.7
8 Percent of 2008 graduates who took the ACT and met the college readiness benchmarks in		data not available as of October 2012		
	English			
	Social Science			
	Algebra			
	Biology			
	All 4 areas			

## Example Report: Post-Graduation Indicators

School: VIKING HIGH SCHOOL

School District State

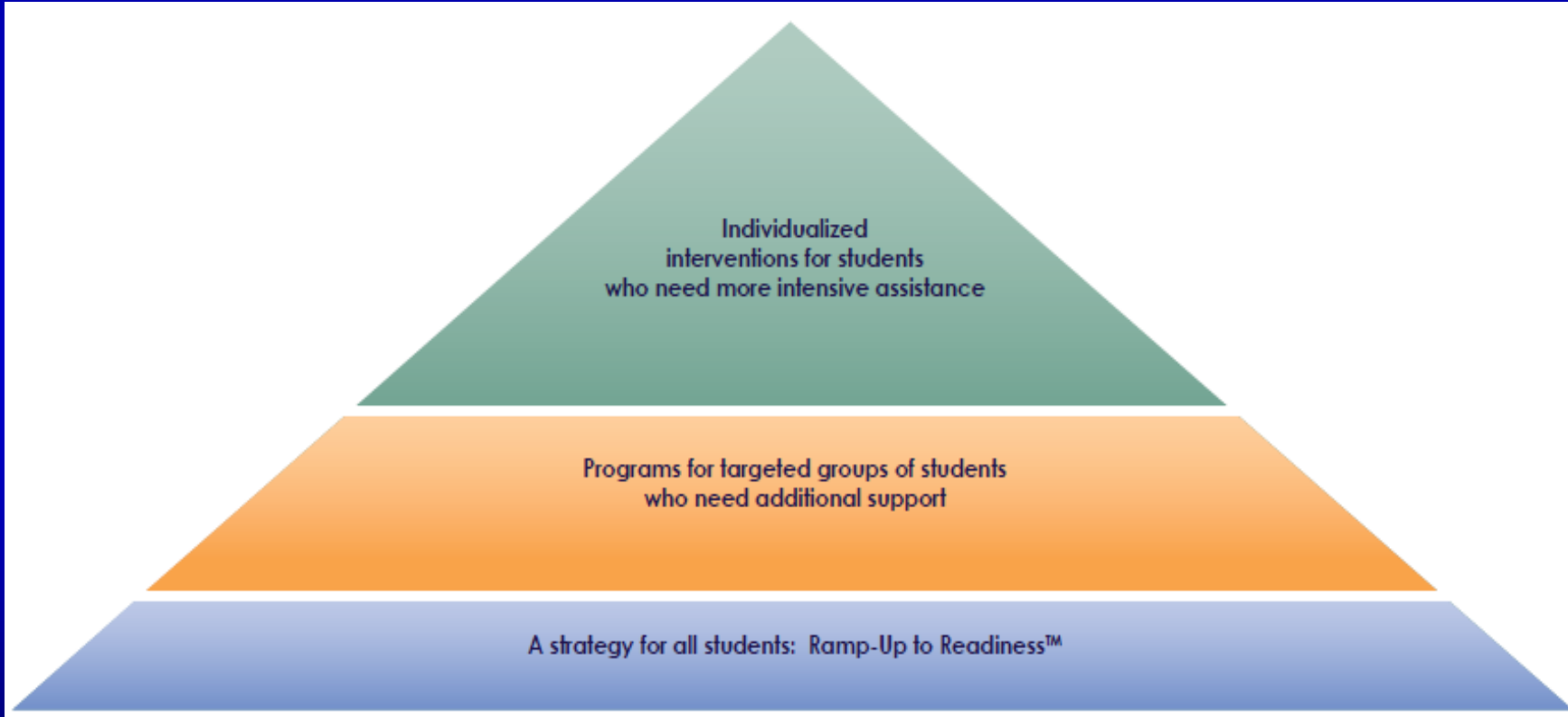
1 Number of 2008 high school graduates with diploma or GED 405 1,024 61,162

Post-Graduation Indicators				
9	Percent of 2008 graduates enrolling in college in Fall 2008	65.7%	64.5%	67.1%
10	Number of 2008 high school graduates enrolling	266		
	in Minnesota	237	552	30,592
	outside of Minnesota	29	58	10,418
11	Percent of 2008 graduates enrolling in college in Fall 2008 at a			
	Public 2-year institution	41.7%	38.4%	41.2%
	Public 4-year institution	28.2%	41.3%	36.8%
	Private 2-year or 4-year institution	19.2%	20.1%	22.0%
	outside of Minnesota	10.9%	11.2%	25.4%
12	Percent Of graduates enrolling in college which enrolled			
	1-5 credits	5.1%	4.7%	6.4%
	6-8 credits	5.1%	5.2%	2.8%
	9-11 credits	5.5%	4.4%	4.2%
	12-14 credits	36.0%	38.1%	35.0%
	15+ credits	48.3%	48.5%	51.7%
	Average number of credits in Fall 2008 term	13.57	13.47	13.83
13	Percent of graduates enrolling in college which enrolled in developmental	29.1%	27.0%	26.4%
	Average number of development credits in fall 2008	5.64	5.89	5.64
14	Top 10 Institutions of Enrollment in the Fall Immediately following Graduation	Percent of graduates		
	UNIVERSITY OF MINNESOTA-TWIN CITIES	5.1%	5.1%	5.1%
	MINNESOTA STATE UNIVERSITY - MANKATO	3.1%	3.1%	3.1%
	ST CLOUD STATE UNIVERSITY	3.0%	3.0%	3.0%
	UNIVERSITY OF MINNESOTA-DULUTH UNDERGRADUATE	2.9%	2.9%	2.9%
	NORTH DAKOTA STATE UNIVERSITY	2.1%	2.1%	2.1%
	ANOKA RAMSEY COMMUNITY COLLEGE	1.8%	1.8%	1.8%
	WINONA STATE UNIVERSITY	1.8%	1.8%	1.8%
	NORMANDALE COMMUNITY COLLEGE	1.8%	1.8%	1.8%
	CENTURY COLLEGE	1.5%	1.5%	1.5%
	ROCHESTER COMMUNITY & TECHNICAL COLLEGE	1.4%	1.4%	1.4%

# A Strategy for Motivation and Direction:



# Where Ramp-Up Fits:



# The Ramp-Up Process



# Program Delivery

- **30 minute advisory sessions**
  - Weekly throughout the school year (28 weeks in total) focusing on progress monitoring and planning
  - Facilitated by school staff with smaller groups of students
- **Ramp-Up Workshops**
  - 5 each year the student is in the program
  - Each lasts one class period
  - Provides grade appropriate information and activities on the five goals of Ramp-Up to Readiness™

# Ramp-Up Advisory Activities

**TITLE:** Standards for High School Graduation and College Admission: Same or Different?  
**Session:** 1 of 1  
**GRADE:** 9

ramp-up to  
**READINESS™**

**Objective:** Students understand that the standards for earning a high school diploma and getting into a postsecondary institution are not the same.

**Resources Needed for this Lesson:**

- Student Handout [9\_Standards for High School\_STUDENT\_HANDOUT]
- Your high school's graduation requirements

**Opening:** 5 minutes - The advisor begins by telling students that this advisory session will focus on the standards for graduating from high school and the standards for getting in to a selective college and that as a group they will investigate how similar the two requirements are.

The advisor stresses that going to a four-year college or university that does not take all applicants is not the only type of postsecondary institution that students can choose to attend but that all students should be aware of what it takes to get into a selective college so they can think about whether or not that option is right for them.

Similarly, there are many great selective colleges in Minnesota and around the country, but during this session we will examine standards for admission to the University of Minnesota Twin Cities, which is the home of Ramp-Up to Readiness™.

**Activity:** 20 minutes- Students are given sheets of paper that include the table below without any information filled in. [9\_Standards for High School\_STUDENT\_HANDOUT]. Alternatively, students could view the chart on a slide and write answers on a piece of paper.

Without the aid of any electronic or print aids students should work in pairs to guess the requirements for earning a high school diploma from their district and to meet current admissions standards for the U of M. Advisers will need to know their own school's graduation requirements and may want to fill those in on the handout provided that contains the answers from the U of M.

Chart found on student worksheet - [9\_Standards for High School\_STUDENT\_HANDOUT]



Subject	Years or credits required to earn a high school diploma from this school	Years or credits required and recommended for admission to the University of Minnesota
English/Language Arts		4 Years - Emphasis on writing, including instruction in reading and speaking skills and in literary understanding and appreciation.
Mathematics		4 Years - Elementary algebra, geometry, intermediate algebra (integrated math 1, 2 & 3). Examples of 4th year math include calculus (preferred), pre-calculus, analysis, integrated math 4.

Standards for High School Graduation and College Admission: Same or Different?  
 Session: 1 of 1

Page 1

Science	3 Years - including one year each of biological and physical science, and including a laboratory experience. ** Biological science, chemistry, and physics are required for Management, Biological Sciences, and Science and Engineering.
Social studies	3 Years - including one year each of U.S. history and geography (or a course that includes a geography component such as world history, western civilization, or global studies)
Foreign language	2 Years - of a single second language (i.e. not one year of Spanish and one year of French)
Visual and/or performing arts	1 Year - including instruction in the history and interpretation of the art form (e.g. theater arts, music, band, chorus, orchestra, drawing, painting, photography, graphic design, media production, theater production)

When students have finished filling in their worksheets with guesses, on the screen the advisor goes through each subject and asks students to share their guesses for each set of requirements (i.e. the years of English required for graduating from high school and the years of English required/recommended for admission to college) and then he or she reveals the correct answers for both.

The advisor notes the subjects for which students' guesses were particularly right or wrong.

The advisor asks several students to comment on why the standards for getting out of high school are so different from the standards for getting into the U of M. The advisor should be sure to surface the idea that high school graduation requirements are intended to represent the minimum levels of knowledge and skill that students should possess to succeed in society. College admissions requirements are designed to ensure that students are ready to do college-level work at the university.

The advisor should note that it is not just the courses that are different for graduating from high school or getting into college. The tests are also different. The standards to pass Minnesota's graduation tests in writing, reading and math are much lower than the scores on the ACT and other tests that are needed to get into many colleges.

**Closure:** 5 Minutes- Students are asked to comment and/or reflect on ways that what they have learned today might influence the courses they take in high school and how hard they work in those courses.

Additional information on the University of Minnesota's required and recommended standards for admittance can be found at the Office of Admissions' website:

[http://admissions.tc.umn.edu/admissioninfo/fresh\\_planning.html](http://admissions.tc.umn.edu/admissioninfo/fresh_planning.html)

Standards for High School Graduation and College Admission: Same or Different?  
 Session: 1 of 1

Page 2

# Sample: 9<sup>th</sup> Grade Activities

- Seeking Help in High School
- Requirements for Graduation vs Postsecondary Admittance
- Understanding College Level Coursework
- Identifying Sparks
- Identifying Internal and External Supports
- Understanding Decision Making
- Setting SMART Goals
- Soft Skills for Career Success
- Power of Personality

# Ramp-Up Workshops

## Classes Recommended for College-Bound Students



9<sup>th</sup> Grade

Admissions Workshop

# Sample: 9<sup>th</sup> Grade Workshops

- Introduction to the Readiness Rubric and Postsecondary Plan
- Classes Recommend for College Bound Students
- Global Knowledge Economy
- Reality Check Survey
- Personality Type Survey

# Tools - *Readiness Rubric*

- Progress monitoring tool
  - Completed at least three times a year
  - Discussed with advisor and shared with family
  - Helps students assess their college readiness in different areas
    - Grades
    - Academic belief
    - Self-management
    - Effort and Persistence
    - Test scores

# Tools - *Postsecondary Plan*

- Career, postsecondary, and academic planning tool
  - Make informed decisions about possible careers paths
  - Find the best postsecondary options for those careers
  - Make academic plans to reach postsecondary aspirations
  - Create postsecondary financial plans
  - Record Key Personal/Social Assets

# Postsecondary Plan

ramp-up to  
**READINESS™**

Student Name: \_\_\_\_\_ Student ID# \_\_\_\_\_ Class of \_\_\_\_\_

## Career Readiness

Careers of Interest	Education Required	How I learned about this career	Why this career interests me	My skills/strengths that match this career	Average Salary

## Admissions Readiness

Postsecondary Institutions of Interest	Career Match	Type of College, Size, and Location	Average GPA	Average ACT	Majors/Programs of Study of Interest

## Academic Readiness - Course Plan

	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							

\* Place an asterisk by those courses that are accelerated courses.

√ Place a checkmark next to those classes that relate to your careers of interest.

**Financial Readiness**

What am I doing now to prepare to pay for college?

How do families like mine typically pay for college?

What scholarships might I be eligible for in the future?

**Financial Readiness Plan**

Colleges of Interest

College Costs

Grants

Scholarships

Work/Work Study

Savings (or 529 savings plan)

Parent/Personal Contribution and Loans

Total Costs Covered

**Personal/Social Readiness - Extracurricular/Volunteer/Work Activities**

6<sup>th</sup>

7<sup>th</sup>

8<sup>th</sup>

9<sup>th</sup>

10<sup>th</sup>

11<sup>th</sup>

12<sup>th</sup>

**Personal/Social Readiness - About Me**

Personality Type

Learning Style

Interests

Strengths

# Current Ramp-Up Network of Schools



# The design of Ramp-Up to Readiness™:

**Rigor**

+ **Access**

+ **Motivation**

+ **Persistence**

= **READINESS**

# Postsecondary Planning Legislation

## **120B.125 PLANNING FOR STUDENTS' SUCCESSFUL TRANSITION TO POSTSECONDARY EDUCATION AND EMPLOYMENT; INVOLUNTARY CAREER TRACKING PROHIBITED.**

(a) Consistent with sections 120B.128, 120B.13, 120B.131, 120B.132, 120B.14, 120B.15, 120B.30, subdivision 1, paragraph (c), 125A.08, and other related sections, school districts, beginning in the 2013-2014 school year, must assist all students by no later than grade 9 to explore their college and career interests and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must be designed to:

# Postsecondary Planning Legislation

- (1) *provide a comprehensive academic plan for completing a college and career-ready curriculum premised on meeting state and local academic standards and developing 21st century skills such as team work, collaboration, and good work habits;*

## How Ramp-Up meets the requirement:

- ✓ Postsecondary Plan
- ✓ Comprehensive curriculum for grades 6-12

# Postsecondary Planning Legislation

*(2) emphasize academic rigor and high expectations;*

## How Ramp-Up meets the requirement:

- ✓ 53 Activities and Workshops that address academic rigor
- ✓ Expectations for ALL students is not whether they go to college, but where
- ✓ Comprehensive professional development for school staff

# Postsecondary Planning Legislation

*(3) help students identify personal learning styles that may affect their postsecondary education and employment choices;*

## How Ramp-Up meets the requirement:

- ✓ 9 Activities and Workshops at middle and high school that address learning styles and personality type

# Postsecondary Planning Legislation

*(4) help students gain access to postsecondary education and career options;*

## How Ramp-Up meets the requirement:

- ✓ 48 Activities and Workshops grades 6-12 that focus on postsecondary admissions
- ✓ 29 Activities and Workshops grades 6-12 that focus on career readiness

# Postsecondary Planning Legislation

*(5) integrate strong academic content into career-focused courses and integrate relevant career-focused courses into strong academic content;*

## How Ramp-Up meets the requirement:

- ✓ Professional development promotes staff reflection and discussion about common components of academic and career readiness

# Postsecondary Planning Legislation

*(6) help students and families identify and gain access to 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;*

## How Ramp-Up meets the requirement:

- ✓ School-wide advisory model with leadership from principal, counselor and teacher leader aligned to the ASCA model
- ✓ Suggested parent communication and supports including a prepared parent presentation and *A Parent's Guide to College and Career Readiness* booklet

# Postsecondary Planning Legislation

*(7) help students and families identify collaborative partnerships of kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers that support students' transition to postsecondary education and employment and provide students with experiential learning opportunities; and*

## How Ramp-Up meets the requirement:

- ✓ Use of either MCIS or Naviance technology platforms highlight learning opportunities beyond school
- ✓ Community speakers and campus and workplace visits further enhance relevance

# Postsecondary Planning Legislation

*(8) be reviewed and revised at least annually by the student, the student's parent or guardian, and the school or district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local 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.*

## How Ramp-Up meets the requirement:

- ✓ Readiness Rubric reviews progress toward a realistic definition of college readiness at least three times each year; one with student, parent and Ramp-Up Advisor
- ✓ Postsecondary Plan reviewed at least once a year with student, parent and Ramp-Up Advisor

# Postsecondary Planning Legislation

*(b) A 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 a career, career interest, employment goals, or related job training.*

## How Ramp-Up meets the requirement:

- ✓ Ramp-Up is about ALL students being truly ready to *choose* their path after high school

# A Critical Paradigm Shift

	The Old Paradigm: College Prep for Some	The New Paradigm: Every Student Ramps-Up to Readiness
<b>Expectations</b>	Only some students college material	All students college ready
<b>Rigor</b>	Most do not take rigorous coursework	Every student completes rigorous core curriculum
<b>Planning</b>	Many students choose courses without thought of after high school	Students develop and act on a postsecondary plan
<b>Mindset</b>	Intelligence is seen as fixed	Intelligence can be increased with effort
<b>Guidance</b>	Many students navigate college process on own	Every student is advised by school staff like counselors or advisors
<b>Funding</b>	Family responsibility	Schools lay out key steps
<b>The Finish Line</b>	Schools tolerate or embrace 'senior slump' in final year	Students maintain academic momentum through senior year

**For more information,  
please visit  
[www.rampuptoreadiness.org](http://www.rampuptoreadiness.org)**



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## Strategic Area: Student Learning & Career/College Readiness

District Vision Card A: *Maximize the achievement of all students by developing and implementing personalized learning for each student.*

MEASURES	LEVEL 1 INTERVENTION 1.0 – 1.9	LEVEL 2 HIGH CONCERN 2.0 – 2.9	LEVEL 3 BASELINE 3.0 – 3.9	LEVEL 4 PROGRESSING 4.0 – 4.9	LEVEL 5 VISION 5.0 +	2012-13 (Data from 2011-12) SCORE	2013-14 (Data from 2012-13) SCORE
<b>A1: Pre-School Screening Tools</b> <i>Language &amp; Literacy Development (Listening, Speaking, Emerging Reading, Emerging Writing)</i>	< 65% of all kindergarten students assessed in the fall are proficient	2012-13 2013-14 65-74% of all kindergarten students assessed in the fall are proficient	75-84% of all kindergarten students assessed in the fall are proficient	85-90% of all kindergarten students assessed in the fall are proficient	> 90% of all kindergarten students assessed in the fall are proficient	<b>Letter Naming 71%</b>	<b>Letter Naming 66%</b>
<b>A2: MAP Assessment Reading Kindergarten</b>	2013-14 < 65% of all kindergarten students assessed in the spring are proficient in reading and math	2012-13 65-74% of all kindergarten students assessed in the spring are proficient in reading and math	75-84% of all kindergarten students assessed in the spring are proficient in reading and math	85-90% of all kindergarten students assessed in the spring are proficient in reading and math	> 90% of all kindergarten students assessed in the spring are proficient in reading and math	<b>Reading 66.7% Math 71.4%</b>	<b>Reading 53% Math 74%</b>
<b>A3: MAP Assessment Math</b>	< 65% of all assessed students in grades 1-9 are above the 50% nationally	2012-13 65-74% of all assessed students in grades 1-9 are above the 50% nationally	2013-14 75-84% of all assessed students in grades 1-9 are above the 50% nationally	85-90% of all assessed students in grades 1-9 are above the 50% nationally	> 90% of all assessed students in grades 1-9 are above the 50% nationally	<b>69.80%</b>	<b>80.20%</b>
<b>A4: MCA – Math (Grades 3-8)</b>	2013-14 < 65% of all assessed students are proficient	2012-13 65-74% of all assessed students are proficient	75-84% of all addressed students are proficient	85-90% of all assessed students are proficient	> 90% of all assessed students are proficient	<b>65.10%</b>	<b>59.40%</b>
<b>A5: MAP Assessment Reading</b>	2012-13 < 65% of all assessed students in grades 1-9 are above the 50% nationally	65-74% of all assessed students in grades 1-9 are above the 50% nationally	2013-14 75-84% of all assessed students in grades 1-9 are above the 50% nationally	85-90% of all assessed students in grades 1-9 are above the 50% nationally	> 90% of all assessed students in grades 1-9 are above the 50% nationally	<b>60.90%</b>	<b>80.60%</b>
<b>A6: MCA – Reading (Grades Tested)</b>	2013-14 < 65% of all assessed students are proficient	65-74% of all assessed students are proficient	2012-13 75-84% of all addressed students are proficient	85-90% of all assessed students are proficient	> 90% of all assessed students are proficient	<b>76.80%</b>	<b>54.20%</b>
<b>A7: MCA – Science (Grades Tested)</b>	2012-13 2013-14 < 65% of all assessed students are proficient	65-74% of all assessed students are proficient	75-84% of all assessed students are proficient	85-90% of all assessed students are proficient	> 90% of all assessed students are proficient	<b>56.60%</b>	<b>56.50%</b>
<b>A8: Equity in MCA Proficiency</b>	2012-13 2013-14 < 50% of students in lowest performing student group are proficient in both Reading and Math	50-74% of students in lowest performing student group are proficient in both Reading and Math	75-84% of students in lowest performing student group are proficient in both Reading and Math	85-90% of students in lowest performing student group are proficient in both Reading and Math	> 90% of students in lowest performing student group are proficient in both Reading and Math	<b>SpEd: Math 48% Reading 49%</b>	<b>SpEd: Math 33% Reading 26%</b>
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	2012-13	2013-14

MEASURES	INTERVENTION 1.0 – 1.9	HIGH CONCERN 2.0 – 2.9	BASELINE 3.0 – 3.9	PROGRESSING 4.0 – 4.9	VISION 5.0 +	(Data from 2011-12) SCORE	(Data from 2012-13) SCORE
<b>A9: MAP Growth Reading</b>	2012-13 < 65% of all students assessed met their growth target from fall to spring	2013-14 65-74% of all students assessed met their growth target from fall to spring	75-84% of all students assessed met their growth target from fall to spring	85-90% of all students assessed met their growth target from fall to spring	> 90% of all students assessed met their growth target from fall to spring	<b>59.10%</b>	<b>67.30%</b>
<b>A10: MAP Growth Math</b>	< 65% of all students assessed met their growth target from fall to spring	2012-13 65-74% of all students assessed met their growth target from fall to spring	2013-14 75-84% of all students assessed met their growth target from fall to spring	85-90% of all students assessed met their growth target from fall to spring	> 90% of all students assessed met their growth target from fall to spring	<b>71.90%</b>	<b>78.00%</b>
<b>A11: Equity in MAP Growth Assessment across NCLB Groups and Enriched Students</b>	> 30 percentile points on national scale difference between highest and lowest student groups	21-30 percentile points on national scale difference between highest and lowest student groups	11-20 percentile points on national scale difference between highest and lowest student groups	5-10 percentile points on national scale difference between highest and lowest students groups	< 5 percentile points on national scale difference between highest and lowest student groups		
<b>A12: ACT College Readiness Benchmarks Graduation Test (English, Math, Science, Social Studies)</b>	2012-13 2013-14 < 65% of assessed students achieve college readiness benchmarks	65-74% of assessed students achieve college readiness benchmarks	75-84% of assessed students achieve college readiness benchmarks	85-90% of assessed students achieve college readiness benchmarks	> 90% of assessed students achieve college readiness benchmarks	<b>Overall 36% English 76% Algebra 59% Social 60% Biology 42%</b>	<b>Overall 23% English 73% Algebra 44% Social 47% Biology 33%</b>
<b>A13: Plan</b>	< 65% of assessed students achieve college readiness benchmarks	65-74% of assessed students achieve college readiness benchmarks	75-84% of assessed students achieve college readiness benchmarks	85-90% of assessed students achieve college readiness benchmarks	> 90% of assessed students achieve college readiness benchmarks		
<b>A14: Explore</b>	< 65% of assessed students achieve college readiness benchmarks	65-74% of assessed students achieve college readiness benchmarks	75-84% of assessed students achieve college readiness benchmarks	85-90% of assessed students achieve college readiness benchmarks	> 90% of assessed students achieve college readiness benchmarks		
<b>A15: Graduation Rate</b>	2012-13 < 90% of students graduate on time with cohort	2013-14 90-93% of students graduate on time with cohort	94-95% of students graduate on time with cohort	96-98% of students graduate on time with cohort	> 98% of students graduate on time with cohort	<b>82.91%</b>	<b>92.86%</b>

**Strategic Area: Core Process of Teaching & Learning**

*District Vision Card B: Align the work of adults to continuously improve personalized instruction and responsiveness to meet our students' unique and varied learning needs.*

MEASURES	LEVEL 1 INTERVENTION 1.0 – 1.9	LEVEL 2 HIGH CONCERN 2.0 – 2.9	LEVEL 3 BASELINE 3.0 – 3.9	LEVEL 4 PROGRESSING 4.0-4.9	LEVEL 5 VISION 5.0 +	SCORE	TREND LINE
<b>High Quality Learning Targets at Varying Levels of Complexity</b>	2012-13  < 75% of classrooms	75-79% of classrooms	80-84% of classrooms	85-90% of classrooms	> 90% of classrooms	<b>TBD</b>	
<b>Student-Friendly Communication of Learning Targets, the Success Criteria and the Activities to Achieve</b>	2012-13  < 75% of classrooms	75-79% of classrooms	80-84% of classrooms	85-90% of classrooms	> 90% of classrooms	<b>TBD</b>	
<b>Alignment of Daily Targets to Grade Level Power Benchmarks</b>	2012-13  < 75% of classrooms	75-79% of classrooms	80-84% of classrooms	85-90% of classrooms	> 90% of classrooms	<b>TBD</b>	
<b>Uses and Analyzes Assessments for Learning Aligned to Learning Targets on a Daily Basis</b>	2012-13  < 75% of classrooms	75-79% of classrooms	80-84% of classrooms	85-90% of classrooms	> 90% of classrooms	<b>TBD</b>	
<b>Provides Student with Feedback which is Descriptive, Constructive, Frequent and Immediate</b>	2012-13  < 75% of classrooms	75-79% of classrooms	80-84% of classrooms	85-90% of classrooms	> 90% of classrooms	<b>TBD</b>	
<b>Evidence of an Assessment for Learning was Present During Walk-Through</b>	2012-13  < 75% of classrooms	75-79% of classrooms	80-84% of classrooms	85-90% of classrooms	> 90% of classrooms		
<b>Authentic Instruction:</b> · Higher order thinking skills · Connection to the world beyond the classroom · Substantive conversations	2012-13  < 75% of classrooms are assessed in professional rounds to be effectively applying the 3 elements of Authentic Instruction	75-79% of classrooms are assessed in professional rounds to be effectively applying the 3 elements of Authentic Instruction	80-84% of classrooms are assessed in professional rounds to be effectively applying the 3 elements of Authentic Instruction	85-90% of classrooms are assessed in professional rounds to be effectively applying the 3 elements of Authentic Instruction	> 90% of classrooms are assessed in professional rounds to be effectively applying the 3 elements of Authentic Instruction	<b>TBD</b>	

MEASURES	LEVEL 1 INTERVENTION 1.0 – 1.9	LEVEL 2 CONCERN 2.0 – 2.9	LEVEL 3 BASELINE 3.0 – 3.9	LEVEL 4 PROGRESSING 4.0-4.9	LEVEL 5 VISION 5.0 +	SCORE	TREND LINE
<b>Differentiated Classroom:</b> <i>Instructional strategies, flexible groupings and lesson complexity</i> <ul style="list-style-type: none"> <li>· Varied ongoing assessments</li> <li>· Lessons of varying complexity</li> <li>· Varied learning experiences</li> <li>· Flexible groupings</li> <li>· Higher order thinking skills</li> <li>· Varied instructional strategies</li> <li>· Culturally competent responses with students</li> </ul>	2012-13  < 60% of observed classrooms demonstrate Level 1 performance on the Differentiated Classroom	66-69% of observed classrooms demonstrate Level 1 performance on the Differentiated Classroom	70-79% of observed classrooms demonstrate Level 1 performance on the Differentiated Classroom	80-89% of observed classrooms demonstrate Level 1 performance on the Differentiated Classroom	> 90% of observed classrooms demonstrate Level 1 performance on the Differentiated Classroom	TBD	
<b>Meaning Relationships with Students</b> <ul style="list-style-type: none"> <li>· Recognize and respond to social and emotional needs of students</li> <li>· Affirmation of learning and cognitive styles</li> <li>· Exhibit competency in interacting across cultures</li> </ul>	< 75% of classrooms are assessed in professional rounds to be effectively applying the 3 elements of Meaningful Relationships	75-79% of classrooms are assessed in professional rounds to be effectively applying the 3 elements of Meaningful Relationships	80-84% of classrooms are assessed in professional rounds to be effectively applying the 3 elements of Meaningful Relationships	85-90% of classrooms are assessed in professional rounds to be effectively applying the 3 elements of Meaningful Relationships	> 90% of classrooms are assessed in professional rounds to be effectively applying the 3 elements of Meaningful Relationships	TBD	
<b>System of Interventions</b>	< 55% of all students in Tier 1 and 2	55-65% of all students in Tier 1 and 2	2012-13 66-75% of all students in Tier 1 and 2	76-85% of all students in Tier 1 and 2	> 85% of all students in Tier 1 and 2	TBD	
<b>Continuous Incline in Number of Students Entering a Gifted/Talented Program</b>	2012-13 < 1% increase across school and grade levels	1% increase across school and grade levels	2-3% increase across school and grade levels	3-4% increase across school and grade levels	2012-13 > 5% increase across school and grade levels		
<b>Continuous Decline in Number of Students Requiring Interventions; Grading Period to Grading Period</b>	< 5% decline across school and grade levels	5-9% decline across school and grade levels	2012-13 10-14% decline across school and grade levels	15-20% decline across school and grade levels	> 20% decline across school and grade levels	TBD	
<b>1x/week General Communication with Parents</b> (Class Newsletter, Email, Friday File, etc.)	2012-13 < 75% of classrooms	75-79% of classrooms	80-84% of classrooms	85-90% of classrooms	> 90% of classrooms	TBD	
<b>6x/year Personal Connection with Parents Communicating Feedback on Individual Student Progress</b>	2012-13 < 75% of classrooms	75-79% of classrooms	80-84% of classrooms	85-90% of classrooms	> 90% of classrooms	TBD	

## Strategic Area: Learning and Work Environment

District Vision Card C: *Assure a safe, inspiring and welcoming learning environment for all students, staff and community members.*

MEASURES	LEVEL 1 INTERVENTION 1.0 – 1.9	LEVEL 2 HIGH CONCERN 2.0 – 2.9	LEVEL 3 BASELINE 3.0 – 3.9	LEVEL 4 PROGRESSING 4.0 – 4.9	LEVEL 5 VISION 5.0 +	SCORE	TREND LINE
<b>Perception of Safety by Students</b> <i>(Data comes from Previous Year Information)</i>	< 70% of students report high or very high perceptions of safety	70-79% of students report high or very high perceptions of safety	2012-13 80-89% of students report high or very high perceptions of safety	90-95% of students report high or very high perceptions of safety	> 95% of students report high or very high perceptions of safety	<b>80%</b>	
<b>Perception of Safety by Parents</b> <i>(Data comes from Previous Year Information)</i>	< 70% of parents report high or very high perceptions of safety	70-79% of parents report high r very high perceptions of safety	2012-13 80-89% of parents report high or very high perceptions of safety	90-95% of parents report high or very high perceptions of safety	> 95% of parents report high or very high perceptions of safety	<b>83%</b>	
<b>Incidents of Bullying (Self-report)</b> <i>(Data comes from Previous Year Information)</i>	> 50% of students self-report incidents of bullying	41-50% of students self-report incidents of bullying	2012-13 31-40% of students self-report incidents of bullying	20-30% of students self-report incidents of bullying	< 20% of students self-report incidents of bullying	<b>33%</b> (13% all or most of the time)	
<b>Discipline Referrals</b> <i>(Data comes from Previous Year Information)</i>	> 20% of students have a reported disciplinary infraction	16-20% of students have a reported disciplinary infraction	2012-13 11-15% of students have a reported disciplinary infraction	5-10% of students have a reported disciplinary infraction	< 5% of students have a reported disciplinary infraction	<b>14%</b> (Chatfield 9% Oak Crest 17% Jr High 35% Sr High 4%)	
<b>Staff Satisfaction in the Workplace</b>	< 70% of staff report workplace satisfaction	2012-13 70-79% of staff report workplace satisfaction	80-89% of staff report workplace satisfaction	90-95% of staff report workplace satisfaction	> 95% of staff report workplace satisfaction	<b>79%</b>	
<b>Student Participation in Co-Curricular Activities</b>	< 50% of students participate in 7-12 co-curricular activities	50-59% of students participate in 7-12 co-curricular activities	60-69% of students participate in 7-12 co-curricular activities	2012-13 70-79% of students participate in 7-12 co-curricular activities	> 80% of students participate in 7-12 co-curricular activities	<b>73%</b> (528 of 724)	
<b>Student Participation in Honors/AP/CE courses (9-12)</b>	< 10% of students involved in at least 1 AP/Honors/CE course prior to graduation	10-19% of students involved in at least 1 AP/Honors/CE course prior to graduation	20-29% of students involved in at least 1 AP/Honors/CE course prior to graduation	30-39% of students involved in at least 1 AP/Honors/CE course prior to graduation	2012-13 > 40% of students involved in at least 1 AP/Honors/CE course prior to graduation	<b>44% of Gr. 11/12</b> <b>47% CE 67% Honors</b>	
<b>Student Participation in Enrichment courses (K-8)</b>	2012-13 < 1% increase in student participation each year	2% increase in student participation each year	3% increase in student participation each year	4% increase in student participation each year	5% increase in student participation each year	<b>15.2% to 13.6%</b>	

## Strategic Area: Community Engagement And Connection

District Vision Card D: *Towards consistent community engagement and connection on broad district and education issues.*

MEASURES	LEVEL 1 INTERVENTION 1.0 – 1.9	LEVEL 2 HIGH CONCERN 2.0 – 2.9	LEVEL 3 BASELINE 3.0 – 3.9	LEVEL 4 PROGRESSING 4.0 - 4.9	LEVEL 5 VISION 5.0 +	SCORE	TREND LINE
<b>Parent Attendance at and Satisfaction with School Conferences for Grades 7-12</b>	2012-13  < 40% attendance and low satisfaction to dissatisfaction at any school conference	40-59% attendance and moderate to high satisfaction at one school conference per year minimum	60-69% attendance and moderate to high satisfaction at one school conference per year minimum	70-79% attendance and moderate to high satisfaction at two school conferences per year minimum	80% or greater attendance and high to very high satisfaction at two school conferences per year minimum	<b>31%</b>	
<b>Percentage of Students Attending Belle Plaine Public Schools</b>	< 85% of in-boundary students attending Belle Plaine Public Schools	85-89% of in-boundary students attending Belle Plaine Public Schools	2012-13  90-92% of in-boundary students attending Belle Plaine Public Schools	93-95% of in-boundary students attending Belle Plaine Public Schools	> 95% of in-boundary students attending Belle Plaine Public Schools	<b>92%</b>	
<b>Percentage of Families and Children Attending Early Childhood &amp; School Readiness Programming</b>	< 40% of in-boundary families and children attending	40-45% of in-boundary families and children attending	46-55% of in-boundary families and children attending	56-75% of in-boundary families and children attending	> 75% of in-boundary families and children attending	<b>TBD</b>	
<b>Perception of School District through Professional Media Sources</b>	< 1:1 ratio of positive public communications in any form of media by professional providers	1:1 or greater ratio of positive public communications in any form of media by professional providers	3:1 or greater ratio of positive public communications in any form of media by professional providers	2012-13  5:1 or greater ratio of positive public communications in any form of media by professional providers	7:1 or greater ratio of positive public communications in any form of media by professional providers	<b>5:01</b>	
<b>Parent &amp; Community Satisfaction with Communications and Decision-Making Process by District</b>	< 30% satisfaction with district communications and decision-making processes	30-40% satisfaction with district communications and decision-making processes	41-50% satisfaction with district communications and decision-making processes	51-60% satisfaction with district communications and decision-making processes	> 60% satisfaction with district communications and decision-making processes		
<b>Weighted Score</b>							

**Strategic Area: Management of Resources – Human, Financial & Physical**

**District Vision Card E: *Maximize the district's resources of time, talent, finances and facilities.***

MEASURES	LEVEL 1 INTERVENTION 1.0 – 1.9	LEVEL 2 HIGH CONCERN 2.0 – 2.9	LEVEL 3 BASELINE 3.0 – 3.9	LEVEL 4 PROGRESSING 4.0 - 4.9	LEVEL 5 VISION 5.0 +	SCORE	TREND LINE
<b>General Fund Balance</b>	< 4% of General Fund Balance	4-5% of General Fund Balance	6-7% of General Fund Balance	8-9% of General Fund Balance	10% or more of General Fund Balance		
<b>Revenue per Pupil Unit</b>	Lower third of all districts in Minnesota	Lower half of all districts in Minnesota	Top half of all districts in Minnesota	Top third of all districts in Minnesota	Top quartile of all districts in Minnesota		
<b>Operating Levy in Comparison to Districts to Similar Districts</b>	District is at or below 40% of comparable Districts state-wide	District is in 41-59% of comparable Districts state-wide	District is in 60-84% of comparable Districts state-wide	District is in 85-94% of comparable Districts state-wide	District is at or above 95% of comparable Districts state-wide		
<b>Annual Variation from Established Budgets District Wide</b>	+/- 1.5% or greater variation from established budgets: all schools and departments	+/- 1.25% variation from established budgets: all schools and departments	1.0% variation from established budgets: all schools and departments	+/- .75% variation from established budgets: all schools and departments	+/- .5% variation from established budgets: all schools and departments		
<b>Budget Alignment</b>	< 50% of funds aligned to student learning	50-59% of funds aligned to student learning	60-64% of funds aligned to student learning	65-70% of funds aligned to student learning	> 70% of funds aligned to student learning		
<b>Ratio of Student to Technology Device (Not Including Labs)</b>	10:1 or greater ratio across all schools	9-8:1 ratio across all schools	7-5:1 ratio across all schools	4-2:1 ratio across all schools	1:1 ratio across all schools		
<b>Reduction in Paper Consumption District Wide</b>	Consumption of Paper Increases 10% annually	Consumption of Paper increases 5% annually	Consumption of Paper remains constant district wide	Consumption of Paper decreases by 5% annually	Consumption of Paper decreases by 10% annually		
<b>Weighted Score</b>							

# Minutes of Regular Board Meeting

**MINUTES WILL NOT BE APPROVED UNTIL THE NEXT BOARD MEETING**

## The School Board of Belle Plaine Public Schools

A Regular Board Meeting of the Board of Belle Plaine Public Schools was held Monday, October 28, 2013, beginning at 6:00 PM in the District Center - Board Room.

1. Call to Order:

*The regular monthly meeting of the Belle Plaine School Board was called to order by Chairperson Lenz on Monday, October 28, 2013 at 5:58 pm at the District Center Board Room with the following members present: Lenz, Daly, Nagel, Bigaouette, Steinhagen, Ludvik and Supt. Smith.*

2. Acknowledgment of Visitors and Special Presentations:

Chairperson Lenz will ask if visitors wish to be placed on the Agenda.

2.1 Adaptive Sports Program Presentation:

Chad Williams, Director of Special Services for Belle Plaine and Jordan, presented information on the proposal to add adaptive sports programs in floor hockey and softball to our current activity offerings. The program proposed will be a joint venture with New Prague, Jordan, LeSueur-Henderson, Tri-City United and Belle Plaine and will operate from New Prague. Mr. Williams will provide the board with information on eligibility for students, cost to students/families, cost to the district and the benefits of offering such a program.

Presenter: Mr. Chad Williams

3. Other Items as Brought Before the Board & Consideration of Agenda:

Chairperson Lenz will ask if there are any items that need to be brought before the board and for consideration of the Agenda.

*Motion by Daly and second by Ludvik to approve the agenda as presented. Motion carried unanimously.*

4. Consensus Items:

If any board member has concerns about the adoption of the following consensus items, please acknowledge the Chairperson prior to the final vote. If there are no concerns, these items will be voted on as a group.

*Motion by Bigaouette and second by Nagel to approve all of the following consensus items. Motion carried unanimously.*

4.1 Previous Board Meeting Minutes:

Enclosed are the September 23, 2013 Regular Board Meeting minutes for your review and adoption.

4.2 Approve Monthly Expenditures:

At the board finance meeting, expenditures for the month of October were reviewed. Administration recommends approval of the October 2013 disbursements totaling \$1,992,372.73. This includes hand payables of \$154,595.56 and electronic payments of \$1,617,856.62.

4.3 Personnel:

Approve the addition of 5 days to the contract for the high school counselor (Laurie Green) for the 2014-15 school year.

Approve the addition of 2 days to the contract for the junior high counselor/social worker (Kelly Vorlous) for the 2014-15 school year.

Accept the resignation of Darlene Anderson, high school secretary, effective October 11, 2013. Thank you to Darlene for all of your years of service to the district.

Approve Winter 2013 Coaching Staff: **Boys Basketball;** John Wellner – Head, Brent Jaeger – V, John Garvey – B, Kevin Soller – 9, Ross Nelson – 8, Erik Waller – 7, Paul Fogarty - Vol – Practices **Dance Team;** Kathi Stauffacher – Head, Haley Smith – JV, Jill Provancha – JH, Abby Lundborg - Adj. JH/JV, Jenna Haller - Adj. JH/JV **Girls Basketball;** Randy Carlson – Head, Katie Graff – B, Lyle Noah – 9, Brittany Brenke – 8, Jan Bremseth – 7 **Wrestling;** Jerold Stauffacher – Head, Matt Hennen - 1<sup>st</sup> Ast, John Ristvedt – JH

4.4 Donations:

Date	Donor	Item and Nature of Donation/Gift	Amount
9/19/13	Belle Plaine PTO	To benefit Chatfield – Rtl, Title I and 1 <sup>st</sup> Grade Intervention	\$3,200.00
9/30/13	Target	Oak Crest Elementary – Take Charge of Education (REDcard Purchases)	\$913.27
8/9/13	Emerson Process Mgmt – Rosemount Inc.	Belle Plaine Public Schools Robotic Program	\$3,000.00
10/11/13	BPFE – BBQ Days Beer Garden	Oak Crest Grade 6 – ELC Scholarship	\$340.00
10/10/13	Behnke Auto Center	Oak Crest Grade 6 – ELC Scholarship	\$340.00
10/3/13	Scott County Pork Producers	Oak Crest Grade 6 – ELC Scholarship	\$340.00
10/10/13	PFM Asset Mgmt – on behalf of MASA, MSBA and MASBO	Rebate check based on our P-card charges from 9/1/12-8/31/13 of \$800,677.44	\$4,003.38

Board Meeting for Monday, November 11, 2013:

Following the November 5th school board election, the current board is required to canvas the election results and approve the final results. I am recommending that we set a special meeting for 6 p.m. on November 11th to canvas the election results and to approve contracts with the BPEA and BPESP. The board work session will take place immediately following the special board meeting.

Presenter: Dr. Smith

5. Discussion Items:

5.1 Superintendent Update:

Superintendent Smith will provide updates on fall activities, school board election

hours on 11/5, update on 2013 audit status, Achievement & Integration Plan, World's Best Workforce Report, Fall play dates and times, etc.

Presenter: Dr. Smith

5.2 Board Member Reports:

Director Nagel reports on the most recent SWMetro board meeting. The annual Gala fund raiser is Friday, November 1, seniority lists were approved, and final meetings of CSEC and MRVSEC will occur sometime between February and May of 2014. Those meetings will be the last official meetings of the old cooperatives.

Presenter: Director Nagel

6. Action Items:

6.1 MN State High School League Items:

6.1.1. Request to Add Adaptive Sports Cooperative Program:

Mr. Williams addressed the reasons for the request of this program addition and the related costs of adding the programs during the initial portion of the board meeting. Administration believes that this is a great opportunity for our special needs students and supports the request to add these cooperative programs to our current offerings.

Presenter: Dr. Smith

*Motion by Nagel and second by Daly to approve the addition of the Adaptive Sports Cooperative Program effective immediately and to share the transportation costs with Jordan. Motion carried unanimously.*

6.1.2 MSHSL Grant Proposal:

At the October board work session, we discussed Ms. Sparby's request that the board approve a grant submission to the MSHSL for our district's share of MSHSL annual proceeds. The revenue received from this grant proposal is used to help assist students/families with payment of activity fees. A copy of the proposal is attached for your review. Administration recommends approval of the grant submission.

Presenter: Dr. Smith

*Motion by Ludvik and second by Bigaouette to the grant submission to MSHSL for our district's share of MSHSL annual proceeds. Motion carried unanimously.*

6.2 Athletic Complex Restroom Facility Project:

As discussed at our board work session on the 14th, the district has been contacted by Bob Denny, Belle Plaine resident, with a proposal to solicit donations of money, time and labor for the construction of a permanent restroom facility at the football/track/tennis complex. I believe that this is a worthwhile project and would be a great asset to have at our athletic complex to help serve football, track and tennis fans and participants.

I have attached a copy of a rough draft of a 34' x 22' facility that will include men's and women's restrooms, a separate handicap accessible/family restroom, and a ticket booth. The building will be constructed to match the existing

building as much as possible. We estimate the cost of this project to be between \$30,000 and \$35,000.

I recommend that the board give approval to the facility plan and to the gathering of donations to be used for the project. Any donors will be recognized in some manner on a plaque/sign on the new facility when completed. I recommend that the school district authorize up to \$15,000 to commit to the successful completion of this project.

Presenter: Dr. Smith

*Motion by Nagel and second by Bigaouette to approve the facility plan, allow the gathering of donations to be used for the project and authorize the commitment of up to \$15,000 in school funds to assist in the successful completion of this project. Motion carried unanimously.*

6.3 Assurance of Compliance for MDE:

Each year, all districts in Minnesota are required to submit an Assurance of Compliance resolution to the MDE to verify that we are operating in compliance with state and federal mandates. I have attached a copy of the resolution form that MDE requires for your review. In addition, there is an online component that must be filled out by the Superintendent of each district. This information needs to be submitted to MDE by 11/15 each year and it is recommend that this receive board approval.

Presenter: Dr. Smith

*Motion by Bigaouette and second by Daly to approve the Assurance of Compliance resolution to be submitted to MDE. Motion carried unanimously by a 6-0 roll call vote.*

6.4 School Board Policy Review:

We will review the following policy revisions that have been recommended by MSBA. The five policies to be reviewed are: 515 - Protection & Privacy of Pupil Records; 518 - DNR-DNI Orders; 520 - Student Surveys; 524 - Internet Acceptable Use & Safety; and 525 - Violence Prevention. I have attached copies of the current district policy and the revised version recommended by MSBA. Let me know if you have any questions regarding these changes.

Presenter: Dr. Smith

*Motion by Nagel and second by Ludvik to approve the following policy revisions: Policy 515, 518, 520, 524 and 525. Motion carried unanimously.*

7. Upcoming Meeting:

Monday, November 11, 2013 6:00 p.m. Special Board Meeting  
(Election Results and Contract Settlements)  
Monday, November 11, 2013 6:15 p.m. School Board Work Session  
Monday, November 18, 2013 6:30 p.m. Curriculum Advisory Committee Meeting  
Monday, November 25, 2013 5:30 p.m. Finance Committee Meeting  
6:00 p.m. Regular School Board Meeting

8. Adjourn:

*Motion by Daly and second by Bigaouette to adjourn at 6:36 pm. Motion carried unanimously.*

# Minutes of Special Board Meeting

**MINUTES WILL NOT BE APPROVED UNTIL THE NEXT BOARD MEETING**

## The School Board of Belle Plaine Public Schools

A Special Board Meeting of the School Board of Belle Plaine Public Schools was held Thursday, November 7, 2013, beginning at 7:00 AM in the District Center - Superintendent's Office.

1. Call to Order:

*The special meeting of the Belle Plaine School Board was called to order by Chairperson Lenz on Thursday, November 7, 2013 at 7:02 am at the District Center Superintendent's Office with the following members present: Lenz, Daly, Bigaouette, Steinhagen, Ludvik and Supt. Smith. The following members were absent: Nagel.*

2. Other Items as Brought Before the Board & Consideration of Agenda:

Chairperson Lenz will ask if there are any items that need to be brought before the board and for consideration of the Agenda.

*Motion by Steinhagen and second by Bigaouette to approve the agenda as presented. Motion carried unanimously.*

3. Action Items:

3. 1. Approve Resolution Canvassing the Election Results:

Within eight days following the election, the school board is required to canvas the election results by resolution and forward that information on to our county and state election officials. Following the election on Tuesday night, we will prepare the appropriate resolution for the board to adopt and it will be recommended for approval.

Presenter: Dr. Smith

*Motion by Bigaouette and second by Daly to approve the Resolution Canvassing the Election Results with Dan Geisen, Joseph Vandermark and Dan Gardner receiving the majority votes. Motion carried unanimously with a 5-0 roll call vote.*

3. 2. Approve 2013-2015 Employment Contracts:

We have a tentative agreement with the BPEA on a new two-year contract calling for an overall increase of 6.55%. The proposed agreement has been ratified by the BPEA in a vote of its members this week. It is recommended that the board give approval to this two-year contract as well. Thanks to the negotiations team for working on this agreement.

*Motion by Steinhagen and second by Daly to approve the 2013-2015 BPEA Employment Contracts. Motion carried unanimously.*

We also have a tentative agreement with the BPESP union. At this time, the bargaining group has not voted on the contract proposal. If they have had a successful vote prior to our November 7th special meeting, it is recommended that the board also give approval to this two-year agreement.

*Motion by Bigaouette and second by Ludvik to approve the 2013-2015 BPESP Employment Contracts. Motion carried unanimously.*

4. Upcoming Meetings:

Monday, November 11, 6:00 p.m. School Board Work Session

Monday, November 18, 6:30 p.m. Curriculum Advisory Committee Meeting

Monday, November 25, 5:30 p.m. Finance Committee Meeting  
School Board Meeting

5. Adjourn:

*Motion by Ludvik and second by Bigaouette to adjourn at 7:12 pm. Motion carried unanimously.*

## Belle Plaine Public Schools Pre Payment Report

GrpCode	Rcd	W9	Vendor	Batch	Voucher	Inv No	Gross Amount	Disc Amt	Net Payment	Inv Date	Due Date	Disc Date
1	2649	N	AARP	V40501	41645	11122013	76.00	0.00	76.00	11/21/2013	11/21/2013	11/21/2013
1	2649	N	AARP	V40501	41501	0222013	106.00	0.00	106.00	11/18/2013	11/18/2013	11/18/2013
1	2649	N	AARP	V40501	41646	11072013	126.00	0.00	126.00	11/21/2013	11/21/2013	11/21/2013
							Check Amount:		\$308.00			
1	3753	N	AG POWER ENTEPRISES INC	V40501	41552	547797	72.51	0.00	72.51	11/20/2013	11/20/2013	11/20/2013
1	3753	N	AG POWER ENTEPRISES INC	V40501	41553	528975	39.40	0.00	39.40	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$111.91			
1	4835	N	ARCTIC ICE	V40501	41563	652289	27.50	0.00	27.50	11/20/2013	11/20/2013	11/20/2013
1	4835	N	ARCTIC ICE	V40501	41564	653663	41.25	0.00	41.25	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$68.75			
1	4589	N	BANC OF AMERICA LEASING	V40501	41482	54	8,256.74	0.00	8,256.74	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$8,256.74			
1	2863	N	BELLE PLAINE FOOTBALL BOOST	V40501	41486	11182013	2,872.50	0.00	2,872.50	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$2,872.50			
1	1125	N	BELLE PLAINE HERALD	V40501	41491	15128, 15145	102.00	0.00	102.00	11/18/2013	11/18/2013	11/18/2013
1	1125	N	BELLE PLAINE HERALD	V40501	41514	15614	70.00	0.00	70.00	11/18/2013	11/18/2013	11/18/2013
1	1125	N	BELLE PLAINE HERALD	V40501	41515	15615	250.00	0.00	250.00	11/18/2013	11/18/2013	11/18/2013
1	1125	N	BELLE PLAINE HERALD	V40501	41504	15669	180.00	0.00	180.00	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$602.00			
1	5361	N	BLOOMINGTON KENNEDY HIGH S	V40501	41560	11052013	110.00	0.00	110.00	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$110.00			
1	3947	N	BUESGENS SEPTIC SRV	V40501	41547	02569	365.00	0.00	365.00	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$365.00			
1	1262	N	CITY OF BELLE PLAINE	V40501	41505	00002975	50.85	0.00	50.85	11/18/2013	11/18/2013	11/18/2013
1	1262	N	CITY OF BELLE PLAINE	V40501	41565	00002982	42.38	0.00	42.38	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$93.23			
1	6242	N	CRISIS & TRAUMA RESOURCE INS	V40501	41638	12052013	310.00	0.00	310.00	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$310.00			
1	4565	N	DE LAGE LANDEN	V40501	41569	20124751	418.00	0.00	418.00	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$418.00			
1	5152	N	DISTRICT 112 COMMUNITY ED	V40501	41506	01112014	150.00	0.00	150.00	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$150.00			

**Belle Plaine Public Schools  
Pre Payment Report**

GrpCode	Rcd	W9	Vendor	Batch	Voucher	Inv No	Gross Amount	Disc Amt	Net Payment	Inv Date	Due Date	Disc Date
1	5579	N	EDUCATORS BENEFIT CONSULTA	V40501	41503	20458	200.00	0.00	200.00	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$200.00			
1	3553	N	EIDE BAILLY LLP	V40501	41502	EI00094423	8,500.00	0.00	8,500.00	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$8,500.00			
1	4712	N	FRONTLINE	V40501	41484	INVUS19205	6,633.20	0.00	6,633.20	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$6,633.20			
1	1521	N	GREEN LIGHTS	V40501	41551	13-5238	413.09	0.00	413.09	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$413.09			
1	1528	N	GROTH MUSIC	V40501	41497	2115322	108.00	0.00	108.00	11/18/2013	11/18/2013	11/18/2013
1	1528	N	GROTH MUSIC	V40501	41494	2110002	173.90	0.00	173.90	11/18/2013	11/18/2013	11/18/2013
1	1528	N	GROTH MUSIC	V40501	41495	2115321	120.00	0.00	120.00	11/18/2013	11/18/2013	11/18/2013
1	1528	N	GROTH MUSIC	V40501	41496	2115323	79.00	0.00	79.00	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$480.90			
1	4460	N	HILDI INC	V40501	41507	5155	275.00	0.00	275.00	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$275.00			
1	6222	N	IKI INC.	V40501	41487	4063	176.00	0.00	176.00	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$176.00			
1	2339	N	J W PEPPER & SON INC	V40501	41498	11910834	4.95	0.00	4.95	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$4.95			
1	3777	N	KENDELL DOORS & HDW INC	V40501	41548	SI004866	397.00	0.00	397.00	11/20/2013	11/20/2013	11/20/2013
1	3777	N	KENDELL DOORS & HDW INC	V40501	41549	SI004462	546.00	0.00	546.00	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$943.00			
1	5631	N	KERRI WILLIAMSON	V40501	41490	10162013	24.50	0.00	24.50	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$24.50			
1	6174	N	KID TALK, INC	V40501	41509	2013-10067	15,281.25	0.00	15,281.25	11/18/2013	11/18/2013	11/18/2013
1	6174	N	KID TALK, INC	V40501	41567	2013-10158	13,631.25	0.00	13,631.25	11/20/2013	11/20/2013	11/20/2013
1	6174	N	KID TALK, INC	V40501	41493	2013-10114	10,818.75	0.00	10,818.75	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$39,731.25			
1	1707	N	LANGE'S PLUMBING & HEATING	V40501	41557	123639	22,600.00	0.00	22,600.00	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$22,600.00			

## Belle Plaine Public Schools Pre Payment Report

GrpCode	Rcd	W9	Vendor	Batch	Voucher	Inv No	Gross Amount	Disc Amt	Net Payment	Inv Date	Due Date	Disc Date
1	1725	N	LESUEUR COMM ED	V40501	41499	10222013	40.00	0.00	40.00	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$40.00			
1	5578	N	MAYO CLINIC HEALTH SYSTEMS	V40501	41566	11042013	2,755.84	0.00	2,755.84	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$2,755.84			
1	3418	N	MECA SPORTSWEAR	V40501	41562	7263	625.00	0.00	625.00	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$625.00			
1	4145	N	MEDICAREBLUE RX	V40501	41571	29992386	313.50	0.00	313.50	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$313.50			
1	3979	N	MRCI MANKATO	V40501	41637	F58745	324.00	0.00	324.00	11/20/2013	11/20/2013	11/20/2013
1	3979	N	MRCI MANKATO	V40501	41508	F58672	72.00	0.00	72.00	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$396.00			
1	2582	N	MSHSL	V40501	41561	024204	10.00	0.00	10.00	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$10.00			
1	2647	N	MSU - MANKATO	V40501	41513	00763237	4,000.00	0.00	4,000.00	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$4,000.00			
1	1950	N	PAAPE DISTRIB.CO.	V40501	41555	046552	727.58	0.00	727.58	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$727.58			
1	1991	N	PRAIRIE FIRE THEATRE	V40501	41485	07202013	400.00	0.00	400.00	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$400.00			
1	6111	N	RAM MUTUAL INSURANCE COMP	V40501	41570	162728	3,795.66	0.00	3,795.66	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$3,795.66			
1	2030	N	REGION V	V40501	41510	8825	5,163.75	0.00	5,163.75	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$5,163.75			
1	2426	N	ROBINSON COACH INC	V40501	41642	603475	3,940.00	0.00	3,940.00	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$3,940.00			
1	2067	N	SCHMITT MUSIC COMPANY	V40501	41641	125089752	31.25	0.00	31.25	11/20/2013	11/20/2013	11/20/2013
1	2067	N	SCHMITT MUSIC COMPANY	V40501	41640	125075669	77.05	0.00	77.05	11/20/2013	11/20/2013	11/20/2013
1	2067	N	SCHMITT MUSIC COMPANY	V40501	41639	125089798	174.11	0.00	174.11	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$282.41			
1	3336	1	N SCHOOL SPECIALTY	V40501	41649	308101745461	6,615.58	0.00	6,615.58	11/21/2013	11/21/2013	11/21/2013
							Check Amount:		\$6,615.58			

## Belle Plaine Public Schools Pre Payment Report

GrpCode	Rcd	W9	Vendor	Batch	Voucher	Inv No	Gross Amount	Disc Amt	Net Payment	Inv Date	Due Date	Disc Date
1	4423	N	SCOTT COUNTY TREASURER	V40501	41483	IN00011918	90.00	0.00	90.00	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$90.00			
1	2114	N	SHERI PROKOSCH	V40501	41500	10072013	41.10	0.00	41.10	11/18/2013	11/18/2013	11/18/2013
1	2114	N	SHERI PROKOSCH	V40501	41489	11052013	7.46	0.00	7.46	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$48.56			
1	2124	N	SMALL ENGINE SPECIALTIES	V40501	41648	306469	128.08	0.00	128.08	11/21/2013	11/21/2013	11/21/2013
							Check Amount:		\$128.08			
1	2137	N	SOUTH CENTRAL ECSU	V40501	41568	14568	2,194.56	0.00	2,194.56	11/20/2013	11/20/2013	11/20/2013
1	2137	N	SOUTH CENTRAL ECSU	V40501	41550	14463	1,252.98	0.00	1,252.98	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$3,447.54			
1	6138	N	SOUTHWEST METRO EDUCATION	V40501	41512	11339	357.84	0.00	357.84	11/18/2013	11/18/2013	11/18/2013
1	6138	N	SOUTHWEST METRO EDUCATION	V40501	41511	11332	8,129.82	0.00	8,129.82	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$8,487.66			
1	2153	N	STASNEY ELECTRIC LLC	V40501	41554	26765	580.00	0.00	580.00	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$580.00			
1	2155	N	STATE CHEMICAL MFG.CO.	V40501	41647	96511518	830.00	0.00	830.00	11/21/2013	11/21/2013	11/21/2013
							Check Amount:		\$830.00			
1	2157	N	STEFFEN HARDWARE	V40501	41546	OCTOBER	65.23	0.00	65.23	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$65.23			
1	2164	N	STIER TRANSPORTATION SERVIC	V40501	41492	33137	180.00	0.00	180.00	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$180.00			
1	5745	N	SUPERIOR SEALCOAT SERVICES	V40501	41558	189-13	1,362.00	0.00	1,362.00	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$1,362.00			
1	2188	N	TAHER INC	V40501	41636	0038667-IN	69,610.74	0.00	69,610.74	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$69,610.74			
1	3778	N	THE LOCKER GUY	V40501	41559	13155	540.00	0.00	540.00	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$540.00			
1	6247	N	THE LUTHERAN HOME ASSOC.	V40501	41650	11192013	26.00	0.00	26.00	11/21/2013	11/21/2013	11/21/2013
							Check Amount:		\$26.00			
1	2266	N	TRUGREEN CHEMLAWN	V40501	41556	13582643	213.74	0.00	213.74	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$213.74			

## Belle Plaine Public Schools Pre Payment Report

GrpCode	Rcd	W9	Vendor	Batch	Voucher	Inv No	Gross Amount	Disc Amt	Net Payment	Inv Date	Due Date	Disc Date
1	5898	N	UNIVERSITY OF MINNESOTA	V40501	41635	4754313	3,335.00	0.00	3,335.00	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$3,335.00			
1	5192	N	Youth Enrichment League	V40501	41488	1678	1,251.00	0.00	1,251.00	11/18/2013	11/18/2013	11/18/2013
							Check Amount:		\$1,251.00			
1	2326	N	YOUTH FRONTIERS INC	V40501	41644	9870	1,690.00	0.00	1,690.00	11/20/2013	11/20/2013	11/20/2013
1	2326	N	YOUTH FRONTIERS INC	V40501	41643	9865	1,690.00	0.00	1,690.00	11/20/2013	11/20/2013	11/20/2013
							Check Amount:		\$3,380.00			
							Report Total:		\$216,288.89			

\*Does not meet minimum amount

\*\*Exceeds maximum amount

# Hand Pays

Batch	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Print	Recon	Pay Date	Void	Curr	Amount
P40502	0716	31921	SBC	55802	CH	1	2791	ALLISON JACOBSON	Y	N	10/30/2013	N	USD	110.00
P40502	0716	31922	SBC	55803	CH	1	3219	CASH	Y	N	10/30/2013	N	USD	150.00
P40502	0716	31914	SBC	55804	CH	1	1460	FARMINGTON HIGH SCHOOL	Y	N	10/30/2013	N	USD	50.00
P40502	0716	31925	SBC	55805	CH	1	6217	FRANK MCKAY	Y	N	10/30/2013	N	USD	90.00
P40502	0716	31923	SBC	55806	CH	1	4112	HANOVER INSURANCE GROUP	Y	N	10/30/2013	N	USD	3,981.00
P40502	0716	31919	SBC	55807	CH	1	2684	LE SUEUR-HENDERSON SCHOOL	Y	N	10/30/2013	N	USD	100.00
P40502	0716	31915	SBC	55808	CH	1	1794	MBCA COACHES CLINIC	Y	N	10/30/2013	N	USD	240.00
P40502	0716	31926	SBC	55809	CH	1	6218	MIKE HEICHERT	Y	N	10/30/2013	N	USD	90.00
P40502	0716	31920	SBC	55810	CH	1	2786	MSHSBCA	Y	N	10/30/2013	N	USD	325.00
P40502	0716	31916	SBC	55811	CH	1	2027	REGION 2A - MSHSL	Y	N	10/30/2013	N	USD	1,370.00
P40502	0716	31916	SBC	55811	CH	1	2027	REGION 2A - MSHSL	Y	N	10/30/2013	N	USD	4,004.00
P40502	0716	31924	SBC	55812	CH	1	6159	RYAN DYKSTRA	Y	N	10/30/2013	N	USD	445.00
P40502	0716	31917	SBC	55813	CH	1	2068	SCHOLASTIC	Y	N	10/30/2013	N	USD	577.86
P40502	0716	31918	SBC	55814	CH	1	2122	SKATETIME	Y	N	10/30/2013	N	USD	3,704.00
P40502	0716	31929	SBC	55815	CH	1	1084	APPLE VALLEY HIGH SCHOOL	Y	N	11/1/2013	CN	USD	160.00
P40502	0716	31930	SBC	55816	CH	1	1460	FARMINGTON HIGH SCHOOL	Y	N	11/1/2013	CN	USD	230.00
P40502	0716	31933	SBC	55817	CH	1	4194	HUTCHINSON HIGH SCHOOL	Y	N	11/1/2013	CN	USD	200.00
P40502	0716	31932	SBC	55818	CH	1	2872	SCOTT RENNE	Y	N	11/1/2013	CN	USD	486.37
P40502	0716	31931	SBC	55819	CH	1	2287	WACONIA HIGH SCHOOL	Y	N	11/1/2013	CN	USD	290.00
P40502	0716	31935	SBC	55820	CH	1	6221	RACHEL SQUIBB	Y	N	11/4/2013	CN	USD	100.00
P40502	0716	31934	SBC	55821	CH	1	6220	SHIRLEY SCHOENBAUER	Y	N	11/4/2013	CN	USD	100.00
P405P1	0716	31944	SBC	55822	CH	1	1123	BELLE PLAINE ED ASSOC	Y	N	11/5/2013	CN	USD	4,484.94
P405P1	0716	31945	SBC	55823	CH	1	1134	BELLE PLAINE SCHOOL	Y	N	11/5/2013	CN	USD	4,686.89
P405P1	0716	31946	SBC	55824	CH	1	1178	BPESPA	Y	N	11/5/2013	CN	USD	919.00
P405P1	0716	31952	SBC	55825	CH	1	6219	COMO LAW FIRM	Y	N	11/5/2013	CN	USD	55.62
P405P1	0716	31948	SBC	55826	CH	1	4924	MESSERLI & KRAMER	Y	N	11/5/2013	CN	USD	8.77
P405P1	0716	31951	SBC	55827	CH	1	6122	NATIONAL INSURANCE SERVICE	Y	N	11/5/2013	CN	USD	7.50
P405P1	0716	31951	SBC	55827	CH	1	6122	NATIONAL INSURANCE SERVICE	Y	N	11/5/2013	CN	USD	22.50
P405P1	0716	31951	SBC	55827	CH	1	6122	NATIONAL INSURANCE SERVICE	Y	N	11/5/2013	CN	USD	6.15
P405P1	0716	31951	SBC	55827	CH	1	6122	NATIONAL INSURANCE SERVICE	Y	N	11/5/2013	CN	USD	1.97
P405P1	0716	31951	SBC	55827	CH	1	6122	NATIONAL INSURANCE SERVICE	Y	N	11/5/2013	CN	USD	2,801.59
P405P1	0716	31947	SBC	55828	CH	1	1836	NCBERS MINNESOTA	Y	N	11/5/2013	CN	USD	32.00
P405P1	0716	31949	SBC	55829	CH	1	5145	RAUSCH, STURM, ISRAEL, ENERSON	Y	N	11/5/2013	CN	USD	106.53
P405P1	0716	31950	SBC	55830	CH	1	5961	STEWART, ZLIMEN & JUNGERS, LTD	Y	N	11/5/2013	CN	USD	189.03
P40502	0716	31953	SBC	55831	CH	1	1992	PRAIRIE TRUCKING INC	Y	N	11/6/2013	CN	USD	38,584.69



## Electronic

Batch	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Print	Recon	Pay Date	Void	Curr	Amount
P405P1	0716	31936	SBC		WX	1	1555	HEALTH PARTNERS	N	N	11/5/2013	N	USD	11,394.90
P405P1	0716	31937	SBC		WX	1	1873	MN.TEACHERS RETIRE.ASSOC	N	N	11/5/2013	N	USD	36,943.56
P405P1	0716	31938	SBC		WX	1	1977	PERA	N	N	11/5/2013	N	USD	11,554.88
P405P1	0716	31939	SBC		WX	1	2330	FEDERAL	N	N	11/5/2013	N	USD	23,615.22
P405P1	0716	31939	SBC		WX	1	2330	FEDERAL	N	N	11/5/2013	N	USD	9,366.76
P405P1	0716	31939	SBC		WX	1	2330	FEDERAL	N	N	11/5/2013	N	USD	39,516.98
P405P1	0716	31940	SBC		WX	1	2331	STATE OF MINNESOTA	N	N	11/5/2013	N	USD	11,137.46
P405P1	0716	31941	SBC		WX	1	2581	MN CHILD SUPPORT CENTER	N	N	11/5/2013	N	USD	654.00
P405P1	0716	31942	SBC		WX	1	2735	MII LIFE - VEBA/HSA	N	N	11/5/2013	N	USD	2,189.21
P405P1	0716	31943	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	11/5/2013	N	USD	1,114.98
P405P1	0716	31943	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	11/5/2013	N	USD	750.00
P405P1	0716	31943	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	11/5/2013	N	USD	1,600.78
P405P1	0716	31943	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	11/5/2013	N	USD	100.00
P405P1	0716	31943	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	11/5/2013	N	USD	1,940.00
P405P1	0716	31943	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	11/5/2013	N	USD	4,699.36
P405P1	0716	31943	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	11/5/2013	N	USD	612.38
P405P1	0716	31943	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	11/5/2013	N	USD	901.52
P405P2	0716	31975	SBC		WX	1	1873	MN.TEACHERS RETIRE.ASSOC	N	N	11/13/2013	N	USD	4,903.16
P405P2	0716	31976	SBC		WX	1	2331	STATE OF MINNESOTA	N	N	11/13/2013	N	USD	603.39
P405P2	0716	31977	SBC		WX	1	2330	FEDERAL	N	N	11/13/2013	N	USD	5,626.74
P405P2	0716	31978	SBC		WX	1	2330	FEDERAL	N	N	11/13/2013	N	USD	1,316.00
P405P2	0716	31979	SBC		WX	1	2330	FEDERAL	N	N	11/13/2013	N	USD	1,073.29
P405P2	0716	32159	SBC		WX	1	1873	MN.TEACHERS RETIRE.ASSOC	N	N	11/20/2013	N	USD	41,154.50
P405P2	0716	32160	SBC		WX	1	1977	PERA	N	N	11/20/2013	N	USD	11,570.46
P405P2	0716	32161	SBC		WX	1	2329	BLUE CROSS BLUE SHIELD of MN	N	N	11/20/2013	N	USD	104,457.68
P405P2	0716	32161	SBC		WX	1	2329	BLUE CROSS BLUE SHIELD of MN	N	N	11/20/2013	N	USD	-10,355.56
P405P2	0716	32161	SBC		WX	1	2329	BLUE CROSS BLUE SHIELD of MN	N	N	11/20/2013	N	USD	10,355.56
P405P2	0716	32161	SBC		WX	1	2329	BLUE CROSS BLUE SHIELD of MN	N	N	11/20/2013	N	USD	34,455.82
P405P2	0716	32162	SBC		WX	1	2330	FEDERAL	N	N	11/20/2013	N	USD	27,945.28
P405P2	0716	32162	SBC		WX	1	2330	FEDERAL	N	N	11/20/2013	N	USD	10,604.06
P405P2	0716	32162	SBC		WX	1	2330	FEDERAL	N	N	11/20/2013	N	USD	44,581.28
P405P2	0716	32163	SBC		WX	1	2331	STATE OF MINNESOTA	N	N	11/20/2013	N	USD	12,998.40
P405P2	0716	32164	SBC		WX	1	2581	MN CHILD SUPPORT CENTER	N	N	11/20/2013	N	USD	654.00
P405P2	0716	32165	SBC		WX	1	2735	MII LIFE - VEBA/HSA	N	N	11/20/2013	N	USD	2,189.21
P405P2	0716	32166	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	11/20/2013	N	USD	1,114.98
P405P2	0716	32166	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	11/20/2013	N	USD	750.00

## Electronic

Batch	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Print	Recon	Pay Date	Void	Curr	Amount
P405P2	0716	32166	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	11/20/2013	N	USD	1,727.10
P405P2	0716	32166	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	11/20/2013	N	USD	100.00
P405P2	0716	32166	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	11/20/2013	N	USD	1,940.00
P405P2	0716	32166	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	11/20/2013	N	USD	4,449.36
P405P2	0716	32166	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	11/20/2013	N	USD	612.38
P405P2	0716	32166	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	11/20/2013	N	USD	876.52
P405P2	0716	32173	SBC		WX	1	3319	DEPARTMENT OF EMPLOYMENT AND	N	N	11/20/2013	N	USD	960.96
p40502	0716	32174	SBC		WX	1	2336	XCEL ENERGY	N	N	11/4/2013	N	USD	8,447.74
p40502	0716	32174	SBC		WX	1	2336	XCEL ENERGY	N	N	11/4/2013	N	USD	7,740.50
p40502	0716	32174	SBC		WX	1	2336	XCEL ENERGY	N	N	11/4/2013	N	USD	6,408.39
p40502	0716	32175	SBC		WX	1	3414	CENTERPOINT ENERGY	N	N	11/4/2013	N	USD	451.33
p40502	0716	32175	SBC		WX	1	3414	CENTERPOINT ENERGY	N	N	11/4/2013	N	USD	425.85
p40502	0716	32175	SBC		WX	1	3414	CENTERPOINT ENERGY	N	N	11/4/2013	N	USD	60.00
P40502	0716	32176	SBC		WX	1	3414	CENTERPOINT ENERGY	N	N	11/5/2013	N	USD	205.95
P40502	0716	32176	SBC		WX	1	3414	CENTERPOINT ENERGY	N	N	11/5/2013	N	USD	188.68
P40502	0716	32176	SBC		WX	1	3414	CENTERPOINT ENERGY	N	N	11/5/2013	N	USD	123.24
P40502	0716	32176	SBC		WX	1	3414	CENTERPOINT ENERGY	N	N	11/5/2013	N	USD	72.92
P40502	0716	32177	SBC		WX	1	2336	XCEL ENERGY	N	N	11/6/2013	N	USD	852.52
P40502	0716	32178	SBC		WX	1	2336	XCEL ENERGY	N	N	11/20/2013	N	USD	989.95
<hr/>														
PCARD														
Payroll 11/05/2013														
Payroll 11/15/2013- Retro Payroll Teachers														
Payroll 11/20/2013														
<hr/>														
<b>Total</b>														
<b>\$ 1,076,631.68</b>														

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Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Merchant Name	Transaction Amount
KREFT DAVID	330055356	10/1/2013	10/3/2013	10/27/2013	MAIN ST DONUTS & DELI	35.96
KREFT DAVID	330475874	10/4/2013	10/7/2013	10/27/2013	PAYPAL *HISTORY BEE	130.00
KREFT DAVID	331430543	10/16/2013	10/17/2013	10/27/2013	4IMPRINT	(654.42)
SD BELLE PLAINE	329898006	10/1/2013	10/2/2013	10/27/2013	CRAGUNS LODGE AND GOLF	125.00
SD BELLE PLAINE	330055359	10/1/2013	10/3/2013	10/27/2013	CAMBIUM LEARNING	(40.15)
SD BELLE PLAINE	330245239	10/5/2013	10/4/2013	10/27/2013	NCS PEARSON	88.00
SD BELLE PLAINE	331170338	10/14/2013	10/15/2013	10/27/2013	SSI*SCHOOL SPECIALTY	311.72
SD BELLE PLAINE	331612256	10/18/2013	10/18/2013	10/27/2013	NCS PEARSON	48.75
SD BELLE PLAINE	331612257	10/17/2013	10/18/2013	10/27/2013	SUPER DUPER PUBLICATIO	299.95
SD BELLE PLAINE	332134665	10/23/2013	10/24/2013	10/27/2013	OFFICE MAX	53.98
SD BELLE PLAINE	332134666	10/23/2013	10/24/2013	10/27/2013	CRAGUNS LODGE AND GOLF	310.50
SD BELLE PLAINE	332279783	10/25/2013	10/25/2013	10/27/2013	SSI*SCHOOL SPECIALTY	49.48
HIGH SCHOOL BELLE PLAINE	330245250	10/4/2013	10/4/2013	10/27/2013	J W PEPPER	174.99
HIGH SCHOOL BELLE PLAINE	330564858	10/7/2013	10/8/2013	10/27/2013	J W PEPPER	13.50
HIGH SCHOOL BELLE PLAINE	330564859	10/7/2013	10/8/2013	10/27/2013	J W PEPPER	80.99
HIGH SCHOOL BELLE PLAINE	330810734	10/9/2013	10/10/2013	10/27/2013	BELLE PLAINE HERALD	26.00
HIGH SCHOOL BELLE PLAINE	330810735	10/9/2013	10/10/2013	10/27/2013	AMLE	539.00
HIGH SCHOOL BELLE PLAINE	330810736	10/9/2013	10/10/2013	10/27/2013	NASSP MOTO	85.00
HIGH SCHOOL BELLE PLAINE	330986578	10/11/2013	10/11/2013	10/27/2013	SPONSEL S MN HARVEST	24.00
HIGH SCHOOL BELLE PLAINE	331170339	10/14/2013	10/15/2013	10/27/2013	DEVELOPMENTAL RESOURCE	149.00
HIGH SCHOOL BELLE PLAINE	331326662	10/15/2013	10/16/2013	10/27/2013	BUREAU OF EDU & RESEAR	235.00
HIGH SCHOOL BELLE PLAINE	331326663	10/14/2013	10/16/2013	10/27/2013	MARRCH 00 OF 00	204.00
HIGH SCHOOL BELLE PLAINE	331430546	10/16/2013	10/17/2013	10/27/2013	INSTITUTE FOR EDU	229.00
HIGH SCHOOL BELLE PLAINE	331612258	10/18/2013	10/18/2013	10/27/2013	TCT*ANDERSON S	(52.90)
HIGH SCHOOL BELLE PLAINE	332010144	10/22/2013	10/23/2013	10/27/2013	APL*APPLEONLINESTOREUS	19.99
HIGH SCHOOL BELLE PLAINE	332134667	10/23/2013	10/24/2013	10/27/2013	COBORN S SUPERSTORE	13.95
HIGH SCHOOL BELLE PLAINE	332279784	10/24/2013	10/25/2013	10/27/2013	BARNES & NOBLE #2096	39.95
HIGH SCHOOL BELLE PLAINE	332279785	10/25/2013	10/25/2013	10/27/2013	BARNES & NOBLE #2048	83.68
HIGH SCHOOL BELLE PLAINE	332279786	10/25/2013	10/25/2013	10/27/2013	SSI*PREMIER HAM&STEPH	2,582.00
DAVIS KRIS	329782622	9/30/2013	10/1/2013	10/27/2013	METRO SALES INC	6,158.49
DAVIS KRIS	330055363	10/2/2013	10/3/2013	10/27/2013	FOREVER 21.COM	1,111.50
DAVIS KRIS	330475876	10/5/2013	10/7/2013	10/27/2013	WM EZPAY	328.63
DAVIS KRIS	330475877	10/5/2013	10/7/2013	10/27/2013	WM EZPAY	699.98
DAVIS KRIS	330475878	10/5/2013	10/7/2013	10/27/2013	WM EZPAY	180.38
DAVIS KRIS	330475879	10/5/2013	10/7/2013	10/27/2013	WM EZPAY	792.98
DAVIS KRIS	330986579	10/11/2013	10/11/2013	10/27/2013	OFFICE MAX	49.85
DAVIS KRIS	331612259	10/17/2013	10/18/2013	10/27/2013	USPS 26073001733418328	1.32

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Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Merchant Name	Transaction Amount
DAVIS KRIS	331612260	10/17/2013	10/18/2013	10/27/2013	USPS 26073001733418328	1.32
DAVIS KRIS	331612261	10/17/2013	10/18/2013	10/27/2013	BIFFS INC	881.57
DAVIS KRIS	332134668	10/17/2013	10/24/2013	10/27/2013	USPS 26073001733418328	(1.32)
DAVIS KRIS	332279787	10/24/2013	10/25/2013	10/27/2013	THE MCDOWELL A00 OF 00	51.70
DAVIS KRIS	332279788	10/24/2013	10/25/2013	10/27/2013	THE MCDOWELL A00 OF 00	45.55
DAVIS KRIS	332279789	10/24/2013	10/25/2013	10/27/2013	THE MCDOWELL A00 OF 00	170.40
DAVIS KRIS	332279790	10/24/2013	10/25/2013	10/27/2013	THE MCDOWELL A00 OF 00	139.90
DAVIS KRIS	332279791	10/24/2013	10/25/2013	10/27/2013	THE MCDOWELL A00 OF 00	137.10
DAVIS KRIS	332279792	10/24/2013	10/25/2013	10/27/2013	THE MCDOWELL A00 OF 00	418.95
DAVIS KRIS	332279793	10/24/2013	10/25/2013	10/27/2013	THE MCDOWELL A00 OF 00	214.50
DAVIS KRIS	332279794	10/24/2013	10/25/2013	10/27/2013	THE MCDOWELL A00 OF 00	71.70
DAVIS KRIS	332279795	10/24/2013	10/25/2013	10/27/2013	THE MCDOWELL A00 OF 00	71.55
HEINE JEFF	329669828	9/28/2013	9/30/2013	10/27/2013	Mills Fleet Farm #3 20	133.14
HEINE JEFF	329782623	9/30/2013	10/1/2013	10/27/2013	CBI*PARALLELS	29.99
HEINE JEFF	329898008	10/1/2013	10/2/2013	10/27/2013	SSI*SCHOOL SPECIALTY	1,438.03
HEINE JEFF	330055364	10/1/2013	10/3/2013	10/27/2013	PLUNKETTS PEST CONTROL	182.25
HEINE JEFF	330055365	10/1/2013	10/3/2013	10/27/2013	PLUNKETTS PEST CONTROL	209.83
HEINE JEFF	330055366	10/1/2013	10/3/2013	10/27/2013	PLUNKETTS PEST CONTROL	233.63
HEINE JEFF	330055367	10/1/2013	10/3/2013	10/27/2013	PLUNKETTS PEST CONTROL	151.96
HEINE JEFF	330245253	9/25/2013	10/4/2013	10/27/2013	WW GRAINGER	(114.53)
HEINE JEFF	330245254	9/25/2013	10/4/2013	10/27/2013	WW GRAINGER	(302.82)
HEINE JEFF	330245255	10/4/2013	10/4/2013	10/27/2013	WW GRAINGER	344.26
HEINE JEFF	330245256	10/1/2013	10/4/2013	10/27/2013	US FIRST 00 OF 00	5,000.00
HEINE JEFF	331170340	10/12/2013	10/15/2013	10/27/2013	MENARDS MANKATO	444.43
HEINE JEFF	331170341	10/11/2013	10/15/2013	10/27/2013	AMERICAN DJ SUPPLY INC	14.68
HEINE JEFF	331430547	10/16/2013	10/17/2013	10/27/2013	MENARDS BURNSVILLE	139.03
HEINE JEFF	332010145	10/22/2013	10/23/2013	10/27/2013	WW GRAINGER	146.70
HEINE JEFF	332134669	10/23/2013	10/24/2013	10/27/2013	BAUDVILLE INC.	103.50
KELLER CHUCK	330245258	10/5/2013	10/4/2013	10/27/2013	VZWRLSS*MY VZ VB P	586.19
KELLER CHUCK	331326664	10/15/2013	10/16/2013	10/27/2013	USPS 26073001733418328	5.80
KELLER CHUCK	331326665	10/16/2013	10/16/2013	10/27/2013	VZWRLSS*MY VZ VB P	545.12
SMITH KELLY	330055352	10/2/2013	10/3/2013	10/27/2013	DOMINO S 7300	21.89
SMITH KELLY	330810729	10/6/2013	10/10/2013	10/27/2013	CANAL PARK LODGE	429.78
SMITH KELLY	331326657	10/15/2013	10/16/2013	10/27/2013	COBORN S SUPERSTORE	23.56
SMITH KELLY	331904157	10/21/2013	10/22/2013	10/27/2013	STEFFEN HARDWARE	6.99
WICK KEN	329898005	10/1/2013	10/2/2013	10/27/2013	SOLARWINDS	248.00
WICK KEN	330245229	10/4/2013	10/4/2013	10/27/2013	CDW GOVERNMENT	767.04

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WICK KEN	331170335	10/15/2013	10/15/2013	10/27/2013	AMAZON MKTPLACE PMTS	22.62
WICK KEN	331326660	10/14/2013	10/16/2013	10/27/2013	OTHERWORLD C	51.99
WICK KEN	331326661	10/15/2013	10/16/2013	10/27/2013	APL*APPLEONLINESTOREUS	116.00
WICK KEN	331612255	10/17/2013	10/18/2013	10/27/2013	B & H PHOTO-VIDEO.COM	287.91
WICK KEN	332134664	10/23/2013	10/24/2013	10/27/2013	THE IDOCTOR LLC	389.67
MATHIOWETZ BRUCE	329669823	9/29/2013	9/30/2013	10/27/2013	COBORN S #2038	21.36
MATHIOWETZ BRUCE	329669824	9/28/2013	9/30/2013	10/27/2013	SEARS ROEBUCK 1132	43.96
MATHIOWETZ BRUCE	329898002	9/30/2013	10/2/2013	10/27/2013	MAGNETO POWER	244.55
MATHIOWETZ BRUCE	330055354	10/1/2013	10/3/2013	10/27/2013	CASEYS GEN STORE 2399	3.40
MATHIOWETZ BRUCE	330245219	10/4/2013	10/4/2013	10/27/2013	Amazon.com	15.94
MATHIOWETZ BRUCE	330245220	10/3/2013	10/4/2013	10/27/2013	MAGNETO POWER	109.20
MATHIOWETZ BRUCE	330475870	10/5/2013	10/7/2013	10/27/2013	TRACTOR SUPPLY #1156	79.98
MATHIOWETZ BRUCE	330475871	10/5/2013	10/7/2013	10/27/2013	OFFICE MAX	144.55
MATHIOWETZ BRUCE	330693653	10/7/2013	10/9/2013	10/27/2013	MAGNETO POWER	41.51
MATHIOWETZ BRUCE	330810731	10/8/2013	10/10/2013	10/27/2013	HOMEDEPOT.COM	178.00
MATHIOWETZ BRUCE	330986569	10/9/2013	10/11/2013	10/27/2013	DERBY DINNER PLAYHOUSE	1,836.00
MATHIOWETZ BRUCE	330986570	10/10/2013	10/11/2013	10/27/2013	LOUISVILLE SLUGGER MUS	282.00
MATHIOWETZ BRUCE	331170329	10/14/2013	10/15/2013	10/27/2013	MARENGOCAVE	50.00
MATHIOWETZ BRUCE	331326659	10/15/2013	10/16/2013	10/27/2013	EWELL EDUCATIONAL SERV	250.00
MATHIOWETZ BRUCE	331904158	10/21/2013	10/22/2013	10/27/2013	COBORN S SUPERSTORE	20.00
MATHIOWETZ BRUCE	331904159	10/21/2013	10/22/2013	10/27/2013	DISCOUNT STEEL -MN	712.00
MATHIOWETZ BRUCE	331904160	10/22/2013	10/22/2013	10/27/2013	LAPTOP BATTERY HQ	51.98
MATHIOWETZ BRUCE	332010142	10/22/2013	10/23/2013	10/27/2013	PAYPAL *MTAVERY	182.98
MATHIOWETZ BRUCE	332134662	10/23/2013	10/24/2013	10/27/2013	AMAZON MKTPLACE PMTS	32.57
MATHIOWETZ BRUCE	332134663	10/24/2013	10/24/2013	10/27/2013	LAPTOP BATTERY HQ	(51.98)
DEUTSCH JOE	329782615	9/30/2013	10/1/2013	10/27/2013	MIDCO 800-536-0238	415.65
DEUTSCH JOE	330564852	10/7/2013	10/8/2013	10/27/2013	OPHOVEN SAW SERVICE	268.45
ANDERSON DOUG	329782616	9/30/2013	10/1/2013	10/27/2013	BERRY BLENDZ EP	1,345.50
ANDERSON DOUG	329898003	10/1/2013	10/2/2013	10/27/2013	PIZZA PLUS	40.00
ANDERSON DOUG	329898004	10/1/2013	10/2/2013	10/27/2013	A. H. HERMEL COMPANY	554.02
ANDERSON DOUG	330055355	10/1/2013	10/3/2013	10/27/2013	KWIK TRIP 33000003301	6.87
ANDERSON DOUG	330245223	10/3/2013	10/4/2013	10/27/2013	KWIK TRIP 33000003301	13.74
ANDERSON DOUG	330245224	10/2/2013	10/4/2013	10/27/2013	PIZZA PLUS	40.00
ANDERSON DOUG	330245225	10/3/2013	10/4/2013	10/27/2013	RUCKS MEATS MARKET	107.38
ANDERSON DOUG	330475872	10/2/2013	10/7/2013	10/27/2013	PIZZA PLUS	75.00
ANDERSON DOUG	330693654	10/7/2013	10/9/2013	10/27/2013	PIZZA PLUS	40.00
ANDERSON DOUG	330810732	10/8/2013	10/10/2013	10/27/2013	RUCKS MEATS MARKET	99.06

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ANDERSON DOUG	330986571	10/10/2013	10/11/2013	10/27/2013	KERNEL CONCESSION SUPP	99.90
ANDERSON DOUG	331170330	10/11/2013	10/15/2013	10/27/2013	KWIK TRIP 33000003301	13.74
ANDERSON DOUG	331170331	10/11/2013	10/15/2013	10/27/2013	KWIK TRIP 33000003301	3.68
ANDERSON DOUG	331170332	10/11/2013	10/15/2013	10/27/2013	PIZZA PLUS	89.00
ANDERSON DOUG	332279781	10/24/2013	10/25/2013	10/27/2013	KWIK TRIP 33000003301	16.03
ANDERSON DOUG	332279782	10/24/2013	10/25/2013	10/27/2013	RUCKS MEATS MARKET	69.70
GROTBERG CAREN	330475873	10/4/2013	10/7/2013	10/27/2013	HAAN CRAFTS	313.38
GROTBERG CAREN	330693655	10/8/2013	10/9/2013	10/27/2013	COBORN S SUPERSTORE	40.27
GROTBERG CAREN	330986572	10/10/2013	10/11/2013	10/27/2013	COBORN S SUPERSTORE	49.10
GROTBERG CAREN	331612251	10/18/2013	10/18/2013	10/27/2013	COBORN S SUPERSTORE	8.20
GROTBERG CAREN	332010143	10/22/2013	10/23/2013	10/27/2013	COBORN S SUPERSTORE	22.83
ACTIVITIES BELLE P	329669825	9/29/2013	9/30/2013	10/27/2013	MICHAELS STORES 3747	69.15
ACTIVITIES BELLE P	329782617	9/30/2013	10/1/2013	10/27/2013	COBORN S SUPERSTORE	4.74
ACTIVITIES BELLE P	329782618	9/30/2013	10/1/2013	10/27/2013	D ERVASTI SALES CO	4,007.00
ACTIVITIES BELLE P	330055357	10/2/2013	10/3/2013	10/27/2013	AMAZON MKTPLACE PMTS	83.90
ACTIVITIES BELLE P	330245233	10/3/2013	10/4/2013	10/27/2013	MICHAELS STORES 6733	14.43
ACTIVITIES BELLE P	330245234	10/3/2013	10/4/2013	10/27/2013	MICHAELS STORES 6733	5.99
ACTIVITIES BELLE P	330564853	10/7/2013	10/8/2013	10/27/2013	COBORN S SUPERSTORE	35.07
ACTIVITIES BELLE P	330564854	10/7/2013	10/8/2013	10/27/2013	COBORN S SUPERSTORE	139.85
ACTIVITIES BELLE P	330693656	10/7/2013	10/9/2013	10/27/2013	SUBWAY 03164670	206.27
ACTIVITIES BELLE P	330986573	10/11/2013	10/11/2013	10/27/2013	WAL-MART #3513	8.58
ACTIVITIES BELLE P	330986574	10/11/2013	10/11/2013	10/27/2013	WAL-MART #3513	14.83
ACTIVITIES BELLE P	330986575	10/11/2013	10/11/2013	10/27/2013	SAMSClub #6311	137.52
ACTIVITIES BELLE P	331170336	10/12/2013	10/15/2013	10/27/2013	COBORN S SUPERSTORE	4.77
ACTIVITIES BELLE P	331170337	10/12/2013	10/15/2013	10/27/2013	KWIK TRIP 33000003301	11.77
ACTIVITIES BELLE P	331430544	10/15/2013	10/17/2013	10/27/2013	TIE GUYS THE	216.75
SPARBY MINDY	329669822	9/28/2013	9/30/2013	10/27/2013	COSTUME RENTALS LLC	163.00
SPARBY MINDY	330986568	10/10/2013	10/11/2013	10/27/2013	THEATRE HOUSE	956.65
SPARBY MINDY	331612249	10/18/2013	10/18/2013	10/27/2013	MICHAELS STORES 2752	92.89
SPARBY MINDY	331612250	10/16/2013	10/18/2013	10/27/2013	RIDGES AT SAND CREEK	54.47
SPARBY MINDY	331786747	10/19/2013	10/21/2013	10/27/2013	OFFICE DEPOT #615	80.48
SPARBY MINDY	331786748	10/18/2013	10/21/2013	10/27/2013	JOANN ETC #1935	30.10
SPARBY MINDY	331786749	10/18/2013	10/21/2013	10/27/2013	JOANN ETC #1935	35.15
SPARBY MINDY	332010140	10/22/2013	10/23/2013	10/27/2013	AMLE	599.00
SPARBY MINDY	332010141	10/23/2013	10/23/2013	10/27/2013	AMAZON MKTPLACE PMTS	7.54
SPARBY MINDY	332134659	10/23/2013	10/24/2013	10/27/2013	DISPLAYFAKE FOODS.COM	50.99
SPARBY MINDY	332134660	10/23/2013	10/24/2013	10/27/2013	STEFFEN HARDWARE	170.96

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Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Merchant Name	Transaction Amount
SPARBY MINDY	332134661	10/22/2013	10/24/2013	10/27/2013	THE COSTUMER	76.91
SPARBY MINDY	332279780	10/25/2013	10/25/2013	10/27/2013	GCI*GUITAR CENTER SPO	85.49
COMM ED BELLE PLAINE	329898000	10/1/2013	10/2/2013	10/27/2013	USPS 26073001733418328	2.19
COMM ED BELLE PLAINE	329898001	10/1/2013	10/2/2013	10/27/2013	USPS 26073001733418328	5.73
COMM ED BELLE PLAINE	330055353	10/1/2013	10/3/2013	10/27/2013	ORIENTAL TRADNG CO	268.00
COMM ED BELLE PLAINE	330245211	10/3/2013	10/4/2013	10/27/2013	COBORN S SUPERSTORE	11.30
COMM ED BELLE PLAINE	330245212	10/3/2013	10/4/2013	10/27/2013	COBORN S SUPERSTORE	13.54
COMM ED BELLE PLAINE	330245213	10/3/2013	10/4/2013	10/27/2013	USPS 26073001733418328	7.80
COMM ED BELLE PLAINE	330245214	10/2/2013	10/4/2013	10/27/2013	THE GRAPHIC EDGE INC	442.80
COMM ED BELLE PLAINE	330245215	10/4/2013	10/4/2013	10/27/2013	BARNES&NOBLE*COM	(3.04)
COMM ED BELLE PLAINE	330245216	10/3/2013	10/4/2013	10/27/2013	ORIENTAL TRADNG CO	(17.25)
COMM ED BELLE PLAINE	330810730	10/9/2013	10/10/2013	10/27/2013	USPS 26073001733418328	9.20
COMM ED BELLE PLAINE	330986561	10/11/2013	10/11/2013	10/27/2013	COBORN S SUPERSTORE	16.66
COMM ED BELLE PLAINE	330986562	10/10/2013	10/11/2013	10/27/2013	TARGET 00012724	14.21
COMM ED BELLE PLAINE	330986563	10/10/2013	10/11/2013	10/27/2013	USPS 26073001733418328	9.52
COMM ED BELLE PLAINE	330986564	10/11/2013	10/11/2013	10/27/2013	USPS 26073001733418328	8.48
COMM ED BELLE PLAINE	330986565	10/11/2013	10/11/2013	10/27/2013	USPS 26073001733418328	46.00
COMM ED BELLE PLAINE	330986566	10/11/2013	10/11/2013	10/27/2013	USPS 26073001733418328	49.50
COMM ED BELLE PLAINE	330986567	10/10/2013	10/11/2013	10/27/2013	SAMSClub #6311	110.76
COMM ED BELLE PLAINE	331170327	10/12/2013	10/15/2013	10/27/2013	STAGES THEATRE COMPANY	72.20
COMM ED BELLE PLAINE	331170328	10/14/2013	10/15/2013	10/27/2013	CHURCH OFFSET PRINTING	65.00
COMM ED BELLE PLAINE	331326658	10/15/2013	10/16/2013	10/27/2013	USPS 26073001733418328	19.86
COMM ED BELLE PLAINE	331430540	10/15/2013	10/17/2013	10/27/2013	CITY OF LE SUEUR	270.00
COMM ED BELLE PLAINE	331430541	10/15/2013	10/17/2013	10/27/2013	SCHOLASTIC BOOK CLUB	200.00
COMM ED BELLE PLAINE	331612247	10/16/2013	10/18/2013	10/27/2013	SCHOLASTIC INC. KEY 22	30.00
COMM ED BELLE PLAINE	331612248	10/17/2013	10/18/2013	10/27/2013	UNIVERSAL ATHLETIC	278.39
COMM ED BELLE PLAINE	331786746	10/18/2013	10/21/2013	10/27/2013	MCEA	315.00
COMM ED BELLE PLAINE	332010138	10/22/2013	10/23/2013	10/27/2013	COBORN S SUPERSTORE	14.66
COMM ED BELLE PLAINE	332010139	10/21/2013	10/23/2013	10/27/2013	ORIENTAL TRADNG CO	(112.76)
COMM ED BELLE PLAINE	332134656	10/23/2013	10/24/2013	10/27/2013	USPS 26073001733418328	8.15
COMM ED BELLE PLAINE	332134657	10/23/2013	10/24/2013	10/27/2013	Discount School Supply	221.61
COMM ED BELLE PLAINE	332134658	10/23/2013	10/24/2013	10/27/2013	Discount School Supply	(43.75)
COMM ED BELLE PLAINE	332279779	10/25/2013	10/25/2013	10/27/2013	USPS 26073001733418328	461.32
ELEMENTARY CHATFIELD	329669827	9/27/2013	9/30/2013	10/27/2013	ORIENTAL TRADNG CO	76.14
ELEMENTARY CHATFIELD	329782620	9/30/2013	10/1/2013	10/27/2013	WAL-MART #3513	79.99
ELEMENTARY CHATFIELD	329782621	9/30/2013	10/1/2013	10/27/2013	OFFICE MAX	43.47
ELEMENTARY CHATFIELD	329898007	10/1/2013	10/2/2013	10/27/2013	OFFICEMAX CT*IN#499719	21.00

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Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Merchant Name	Transaction Amount
ELEMENTARY CHATFIELD	330055360	10/2/2013	10/3/2013	10/27/2013	SSI*SCHOOL SPECIALTY	(34.12)
ELEMENTARY CHATFIELD	330055361	10/2/2013	10/3/2013	10/27/2013	SSI*SCHOOL SPECIALTY	37.54
ELEMENTARY CHATFIELD	330055362	10/1/2013	10/3/2013	10/27/2013	ORIENTAL TRADNG CO	(4.90)
ELEMENTARY CHATFIELD	330245241	10/3/2013	10/4/2013	10/27/2013	OFFICEMAX CT*IN#564517	20.40
ELEMENTARY CHATFIELD	330245242	10/4/2013	10/4/2013	10/27/2013	PP*Wisconsin Education	175.00
ELEMENTARY CHATFIELD	330245243	10/4/2013	10/4/2013	10/27/2013	PP*Wisconsin Education	175.00
ELEMENTARY CHATFIELD	330245244	10/4/2013	10/4/2013	10/27/2013	PP*Wisconsin Education	175.00
ELEMENTARY CHATFIELD	330245245	10/4/2013	10/4/2013	10/27/2013	PP*Wisconsin Education	175.00
ELEMENTARY CHATFIELD	330245246	10/4/2013	10/4/2013	10/27/2013	PP*Wisconsin Education	175.00
ELEMENTARY CHATFIELD	330245247	10/4/2013	10/4/2013	10/27/2013	PP*Wisconsin Education	175.00
ELEMENTARY CHATFIELD	330245248	10/4/2013	10/4/2013	10/27/2013	PP*Wisconsin Education	175.00
ELEMENTARY CHATFIELD	330564857	10/7/2013	10/8/2013	10/27/2013	SQ *MNAHPERD	125.00
ELEMENTARY CHATFIELD	330693657	10/8/2013	10/9/2013	10/27/2013	PP*Wisconsin Education	(175.00)
ELEMENTARY CHATFIELD	330693658	10/8/2013	10/9/2013	10/27/2013	PP*Wisconsin Education	(150.00)
ELEMENTARY CHATFIELD	331430545	10/16/2013	10/17/2013	10/27/2013	WALMART.COM	(23.49)
ELEMENTARY CHATFIELD	331326666	10/16/2013	10/16/2013	10/27/2013	AMAZON MKTPLACE PMTS	16.79
ELEMENTARY CHATFIELD	331430548	10/16/2013	10/17/2013	10/27/2013	OFFICEMAX CT*IN#856394	20.40
ELEMENTARY CHATFIELD	331430549	10/16/2013	10/17/2013	10/27/2013	OFFICEMAX CT*IN#856426	20.94
ELEMENTARY CHATFIELD	331430550	10/16/2013	10/17/2013	10/27/2013	ACP DIRECT	19.90
ELEMENTARY CHATFIELD	331430551	10/15/2013	10/17/2013	10/27/2013	PAYPAL *MN ORFF	80.00
ELEMENTARY CHATFIELD	331430552	10/16/2013	10/17/2013	10/27/2013	BUREAU OF EDU & RESEAR	229.00
ELEMENTARY CHATFIELD	331904161	10/21/2013	10/22/2013	10/27/2013	SSI*SCHOOL SPECIALTY	437.85
ELEMENTARY CHATFIELD	332010146	10/22/2013	10/23/2013	10/27/2013	U OF M ARBORETUM ADLT	750.00
ELEMENTARY CHATFIELD	332279796	10/25/2013	10/25/2013	10/27/2013	LIFETOUCH NSS CORPORAT	1,837.31
ELEMENTARY OAK CREST	329669826	9/28/2013	9/30/2013	10/27/2013	Amazon.com	33.31
ELEMENTARY OAK CREST	329782619	10/1/2013	10/1/2013	10/27/2013	Amazon.com	9.29
ELEMENTARY OAK CREST	330055358	10/2/2013	10/3/2013	10/27/2013	Amazon.com	10.50
ELEMENTARY OAK CREST	330245236	10/3/2013	10/4/2013	10/27/2013	TWX*TIME FOR KIDS	530.40
ELEMENTARY OAK CREST	330245237	10/4/2013	10/4/2013	10/27/2013	Amazon.com	202.21
ELEMENTARY OAK CREST	330475875	10/5/2013	10/7/2013	10/27/2013	DOLRTREE 3237 00032375	35.00
ELEMENTARY OAK CREST	330564855	10/7/2013	10/8/2013	10/27/2013	SSI*SCHOOL SPECIALTY	158.80
ELEMENTARY OAK CREST	330564856	10/7/2013	10/8/2013	10/27/2013	SSI*SCHOOL SPECIALTY	48.85
ELEMENTARY OAK CREST	330810733	10/9/2013	10/10/2013	10/27/2013	CREATIVE MATHEMATICS	215.00
ELEMENTARY OAK CREST	330986576	10/10/2013	10/11/2013	10/27/2013	TARGET 00018333	20.43
ELEMENTARY OAK CREST	330986577	10/10/2013	10/11/2013	10/27/2013	SAMSClub #6311	264.22
ELEMENTARY OAK CREST	331904162	10/21/2013	10/22/2013	10/27/2013	PAYPAL *ARTEDUCATOR	150.00
ELEMENTARY OAK CREST	332279797	10/24/2013	10/25/2013	10/27/2013	USPS 26073001733418328	26.60

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Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Merchant Name	Transaction Amount
HANSON LIANN	331170333	10/13/2013	10/15/2013	10/27/2013	TARGET 00013524	120.30
HANSON LIANN	331170334	10/14/2013	10/15/2013	10/27/2013	AMAZON MKTPLACE PMTS	35.48
HANSON LIANN	331430542	10/17/2013	10/17/2013	10/27/2013	AMAZON MKTPLACE PMTS	12.91
HANSON LIANN	331612252	10/18/2013	10/18/2013	10/27/2013	Amazon.com	47.85
HANSON LIANN	331612253	10/17/2013	10/18/2013	10/27/2013	BUREAU OF EDU & RESEAR	229.00
HANSON LIANN	331612254	10/17/2013	10/18/2013	10/27/2013	INSTITUTE FOR EDU	229.00

<b>Total</b>	<b>53,559.81</b>
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# Belle Plaine Jr.-Sr. High School Tiger Activities



Office Phone: 952-873-2418 Mobile: 507-456-9115 Email: <a href="mailto:mshsl@belleplaine.k12.mn.us">mshsl@belleplaine.k12.mn.us</a> Email: <a href="mailto:jclaggett@belleplaine.k12.mn.us">jclaggett@belleplaine.k12.mn.us</a>	MINDY SPARBY, AD/JH DEAN JANE CLAGGETT, ADMIN SECRETARY 220 South Market Street Belle Plaine, MN 56011	Scott West Panthers Administrative Region 2A Minnesota River Conference
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November 19, 2013

## Appreciation

**\*Thank you and congratulations to all of our fall sports coaches and athletes for a great fall sports season!**

**\*Conference Championships: VB, FB, Girls XC, Tennis**

**\*Conference Coaches of the Year: Cassie Koch, Justin Johnston, Steve Schroeder, Annette Moylan**

**\*Volleyball – State Class AA Consolation Champs**

**\*FB – Section 3 AAA Section Runners up**

**\*Janessa Meuleners – State XC participant**

**\* Thank you to our 35 staff members and community members that help work our contests throughout the fall sports season! We appreciate your willingness to help out!**

**\*Thank you to Matt Hennen and the Junior High Student Council for a fun Activity night/ Halloween party on October 25<sup>th</sup>! 135 kids were able to participate in the fun!**

## Anticipation

**\*The production of “A Christmas Carol” is this weekend! Performances are Friday at 7pm, Saturday at 1:00pm and 7:00pm and Sunday at 2:00pm! Our cast, crew and directors have been working hard since the first week of school!**

**\*A day of Friday Fun is coming back to the Junior High this Friday, November 22<sup>nd</sup>. Students with no missing work as of Thursday the 21<sup>st</sup> will be able to take in one of the following fun activities on Friday during 7<sup>th</sup> hour; BINGO, Cards and Board Games, Gym Time Activity and Theatre Games. Our staff does a great job of organizing fun activities for our students!**

**\* Boys and Girls basketball have flip-flopped seasons this year with the boys starting first. The home opener for Boys basketball will be: November 26<sup>th</sup> vs. LCWM.**

## **Acceleration**

**\*Advisory on Wednesday's has proven to be a great way for students to connect with their teachers and have time to complete homework.**

**\* Our Dance Team has been practicing since the end of October with their first competition at Apple Valley on December 7<sup>th</sup>!**

**\*Mr. Otto has been working with some of his students to perfect web-casting through "The Cube". We are able to web-cast using the ipad and tweet/post the link for our fans to go to during the game to watch it live. The web-casts will also be archived on "The Cube" web-site. This should be up and consistently running by the winter sports season.**

### **Appreciation:**

- Thank you to the intervention staff, sped staff, and PTO for hosting a wonderful movie night. Over 300 people were in attendance.
- Thank you to the Janelle Laurent and Jill Wallert for hosting PEAK. Parents Educating All Kids. A special bonding time for Kindergarten families and students to learn about literacy.
- Thank you to C.C. Lindstroth for speaking at our November In-Service. Her message was powerful, gave great direction, and positive reinforcement to the good work that has already been completed by the staff.
- Thank you to the school board for listening to the Beginningergarten proposal. Your questions, comments, and thoughts were very appreciated.
- Thank you to the Kindergarten students and Mrs. Jungwirth for having a wonderful music program.
- Thank you to Carolyn Bandel for sharing her Native American knowledge with the kindergarten students.
- Thank you to all of the PLC's teams at Chatfield for having bold conversations around vocabulary, standards and pre-requisite skills needed to help students achieve to their greatest potential.

### **Acceleration:**

- Professional Learning Communities: **ECH**-planning for 14-15 school year. Fine tuning math assessments and how to use that data to guide instruction. Starting the conversations to reapply for Reading Corp for the 14-15 school year. **KDG**-Looked at report cards and common formative assessments in math to ensure they are assessing the same items. **First Grade**-Completed their first round of following up with a 2<sup>nd</sup> common formative assessment in math. 134/136 students reached mastery! They are also working on common vocabulary used throughout their math lessons. **Second Grade**-Assessed students in unit 3 math, evaluated data, and are using that to guide instruction and re-teach, enrich, and extend. They are also working on common vocabulary used throughout their math lessons. **Interventionist**-Continuing to meet with the grade levels to review progress monitoring and discussing data. Defining Tier 3 and moving students according to need.
- The intervention team has created a Wiki about what is currently happening in the intervention world at Chatfield. It is a work in progress and will be shared with the staff in January.

### **Anticipation:**

- Formal observations of the 13 non-tenured staff at Chatfield are complete. Observations of tenured staff at Chatfield have begun.
- Schoolstore.com coupons have been sent home. We encourage all families to use the online tool to help raise money for our schools.
- The PTO Limo rides will be on December 18<sup>th</sup>. This is a change from the previous board report.
- The ECFE and ECSE programs (Early Learning Services) are teaming up to create a seamless program for our birth-5 kiddos. Very excited to be a part of this wonderful work!
- Holiday Express is on December 7. Due to the growing success of this program, it will take place at the high school. Thank you to the PTO, ECFE, and Belle Plaine Festivals and Events for teaming up to create this wonderful event for the community.

**Board Report**  
**November 25<sup>th</sup>, 2013**  
**Oak Crest Elementary**  
**Liann Hanson**

**Appreciation:**

- **Thrivent Fundraiser** Thanks to Thrivent and the Lutheran Home for hosting a fundraiser for the Backpack Program! With the funds raised at that event and the Food shelf Banquet and Thrivent matching funds, we will receive \$4,000 for the Backpack Program!
- **The Backpack Program** Thanks to Lisa Trembl, Laurel Miller, Helen Lehtinen, and our OC student council for getting the food and bags organized and ready to go for our Backpack Program! Bags will be sent home with students on Monday, November 25<sup>th</sup>.
- **Veteran's Day Program** We held our Veteran's Day Program on Monday, November 11<sup>th</sup>. The staff and students did great with music, reading, and a nice honor to all of our Veterans! Thanks to Melanie McDonald, Bri Velzke, Jodi Stebbins, and Scott Renne for their work in making this program a success!

**Acceleration:**

- **November 4<sup>th</sup> Workshop** All district staff working with CC Lindstrom on unpacking the standards. They continue to move forward with this learning and dive deeper into the curriculum and standards to adjust core instruction.
- **Teacher Observations** We are moving forward with teacher observations/evaluations. All 10 probationary staff have gone through their first observation and coaching session by the end of October. The rest of the staff will have their observation through the next couple of months.
- **Writer's Round Table** We had our November Writer's Round Table with students in 3<sup>rd</sup>-6<sup>th</sup> grade who were selected by their teachers as having excellent writing. Students had lunch with the principal and were able to share their writing.
- **Professional Learning Time** Teachers spent a half-day together on November 20<sup>th</sup> or 21<sup>st</sup> in grade level groups discussing standards, curriculum, and data to ensure the best use of our new reading curriculum.

**Anticipation**

- **School of Excellence** At our planning session, the School of Excellence picked a day for us to celebrate the honor. We will be having our School of Excellence celebration on Friday, February 28<sup>th</sup> at 1:00!
- **Geography Bee** Oak Crest will host the 3<sup>rd</sup>-6<sup>th</sup> grade Geography Bee on Tuesday, December 3<sup>rd</sup> at 1:00.
- **Parent/Teacher Conferences** Parent/Teacher Conferences are on Tuesday and Thursday, December 3<sup>rd</sup> and 5<sup>th</sup> from 3:30-7:30 PM.
- **Digital Learning Event** 6 staff members will be attending a Digital Learning Event on Wednesday, December 4<sup>th</sup> in Farmington.
- **Compass STEM Gathering** Don Fraser, Kirsten Urke, and myself will be attending a STEM Gathering on Friday, December 6<sup>th</sup>.
- **Grade 5<sup>th</sup> and 6<sup>th</sup> Holiday Concert** Our 5<sup>th</sup> and 6<sup>th</sup> graders (and I believe our 3<sup>rd</sup> and 4<sup>th</sup> grade choir) will be performing at our Holiday Concert on Thursday, December 19<sup>th</sup> at 7:00 PM at Oak Crest!

**Belle Plaine High School  
School Board Report  
Submitted by Dave Kreft  
November, 2013**

**Appreciation:**

- You may have recently read about our “Gaming” class in the Belle Plaine Herald. It is one of the exciting and meaningful changes we have made to our course offerings. With the shift in our phy ed requirements, we have molded classes that match the students current and future needs. Women’s Fitness is one of our new classes, led by Sara Geller. She has implemented many of the current workout trends in her instruction (i.e. Zumba). Based on the various workouts they have done, they recently folded in technology to create their own workout videos. Sara has shaped a very safe classroom environment for these females. She is seeing a different level of engagement in phy ed than she previously has. Many of her students and their families have shown an appreciation for this opportunity. The instruction is geared toward the individual needs of the student.
- Another effect of some changes in our classes has created a quarter class called “Future Success.” Mitch Miller leads them through a few weeks of financially literacy. Natalie Nelson does some career English and reading activities. Amie Hohenstein and Laurie Green have created lessons that are about the unique issues sophomores face (peer, college planning, gender issues). The students were polled on how they liked the class and the support was clear. They really enjoyed how this class was about their individual needs with tangible lessons.

**Acceleration:**

- We are soon to put the surveys in the hands of the teachers. We have devoted staff meeting time this year to discuss feedback and formative assessment. The survey tool we will use will encourage individual growth. Teachers will have some core questions they must ask of their students and will have a pool of other questions to choose from. Teachers may also embed questions about unique aspects of their classroom (i.e. flipped classroom, Schoology). Since we are worried about authenticity of student responses, teachers may elect to give the survey anytime between November and the end of the year. Based on their learning goal, we will work together to identify which class or classes the survey should be presented to.
- A team (Laurie Green, John Wellner, Bruce Mathiowetz, Tony VonBank, and myself) recently attended a showcase of the University of Minnesota’s Ramp Up to Readiness program. We all had different areas to examine as we heard the presentation and came away impressed that it is a systematic approach to having all students college and career ready. The areas of readiness focus in the 7-12 program include: Academic, Admissions, Career, Financial, and Personal and Social Readiness. Many of the activities we have engaged in in isolation within certain classes, but this is a whole school, guaranteed curriculum.

**Anticipation:**

- 7-12 Conferences are here! We have once again invited families that we would like to connect with over their child’s progress. We saw last year that these personal phone calls impacted attendance. Having completed the phone calls, it certainly brought some awareness to parents that did not have the dates on their calendar.

RESOLUTION AUTHORIZING ISSUANCE OF CERTIFICATES  
OF ELECTION AND DIRECTING SCHOOL DISTRICT CLERK  
TO PERFORM OTHER ELECTION RELATED DUTIES

WHEREAS, the board has canvassed the general election for school board members held on November 7th, 2013.

NOW THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 716, State of Minnesota, as follows:

1. The chair and clerk are hereby authorized to execute certificates of election on behalf of the school board of Independent School District No. 716 to the following candidates:

- a. Dan Giesen
- b. Joseph Vandermark
- c. Dan Gardner

who have received a sufficiently large number of votes to be elected to fill vacancies on the board caused by expiration of term on the first Monday in January next following the election, based on the results of the canvass.

2. The certificate of election shall be in substantially the form attached hereto

3. After the time for contesting the election has passed and the candidate has filed all campaign financial reports required by Minnesota Statutes, Chapter 211A, the clerk of the school board is hereby directed to deliver the certificates to the persons entitled thereto personally or by certified mail.

4. The clerk is hereby directed to enclose with the certificate a form of acceptance of office and oath of office in substantially the form attached hereto (see APPENDIX 59 for sample forms).

CERTIFICATE OF ELECTION  
(Full 4 Year Term)

This is to certify as follows:

1. The School Board of Independent School District No. 716 on November 7, 2013, canvassed the general election of school board members held on November 5, 2013.

2. Joseph Vandermark received the second largest number of votes cast for the office of school board member of Independent School District No. 716 for a full four year term.

3. There are three full four year term vacancies on the board caused by expiration of term on the first Monday in January next following the election.

4. Therefore Joseph Vandermark is elected to the office of school board member of Independent School District No. 716 for a full four year term beginning the first Monday in January, 2014 and expiring the first Monday in January, 2018.

By authority of the School Board of Independent School District No. 716, pursuant to resolution dated \_\_\_\_\_, 20\_\_.

Dated: \_\_\_\_\_

\_\_\_\_\_

Chair

Dated: \_\_\_\_\_

\_\_\_\_\_

Clerk

CERTIFICATE OF ELECTION  
(Full 4 Year Term)

This is to certify as follows:

1. The School Board of Independent School District No. 716 on November 7, 2013, canvassed the general election of school board members held on November 5, 2013.

2. Dan Gardner received the third largest number of votes cast for the office of school board member of Independent School District No. 716 for a full four year term.

3. There are three full four year term vacancies on the board caused by expiration of term on the first Monday in January next following the election.

4. Therefore Dan Gardner is elected to the office of school board member of Independent School District No. 716 for a full four year term beginning the first Monday in January, 2014 and expiring the first Monday in January, 2018.

By authority of the School Board of Independent School District No. 716, pursuant to resolution dated \_\_\_\_\_, 20\_\_\_\_.

Dated: \_\_\_\_\_

\_\_\_\_\_

Chair

Dated: \_\_\_\_\_

\_\_\_\_\_

Clerk

CERTIFICATE OF ELECTION  
(Full 4 Year Term)

This is to certify as follows:

1. The School Board of Independent School District No. 716 on November 7, 2013, canvassed the general election of school board members held on November 5, 2013.
2. Dan Giesen received the largest number of votes cast for the office of school board member of Independent School District No. 716 for a full four year term.
3. There are three full four year term vacancies on the board caused by expiration of term on the first Monday in January next following the election.
4. Therefore Dan Giesen is elected to the office of school board member of Independent School District No. 716 for a full four year term beginning the first Monday in January, 2014 and expiring the first Monday in January, 2018.

By authority of the School Board of Independent School District No. 716, pursuant to resolution dated \_\_\_\_\_, 20\_\_\_\_.

Dated: \_\_\_\_\_

\_\_\_\_\_

Chair

Dated: \_\_\_\_\_

\_\_\_\_\_

Clerk

ISD #716  
Belle Plaine Public Schools

I, \_\_\_\_\_, submit the following proposal for annual rental of approximately 73 acres of tillable land from the Belle Plaine Public Schools. The prices submitted are per acre and are proposed for 2014, 2015 and 2016.

The Belle Plaine Schools retains the right to cancel this rental agreement each year of the agreement by notifying the renter no later than February 1<sup>st</sup> of the rental year.

I understand that one-half of the awarded bid price will be due to the Belle Plaine Public Schools prior to April 1 each year and the remaining one-half will be due by October 1 of that same year.

Proposals **per acre / per year** are:

2014 \_\_\_\_\_

2015 \_\_\_\_\_

2016 \_\_\_\_\_

This proposal is submitted by:

\_\_\_\_\_, Name

\_\_\_\_\_, Date

Received by District Office staff on \_\_\_\_\_

**Proposal**

**Technology Coordinator**

	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>
		3.00%	3.00%
Annual Salary	66,950.00	68,960.00	71,030.00
TRA	4,351.75	4,827.20	5,327.25
FICA	5,121.68	5,275.44	5,433.80
Health Insurance *	12,880.00	13,270.00	13,470.00
Single Dental Ins.	479.40	479.40	479.40
LTD Insurance	194.16	199.98	205.99
Life Insurance	150.00	150.00	150.00
403b	2,000.00	2,000.00	2,000.00
<b>Total District Cost</b>	<b>92,126.98</b>	<b>95,162.02</b>	<b>98,096.43</b>
<b>% Increase</b>		<b>3.29%</b>	<b>3.08%</b>

\* Health Insurance to be based on the health insurance benefits of the teacher's contract.

	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>
Lindsay Sawatzky	17.00	17.50	18.00
Info Tech Specialist			
Vacation	10	10	10
403b	500.00	500.00	500.00
Amy Franck	19.25	19.85	20.35
Payroll/HR Clerk			
Vacation	15	15	15
403b	500.00	800.00	800.00
Kris Davis	16.75	17.50	18.00
Acct Payable/Adm. Asst.			
Vacation	10	10	15
403b	500.00	800.00	800.00

**Business Manager Salary & Benefit Proposal**

Chuck Keller

	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>
		3.00%	3.00%
Salary	82,400.00	84,875.00	87,420.00
PERA	6,180.00	6,365.63	6,556.50
FICA	6,303.60	6,492.94	6,687.63
Health **	5,000.00	13,270.00	13,470.00
Life	150.00	150.00	150.00
Dental	480.00	480.00	480.00
LTD	238.96	246.14	253.52
403b	2,000.00	2,000.00	2,000.00
<b>Total Package</b>	<b>102,752.56</b>	<b>113,879.70</b>	<b>117,017.65</b>

\*\* Health Insurance rate for 12-13 was set at a \$5,000 stipend. Beginning in 13-14 the health insurance contribution will be same as the teacher's negotiated amount.

*1<sup>st</sup> Reading: 04/24/2006*

*2<sup>nd</sup> Reading: 5/22/2006*

*Approved: 6/26/2006*

*Reviewed: 12/17/2012*

## **526 HAZING PROHIBITION**

### **I. PURPOSE**

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

### **II. GENERAL STATEMENT OF POLICY**

- A. No student, teacher, administrator, volunteer, contractor or other employee of the school district shall plan, direct, encourage, aid or engage in hazing.
- B. No teacher, administrator, volunteer, contractor or other employee of the school district shall permit, condone or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who is found to have violated this policy.

### **III. DEFINITIONS**

- A. "Hazing" means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:
  - 1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking or placing a harmful substance on the body.
  - 2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.

3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
  4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
  5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. "Student organization" means a group, club or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

#### **IV. REPORTING PROCEDURES**

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The building principal, the principal's designee, or the building supervisor (hereinafter building report taker) is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- C. Teachers, administrators, volunteers, contractors and other employees of the school district shall be particularly alert to possible situations, circumstances or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing in a timely manner may be subject to disciplinary action.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades or work assignments.
- E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal

obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

## **V. SCHOOL DISTRICT ACTION**

- A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
- C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies and regulations.
- D. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students involved in a hazing incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

## **VI. REPRISAL**

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment.

## **VII. DISSEMINATION OF POLICY**

- A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.
- B. The school district will develop a method of discussing this policy with students and employees.

**Legal References:** Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.69 (Hazing Policy)  
Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)

***Cross References:*** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)  
MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 526

Orig. 1997

Revised: \_\_\_\_\_

Rev. 2010

## 526 HAZING PROHIBITION

*[Note: School districts are required by statute to have a policy addressing these issues. The Minnesota Department of Education (MDE) will maintain and make available a Model Policy 526—Hazing Prohibition on student and staff hazing in accordance with Minn. Stat. § 121A.69. The MDE model policy differs from the MSBA/MASA model policy as it incorporates state and federal requirements related to harassment and discrimination which extends beyond the mandate of Minn. Stat. § 121A.69. Topics of harassment and discrimination are addressed in other MSBA/MASA policies. While school districts are required to adopt a policy governing student and staff hazing, school districts are not required to adopt any particular policy. MSBA recommends this policy.]*

### I. PURPOSE

The purpose of this policy is to maintain a safe learning environment for students and staff that is free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

### II. GENERAL STATEMENT OF POLICY

- A. No student, teacher, administrator, volunteer, contractor, or other employee of the school district shall plan, direct, encourage, aid, or engage in hazing.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate hazing.
- C. Apparent permission or consent by a person being hazed does not lessen the prohibitions contained in this policy.
- D. This policy applies to behavior that occurs on or off school property and during and after school hours.
- E. A person who engages in an act that violates school policy or law in order to be initiated into or affiliated with a student organization shall be subject to discipline for that act.
- F. The school district will act to investigate all complaints of hazing and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

### III. DEFINITIONS

- A. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other school-related purpose. The term hazing includes, but is not limited to:
1. Any type of physical brutality such as whipping, beating, striking, branding, electronic shocking, or placing a harmful substance on the body.
  2. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
  3. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product, or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
  4. Any activity that intimidates or threatens the student with ostracism, that subjects a student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.
  5. Any activity that causes or requires the student to perform a task that involves violation of state or federal law or of school district policies or regulations.
- B. “Student organization” means a group, club, or organization having students as its primary members or participants. It includes grade levels, classes, teams, activities, or particular school events. A student organization does not have to be an official school organization to come within the terms of this definition.

#### **IV. REPORTING PROCEDURES**

- A. Any person who believes he or she has been the victim of hazing or any person with knowledge or belief of conduct which may constitute hazing shall report the alleged acts immediately to an appropriate school district official designated by this policy.
- B. The building principal, the principal’s designee, or the building supervisor (hereinafter building report taker) is the person responsible for receiving reports of hazing at the building level. Any person may report hazing directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

- C. Teachers, administrators, volunteers, contractors, and other employees of the school district shall be particularly alert to possible situations, circumstances, or events which might include hazing. Any such person who receives a report of, observes, or has other knowledge or belief of conduct which may constitute hazing shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute hazing in a timely manner may be subject to disciplinary action.
- D. Submission of a good faith complaint or report of hazing will not affect the complainant or reporter's future employment, grades, or work assignments.
- E. Reports of hazing are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.

## **V. SCHOOL DISTRICT ACTION**

- A. Upon receipt of a complaint or report of hazing, the school district shall undertake or authorize an investigation by school district officials or a third party designated by the school district.
- B. The school district may take immediate steps, at its discretion, to protect the complainant, reporter, students, or others pending completion of an investigation of hazing.
- C. Upon completion of the investigation, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements, applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act, school district policies, and regulations.
- D. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students involved in a hazing incident and the remedial action taken, to the extent permitted by law, based on a confirmed report.

## **VI. REPRISAL**

The school district will discipline or take appropriate action against any student, teacher,

administrator, volunteer, contractor, or other employee of the school district who retaliates against any person who makes a good faith report of alleged hazing or against any person who testifies, assists, or participates in an investigation, or against any person who testifies, assists, or participates in a proceeding or hearing relating to such hazing. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment.

## **VII. DISSEMINATION OF POLICY**

*[Note: Proper reference should be made to the appropriate handbooks in each school district.]*

- A. This policy shall appear in each school's student handbook and in each school's building and staff handbooks.
- B. The school district will develop a method of discussing this policy with students and employees.

***Legal References:*** Minn. Stat. § 121A.0695 (School Board Policy; Prohibiting Intimidation and Bullying)  
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.69 (Hazing Policy)

***Cross References:*** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 413 (Harassment and Violence)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)  
MSBA/MASA Model Policy 525 (Violence Prevention [Applicable to Students and Staff])

1<sup>st</sup> Reading: 4/23/2007  
2<sup>nd</sup> Reading: 5/22/2007  
Approved: 9/24/2007

## **530 IMMUNIZATION REQUIREMENTS**

### **I. PURPOSE**

The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students.

### **II. GENERAL STATEMENT OF POLICY**

All students are required to provide proof of immunization, or appropriate documentation exempting the student from such immunization, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

### **III. STUDENT IMMUNIZATION REQUIREMENTS**

- A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted to the designated school district administrator the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent or guardian shall provide to the designated school district administrator one of the following statements:
  - 1. a statement, from a physician or a public clinic which provides immunizations, stating that the student received the immunizations required by law, consistent with medically acceptable standards; or
  - 2. a statement, from a physician or a public clinic which provides immunizations, stating that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month and year each immunization was administered, consistent with medically acceptable standards.
- B. The statement of a parent or guardian of a student or an emancipated student may be substituted for the statement of a physician or public clinic which administers immunizations. If such a statement is substituted, this statement must indicate the month and year each immunization was administered. Upon request, the designated school district administrator will provide information to the parent or guardian of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.
- C. The parent or guardian of persons receiving instruction in a home school shall

submit one of the statements set forth in Section III.A. or III.B., above, or statement of immunization set forth in Section IV., below, to the superintendent of the school district by October 1 of each school year.

- D. When there is evidence of the presence of a communicable disease, or when required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted the required data.
- E. The school district may allow a student transferring into a school a maximum of 30 days to submit a statement specified in Section III.A. or III.B., above, or Section IV., below. Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization within the specified time frames shall be excluded from school until such time as the appropriate proof of immunizations or exemption documentation has been provided.
- F. If a person who is not a Minnesota resident enrolls in a school district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization, statement, and other requirements of this policy.

#### **IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS**

Students will be exempt from the foregoing immunization requirements under the following circumstances:

- A. The parent or guardian of a minor student or an emancipated student submits a physician's signed statement stating that the immunization of the student is contraindicated for medical reasons or that laboratory confirmation of the presence of adequate immunity exists; or
- B. The parent or guardian of a minor student or an emancipated student submits his or her notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian or student.

#### **V. NOTICE OF IMMUNIZATION REQUIREMENTS**

- A. The school district will develop and implement a procedure to:
  - 1. notify parents and students of the immunization requirements and the consequences for failure to provide the required documentation;

2. review student health records to determine whether the required information has been provided; and
3. make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent or guardian of the conditions for re-enrollment.

[See Attachments A, B, and C.]

- B. The notice provided shall contain written information describing the exemptions from immunization as permitted by law. The notice shall be in a font size at least equal to the font size and style as the immunization requirements and on the same page as the immunization requirements.

## **VI. IMMUNIZATION RECORDS**

- A. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student attains the age of majority.
- B. Upon request, the school district may exchange immunization data with persons or agencies providing services on behalf of the student. Immunization data is private student data and disclosure of such data shall be governed by Policy 515 Protection and Privacy of Pupil Records.
- C. The designated school district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school within 30 days of the student's transfer.
- D. Upon request of a public or private post-secondary educational institution, the designated school district administrator will assist in the transfer of the student's immunization file to the post-secondary educational institution.

## **VII. OTHER**

Within 60 days of the commencement of each new school term, the school district will forward a report to the Commissioner of the Department of Education stating the number of students attending each school in the school district, including the number of students receiving instruction in a home school, the number of students who have not been immunized, and the number of students who received an exemption. The school district will keep copies on file of all exemption statements received by the school district to the Commissioner of the Department of Health.

**Legal References:** Minn. Stat. § 13.32 (Educational Data)  
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)  
Minn. Stat. § 121A.17 (School Board Responsibilities)

Minn. Stat. § 144.29 (Health Records; Children of School Age)  
Minn. Stat. § 144.3351 (Immunization Data)  
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)  
Minn. Stat. § 144.442 (Testing in Schools)  
*McCarthy v. Ozark Sch. Dist.*, 359 F.3d 1029 (8<sup>th</sup> Cir. 2004)  
Op. Atty. Gen. 169-W (Jan. 17, 1968)  
Op. Atty. Gen. 169-W (July 23, 1980)

***Cross References:*** MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 530

Orig. 1999

Revised: \_\_\_\_\_

Rev. ~~2010~~ 2011

## **530 IMMUNIZATION REQUIREMENTS**

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

### **I. PURPOSE**

The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students.

### **II. GENERAL STATEMENT OF POLICY**

All students are required to provide proof of immunization, or appropriate documentation exempting the student from such immunization, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

### **III. STUDENT IMMUNIZATION REQUIREMENTS**

A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted to the designated school district administrator the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent or guardian shall provide to the designated school district administrator one of the following statements:

1. a statement, from a physician or a public clinic which provides immunizations, stating that the student received the immunizations required by law, consistent with medically acceptable standards; or
2. a statement, from a physician or a public clinic which provides immunizations, stating that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month and year each immunization was administered, consistent with medically acceptable standards.

B. The statement of a parent or guardian of a student or an emancipated student may be substituted for the statement of a physician or public clinic which administers immunizations. If such a statement is substituted, this statement must indicate the month and year each immunization was administered. Upon request, the designated school district administrator will provide information to the parent or guardian of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.

- C. The parent or guardian of persons receiving instruction in a home school shall submit one of the statements set forth in Section III.A. or III.B., above, or statement of immunization set forth in Section IV., below, to the superintendent of the school district by October 1 of ~~each school year~~ the first year of their home schooling in Minnesota and the grade 7 year.
- D. When there is evidence of the presence of a communicable disease, or when required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted the required data.
- E. The school district may allow a student transferring into a school a maximum of 30 days to submit a statement specified in Section III.A. or III.B., above, or Section IV., below. Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization within the specified time frames shall be excluded from school until such time as the appropriate proof of immunizations or exemption documentation has been provided.
- F. If a person who is not a Minnesota resident enrolls in a school district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization, statement, and other requirements of this policy.

#### **IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS**

Students will be exempt from the foregoing immunization requirements under the following circumstances:

- A. The parent or guardian of a minor student or an emancipated student submits a physician's signed statement stating that the immunization of the student is contraindicated for medical reasons or that laboratory confirmation of the presence of adequate immunity exists; or
- B. The parent or guardian of a minor student or an emancipated student submits his or her notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian or student.

#### **V. NOTICE OF IMMUNIZATION REQUIREMENTS**

- A. The school district will develop and implement a procedure to:

1. notify parents and students of the immunization ~~requirements and the consequences for failure to provide the required documentation and exemption requirements by use of a form approved by the Department of Health;~~
2. notify parents and students of the consequence for failure to provide required documentation regarding immunizations;
- ~~2~~ 3. review student health records to determine whether the required information has been provided; and
- ~~3~~ 4. make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent or guardian of the conditions for re-enrollment.

[See Attachments A, B, ~~and C, and D.~~]

- B. The notice provided shall contain written information describing the exemptions from immunization as permitted by law. The notice shall be in a font size at least equal to the font size and style as the immunization requirements and on the same page as the immunization requirements.

## VI. IMMUNIZATION RECORDS

~~A. A student's immunization history will be documented on a Department of Health official record form or other similar form approved by the Department of Health.~~

~~B~~ A. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student attains the age of majority.

~~C~~ B. Upon request, the school district may exchange immunization data with persons or agencies providing services on behalf of the student. Immunization data is private student data and disclosure of such data shall be governed by Policy 515 Protection and Privacy of Pupil Records.

~~D~~ C. The designated school district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school within 30 days of the student's transfer.

~~E~~ D. Upon request of a public or private post-secondary educational institution, the designated school district administrator will assist in the transfer of the student's immunization file to the post-secondary educational institution.

## VII. OTHER

Within 60 days of the commencement of each new school term, the school district will forward a report to the Commissioner of the Department of Education stating the number

of students attending each school in the school district, including the number of students receiving instruction in a home school, the number of students who have not been immunized, and the number of students who received an exemption. The school district also will forward a copy of all exemption statements received by the school district to the Commissioner of the Department of Health.

- Legal References:*** Minn. Stat. § 13.32 (Educational Data)  
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)  
Minn. Stat. § 121A.17 (School Board Responsibilities)  
Minn. Stat. § 144.29 (Health Records; Children of School Age)  
Minn. Stat. § 144.3351 (Immunization Data)  
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)  
Minn. Stat. § 144.442 (Testing in Schools)  
Minn. Rules Parts 4604.0100-4604.1000 (Immunization)  
*McCarthy v. Ozark Sch. Dist.*, 359 F.3d 1029 (8<sup>th</sup> Cir. 2004)  
Op. Atty. Gen. 169-W (July 23, 1980)  
Op. Atty. Gen. 169-W (Jan. 17, 1968)
- Cross References:*** MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

*1<sup>st</sup> Reading: 04/24/2006*

*2<sup>nd</sup> Reading: 5/22/2006*

*Approved: 6/26/2006*

*Reviewed: 2/25/2013*

## **532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS**

### **I. PURPOSE**

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

### **II. GENERAL STATEMENT OF POLICY**

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

### **III. DEFINITIONS**

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
- C. "Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law

enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.

- D. “Crisis team” means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase “remove the student from school grounds” is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. “Emergency” means a situation in which immediate intervention is necessary to protect a child or other individual from physical injury or to prevent serious property damage.
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

#### **IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS**

##### **A. Removal By Crisis Team**

If the behavior of a student with an IEP escalates to the point where the student’s behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building’s crisis team may be summoned. The crisis team may attempt to de-escalate the student’s behavior by means including, but not limited to, those described in the student’s IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student’s behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student’s behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

##### **B. Removal By Police Liaison Officer or Peace Officer**

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building’s crisis team, building administrator, or the building administrator’s designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student’s IEP team must meet to determine if the student’s IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

1. Corporal punishment prohibited by Minn. Stat. § 121A.58;
2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
3. Totally or partially restricting a child's senses as punishment;
4. Denying or restricting a child's access to equipment and devices such as walkers, wheel chairs, hearing aids and communication boards that facilitate the student's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
5. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minn. Stat. § 626.556;
6. Physical holding (as defined in Minn. Stat. § 125A.0941) that restricts or impairs a child's ability to breathe;
7. Withholding regularly scheduled meals or water; and/or
8. Denying a child access to toilet facilities.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIP.

F. Effect of Policy in an Emergency; Use of Conditional Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minn. Stat. § 125A.0942, Subd. 5, and otherwise comply with the requirements of § 125A.0942.

**Legal References:** Minn. Stat. § 13.01, *et seq.* (Minnesota Government Data Practices Act)  
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.67, Subd. 2 (Aversive and Deprivation Procedures)  
Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)  
Minn. Stat. § 609.06 (Authorized Use of Force)  
Minn. Stat. § 609.379 (Permitted Actions)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))  
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Improvement Act of 2004 (IDEA))  
34 C.F.R. § 300.535 (IDEA Regulation Regarding Involvement of Law Enforcement)

**Cross References:** MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 507 (Corporal Punishment)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 806 (Crisis Management Policy)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 532

Orig. 2003

Revised: \_\_\_\_\_

Rev. ~~2011~~ 2012

## **532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS**

*[Note: School districts are required by statute to have a policy addressing these issues.]*

*[Note: Minnesota Laws 2009, Chapter 96, makes a number of changes to the laws and rules governing the use of “conditional procedures” with respect to special education students. Specifically, Chapter 96 repeals, EFFECTIVE AUGUST 1, 2011, Minn. Stat. §§ 121A.66, 121A.67, Subd. 1, as well as Minn. Rules 3525.0210, Subparts 5, 6, 9, 13, 17, 29, 30, 46, 47, and 3525.2900, Subp. 5. These laws and rules will be replaced, effective August 1, 2011, with a restrictive procedures law which generally addresses the restraint of special education students. Also note that the new restrictive procedures law contains a significant staff training component, found at Minn. Stat. § 125A.0942, Subds. 1, 2, and 5. Staff who intend to use restrictive procedures must be trained in the areas specified in Subd. 5 to use the new procedures.]*

### **I. PURPOSE**

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

### **II. GENERAL STATEMENT OF POLICY**

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district’s discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student’s behavior will be taken by staff when a student’s behavior violates the school district’s discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

### **III. DEFINITIONS**

For purposes of this policy, the following terms have the meaning given them in this section:

- A. “Student with an IEP” or “the student” means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).
- B. “Peace officer” means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term “peace officer” includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
- C. “Police liaison officer” is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- D. “Crisis team” means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase “remove the student from school grounds” is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.
- F. “Emergency” means a situation where immediate intervention is needed to protect a child or other individual from physical injury or to prevent serious property damage.
- G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

#### **IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS**

##### **A. Removal By Crisis Team**

If the behavior of a student with an IEP escalates to the point where the student’s behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building’s crisis team may be summoned. The crisis team may attempt to de-escalate the student’s behavior by means including, but not limited to, those described in the student’s

IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

B. Removal By Police Liaison Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

***[Note: If the school district uses a different reference name for its student records policy, insert that name in place of the reference to Protection and Privacy of Pupil Records, which is the title of MSBA/MASA Model Policy 515.]***

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the

school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

1. Corporal punishment prohibited by Minn. Stat. § 121A.58;
2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
3. Totally or partially restricting a child's senses as punishment;
4. Denying or restricting a child's access to equipment and devices such as walkers, wheel chairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
5. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minn. Stat. § 626.556;
6. Physical holding (as defined in Minn. Stat. § 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
7. Withholding regularly scheduled meals or water; and/or
8. Denying a child access to toilet facilities.

***[Note: Until August 1, ~~2012~~ 2013, a school district may use prone restraints with children age five (5) or older under the following conditions:***

- a. *The district has provided to the Minnesota Department of Education (MDE) a list of staff who have had specific training on the use of prone restraints;*
- b. *The district provides information on the type of training that was provided and by whom;*
- c. *Prone restraints may only be used by staff who have received specific training;*

- d. *Each incident of the use of prone restraints is reported to MDE within five (5) working days on a form provided by MDE ~~or on a school district's restrictive procedure documentation form~~; and*
- e. *A school district, prior to using prone restraints, must review any known medical or psychological limitations that contraindicate the use of prone restraints.*

*MDE will report back to the chairs and ranking minority members of the legislative committees with primary jurisdiction over education policy by February 1, ~~2012~~ 2013, on the use of prone restraints in the schools.]*

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minn. Stat § 125A.0942, Subd. 5, and otherwise comply with the requirements of § 125A.0942.

- Legal References:**
- Minn. Stat. § 13.01, *et seq.* (Minnesota Government Data Practices Act)
  - Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
  - Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
  - Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
  - Minn. Stat. § 121A.67, Subd. 2 (Aversive and Deprivation Procedures)
  - Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)

Minn. Stat. § 609.06 (Authorized Use of Force)  
Minn. Stat. § 609.379 (Permitted Actions)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))  
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Improvement Act of 2004 (IDEA))  
34 C.F.R. § 300.535 (IDEA Regulation Regarding Involvement of Law Enforcement)

***Cross References:*** MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 507 (Corporal Punishment)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 525 (Violence Prevention)  
MSBA/MASA Model Policy 806 (Crisis Management Policy)

*1<sup>st</sup> Reading: 05/29/2007*

*2<sup>nd</sup> Reading: 9/24/2007*

*Approved: 12/17/2007*

*Reviewed: 5/25/2013*

## **601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS**

### **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 No Child Left Behind Act and Goals 2000.

### **II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to establish learner results toward which all learning in the school district should be directed and for which all school district learners should be held accountable.

### **III. DEFINITIONS**

- A. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- B. “Curriculum” means district or school adopted programs and written plans for providing students learning experiences that lead to expected knowledge and skills.

### **IV. STUDENT PERFORMANCE GOALS**

- A. 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 Program (IEP) or Section 504 Accommodation plan.)*

1. reading, writing, speaking, listening and viewing in the English language;
2. mathematical and scientific concepts;
3. locating, organizing, communicating and evaluating information and developing methods of inquiry (i.e. problem solving);
4. creative and critical thinking, decision making and study skills;

5. work readiness skills;
  6. global and cultural understanding.
- B. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
1. live as a responsible, productive citizen and consumer within local, state, national and global political, social, and economic systems;
  2. bring many perspectives, including historical, to contemporary issues;
  3. develop an appreciation and respect for democratic institutions;
  4. communicate and relate effectively in languages and with cultures other than the student's own;
  5. practice stewardship of the land, natural resources and environment;
  6. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
- C. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, and the performing arts.
- D. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
1. establishing and achieving personal and career goals;
  2. adapting to change;
  3. leading a healthy and fulfilling life, both physically and mentally;
  4. living a life that will contribute to the well-being of society;
  5. becoming a self-directed learner;
  6. exercising ethical behavior.
- E. Students will be given the opportunity to acquire human relations skills necessary to:
1. appreciate, understand, and accept human diversity and interdependence;
  2. address human problems through team effort;
  3. resolve conflicts with and among others;

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

***Legal References:*** Minn. Stat § 120B.02 (Educational Expectations for Minnesota Students)  
Minn. Stat § 120B.11 (School District Process)  
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)  
20 U.S.C. § 6301, *et seq.* (No Child Left Behind 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 (Testing Accommodations, Modifications, and Exemptions for IEP, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 601

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2005 2013

## 601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

*[Note: Minn. Stat. § 120B.11 requires school districts to adopt ~~certain policies and procedures regarding~~ a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, and student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these ~~policy~~ 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 No Child Left Behind Act and ~~Goals 2000~~ are aligned with creating the world's best workforce.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish ~~learner results toward 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.

A D. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.

~~B. “Curriculum” means district or school adopted programs and written plans for providing students learning experiences that lead to expected knowledge and skills.~~

- 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 Association of Education Progress;
  2. the size of the academic achievement gap by student subgroup;
  3. student performance on the Minnesota Comprehensive Assessments;
  4. high school graduation rates; and
  5. 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.

#### **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;  
  
*[Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]*
  2. a process for assessing and evaluating each student’s progress toward meeting state and local academic standards and identifying 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, 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;

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

5. 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;
6. an annual budget for continuing to implement the school district plan.

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

#### ~~IV. STUDENT PERFORMANCE GOALS~~

~~*[Note: The following is an example only. Each school district should develop its own performance goals. Please note that these performance goals go beyond the requirements in the Minnesota Graduation Standards.]*~~

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

~~*[\*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 Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]*~~

- ~~1~~ a. reading, writing, speaking, listening, and viewing in the English language;
  - ~~2~~ b. mathematical and scientific concepts;
  - ~~3~~ c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);
  - ~~4~~ d. creative and critical thinking, decision making, and study skills;
  - ~~5~~ e. work readiness skills;
  - ~~6~~ f. global and cultural understanding.
- ~~B~~ 2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
    - ~~1~~ a. live as a responsible, productive citizen and consumer within local,

- state, national, and global political, social, and economic systems;
  - 2 b. bring many perspectives, including historical, to contemporary issues;
  - 3 c. develop an appreciation and respect for democratic institutions;
  - 4 d. communicate and relate effectively in languages and with cultures other than the student's own;
  - 5 e. practice stewardship of the land, natural resources, and environment;
  - 6 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.
- Ð 4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
- 1 a. establishing and achieving personal and career goals;
  - 2 b. adapting to change;
  - 3 c. leading a healthy and fulfilling life, both physically and mentally;
  - 4 d. living a life that will contribute to the well-being of society;
  - 5 e. becoming a self-directed learner;
  - 6 f. exercising ethical behavior.
- £ 5. Students will be given the opportunity to acquire human relations skills necessary to:
- 1 a. appreciate, understand, and accept human diversity and interdependence;
  - 2 b. address human problems through team effort;
  - 3 c. resolve conflicts with and among others;
  - 4 d. function constructively within a family unit;

5 e. promote a multicultural, gender-fair, disability-sensitive society.

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

**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.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.* (No Child Left Behind 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 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
[MSBA/MASA Model Policy 618 \(Assessment of Student Achievement\)](#)

1<sup>st</sup> Reading: 05/29/2007

2<sup>nd</sup> Reading: 9/24/2007

Approved: 12/17/2007

## **602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY**

### **I. PURPOSE**

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

### **II. GENERAL STATEMENT OF POLICY**

It is important to parents, students, employees, and the general public to have advance knowledge of the school calendar and school day to effectively plan for the school year.

### **III. CALENDAR RESPONSIBILITY**

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff and parents.
- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1. or III.B.2. Days devoted to teacher's workshops may be held before Labor Day.
  - 1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
  - 2. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

### **IV. SCHOOL DAY RESPONSIBILITY**

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent shall consider such

factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.

- C. Proposed changes in the school day shall be subject to review and approval by the school board.

***Legal References:*** Minn. Stat. § 120A.40 (School Calendar)  
Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)  
Minn. Stat. § 120A.415 (Extended School Calendar)  
Minn. Stat. § 120A.42 (Holidays)  
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 124D.11, Subd. 9 (Revenue for Results-Oriented Charter School)  
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

***Cross References:*** MSBA/MASA Model Policy 425 (Staff Development)

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 602

Orig. 1995

Revised: \_\_\_\_\_

Rev. ~~2009~~ 2013

## 602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

### I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

### II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

### III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

*[Note: The annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school commencing with the 2012-2013 school year. Also commencing with the 2013-2014 school year, the school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless ~~School districts cannot adopt~~ a four-day week schedule unless has been approved by the Commissioner of Education under Minn. Stat. § 124D.126.]*

*[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minn. Stat. § 122A.40, Subds. 7 and 7a, or Minn. Stat. § 122A.41, Subds. 4 and 4a, the school district shall adopt as its school calendar a total of 240 days of student instruction and staff development, of which the total number of staff development days equals the difference between the total number of days of student instruction and 240 days. The school board may schedule additional staff development days throughout the calendar year.]*

- B. Except for learning programs during summer and flexible learning year programs,

the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher's workshops may be held before Labor Day.

1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
  2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minn. Stat. § 123A.30, § 123A.32, or § 123A.35 with a school district that qualifies under Section III.B.1.
  3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

***[Note: The provisions of the prior law requiring the school board to adopt the calendar for the next school year by April 1 have been repealed. The school board should still attempt to establish the calendar as early as possible so proper planning can take place by all members of the school community.]***

#### **IV. SCHOOL DAY RESPONSIBILITY**

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

***Legal References:*** Minn. Stat. § 120A.40 (School Calendar)  
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Minn. Stat. § 120A.42 (Holidays)  
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)

Minn. Stat. § 123A.30 (Agreements for Secondary Education)  
Minn. Stat. § 123A.32 (Interdistrict Cooperation)  
Minn. Stat. § 123A.35 (Cooperation and Combination)  
Minn. Stat. § 124D.11, Subd. 9 (Revenue for Results-Oriented Charter School)  
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)  
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

***Cross References:*** MSBA/MASA Model Policy 425 (Staff Development)