

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

REGULAR BOARD MEETING

District Office, 130 South Willow Street, Belle Plaine, MN 56011
6:00 PM Monday, March 31, 2014

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. State Wrestling Team Recognition:

Mr. Matt Hennen

2. Robotics Team Presentation:

Mr. Jeff Heine & Team
Members

3. Nearpod Demonstration:

Ms. Natalie Nelson

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

4. Consensus Items:

1. Previous Board Meeting Minutes:

3

2. Approve Monthly Expenditures:

8

3. Personnel:

4. Student Enrollment:

5. Donations:

26

5. Discussion Items:

1. Superintendent Update:

Dr. Smith

27

2. Board Member Reports:

Board Members

6. Action Items:

1. <u>Approve 2013-2014 Budget Revisions:</u>	Mr. Keller	<u>31</u>
2. <u>Approve Achievement & Integration Plan:</u>	Dr. Smith	<u>34</u>
3. <u>Approve World's Best Work Force Plan:</u>	Dr. Smith	<u>50</u>
4. <u>Discussion on Enhanced Learning Initiative (ELI):</u>	Dr. Smith	<u>62</u>
5. <u>Approve Policy Revisions:</u>	Dr. Smith	<u>76</u>

7. Upcoming Meetings:

8. Adjourn:

Board Clerk

Date

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, February 24, 2014, 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 Bigaouette on Monday, February 24, 2014 at 6:02 pm at the District Center Board Room with the following members present: Bigaouette, Lenz, Ludvik, Vandermark, Gardner, Giesen and Supt. Smith.

2. Acknowledgment of Visitors and Special Presentations:

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

2. 1. State Festival One Act Play Cast Presentation:

Advisors Tony Hartmann and Peter Jacobson will be present with the One Act Play cast to discuss their competition season that concluded with another Starred performance at St. Catherine's on Friday, 2/14.
Presenter: Advisors Hartmann & Jacobson

2. 2. State Tournament High Kick Dance Team Presentation:

Coach Kathi Stauffacher will be present with her 13-14 high kick dance team to share highlights of their season including their State Tournament appearance on Saturday, 2/15.
Presenter: Coach Kathi Stauffacher

2. 3. Chemical Health Specialist & Police Liaison Presentation:

Chemical health specialist Aimee Hohenstein and Officer Vycital will be present to share information about their respective programs and their roles within our school buildings. Ms. Hohenstein will share some information about the results of the most recent MN Student Survey that was completed last spring by our 5th, 8th, 9th and 11th grade students.
Presenter: A Hohenstein & B Vycital

2. 4. Presentation on 13-14 Benchmarks for Vision Card B:

Principals DeWitte, Hanson and Kreft will be at the meeting to present updates regarding our benchmarks for 12013-14 on Vision Card B: Core Process of Teaching & Learning - Align the work of adults to continuously improve personalized instruction and responsiveness to meet our students' unique and varied learning needs.
Presenter: Principals DeWitte, Hanson & Kreft

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

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

Motion by Giesen and second by Lenz 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 Vandermark and second by Gardner to approve all of the following consensus items. Motion carried unanimously.

4. 1. Previous Board Meeting Minutes:

Enclosed are the January 27, 2014 Regular Board Meeting minutes for your review and adoption.

4. 2. Approve Monthly Expenditures:

At the board finance meeting, expenditures for the month of February were reviewed. Administration recommends approval of the February 2014 disbursements totaling \$823,637.12. This includes hand payables of \$133,439.78 and electronic payments of \$563,112.72.

4. 3. Student Enrollment:

Approve Belle Plaine (recently moved in) residents, grades 6, 8 and 12, to continue attending Jordan schools effective January 2, 2014.

Approve a Belle Plaine Kindergarten resident to attend Jordan schools starting fall of 2014-15 school year.

Approve a Lakeville Kindergarten resident to attend Belle Plaine schools starting fall of 2014-15 school year.

Approve a Belle Plaine, grade 12, resident to attend Norwood Cental High School for the remainder of the 2013-14 school year.

4. 4. Donations:

Date	Donor	Item and Nature of Donation/Gift	Amount
01.13.14	BP Chamber of Commerce	Oak Crest – Water Coolers	\$2,500.00
01.14.14	BP Friends of Library	Oak Crest – Purchase Books	\$500.00

4. 5. Personnel:

Approve lane change from BA10 Step 2 to BA20 Step 2 for Jen Grabow effective 2/5/14.

5. Discussion Items:

5. 1. Superintendent Update:

Superintendent Smith will provide updates on current school issues including school make up days, Ramp Up to Readiness Acceptance for 14-15, Integration Grant, Rescheduled Parent-Teacher Conferences, FFA Week, School Board Appreciation Week, Robotics competition, Oak Crest School of Excellence Celebration, etc.

Presenter: Dr. Smith

5. 2. Board Member Reports:

Board members will have an opportunity to share information about meetings they have attended over the past month.

Presenter: Board Members

5. 3. Building Administrator Reports:

Building administrators have prepared informational reports regarding happenings within their buildings for your review.

6. Action Items:

6. 1. Approve Resolution to Dissolve CSEC:

I recently received a resolution from Darren Kermes, Ex. Director of the SW Metro Cooperative, that would grant permission to the CSEC to dissolve the cooperative upon receiving approval from all member districts. It is recommended that this approval be granted. It is anticipated that all member districts will take this action prior to the March SW Metro meeting and final dissolution will be approved at that time.

Presenter: Dr. Smith

Motion by Giesen and second by Vandermark to approve the resolution to dissolve CSEC. Motion carried unanimously.

6. 2. Approve 2014-15 School Year Calendar:

After reviewing three different calendar options with staff and the board, I am recommending that Version 3 of the 2014-15 school calendar be adopted by the board. I have attached copies of the Version 3 and Version 2 for your review. Version 3 moves spring break back one week to align with Easter weekend and moves conferences from December into November for K-6 students.

Presenter: Dr. Smith

Motion by Gardner and second by Vandermark to approve version 3 of the 2014-15 school calendar. Motion carried unanimously.

6. 3. Approve Change in Background Check Company & Procedure:

Administration is recommending that the Belle Plaine Schools begin using Trusted Employee as our vendor for background checks

immediately and that prospective employees will pay for background checks as they are conditionally offered a position with the district. Trusted Employee background checks have shown to be more timely, more thorough and more fully integrate with our current online application system. There is no fee to the district for using this vendor.

Presenter: Dr. Smith

Motion by Lenz and second by Vandermark to approve the change to Trusted Employee as our vendor for background checks. Motion carried unanimously.

6. 4. Approve Tentative Capital Outlay Budget & Major Projects:

At the work session earlier in February, a tentative capital outlay budget for 2014-15 was presented. While incomplete at this time, the budget did reflect a significant project to be completed this year - replacement of the roof over the South Gym at the high school at an estimated cost of \$65,000. Administration recommends approval of this tentative budget in order to allow staff to begin preparing appropriate RFPs for the projects included in the budget. A final capital outlay budget will be presented when costs of potential internet access network and textbooks are known.

Presenter: Dr. Smith

Motion by Giesen and second by Lenz to approve the tentative capital outlay budget for 2014-15. Motion carried unanimously.

6. 5. Approve MN Partnership for Collaborative Curriculum:

The Mn Partnership for Collaborative Curriculum is an organization dedicated to developing Minnesota standards digital curriculum for grades 3-12 for Minnesota districts. The cost for membership in the organization is \$.90 per ADM with the possibility of additional annual charges for membership in the future (expected to be \$.25 per ADM). Administration recommends that our district become a member of the consortium at an estimated cost of \$1,700.

Presenter: Dr. Smith

Motion by Vandermark and second by Giesen to approve a membership with MN Partnership for Collaborative Curriculum. Motion carried unanimously.

6. 6. Approve Change in Elementary Sections:

As administration reviewed the projected enrollment for 2014-15 at the elementary level, we have prepared a staffing schedule to accommodate changes in grade level enrollments. The total number of staff for grades K - 6 will not change, but it is recommended that the board approve the addition of one section for 6th grade (from 4 to 5) and a reduction of one section for 1st grade (from 7 to 6). With the approval of this recommendation, administration will begin staffing the elementary based on the projected # of sections at each grade level. If additional (or fewer) staff is recommended as enrollment numbers

become more stable, administration will bring forward updated staffing recommendations.

Presenter: Dr. Smith

Motion by Vandermark and second by Giesen to approve the changes in elementary sections. Motion carried unanimously.

6. 7. Approve Policy Revisions:

We will review the following policy revisions that have been recommended by MSBA. The five policies to be reviewed are: 605 - Alternative Programs (2nd reading); 608 - Instructional Services - Special Programs; 609 - Religion; 611 - Home Schooling; and 613 - Graduation Requirements. 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. There should be two motions here - one to approve the second reading of Policy 605 and the second to approve the revisions to the other four policies.

Presenter: Dr. Smith

Motion by Gardner and second by Lenz to approve the second reading of Policy 605 – Alternative Programs. Motion carried unanimously.

Motion by Lenz and second by Giesen to approve the revisions of Policy 608 – Instructional Services-Special Programs, Policy 609 – Religion, Policy 611 – Home Schooling and Policy 613 – Graduation Requirements. Motion carried unanimously.

7. Upcoming Meetings:

Monday, March 10: 6:00 p.m. School Board Work Session

Monday, March 24: 5:30 p.m. Finance Committee

6:00 p.m. School Board Meeting

8. Adjourn:

Motion by Ludvik and second by Lenz to adjourn at 8:27 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	4640	N	ABRAKADOODLE	V40901	43223	1762	660.00	0.00	660.00	03/13/2014	03/13/2014	03/13/2014
							Check Amount:		\$660.00			
1	3753	N	AG POWER ENTEPRISES INC	V40901	43354	558708	15.55	0.00	15.55	03/21/2014	03/21/2014	03/21/2014
							Check Amount:		\$15.55			
1	6210	N	ALICIA SMITH	V40901	43312	03312014	11.76	0.00	11.76	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$11.76			
1	6288	N	AMIE HOHENSTEIN	V40901	43299	03312014	46.75	0.00	46.75	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$46.75			
1	6362	N	ANGIE RITTER	V40901	43297	03082014	47.84	0.00	47.84	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$47.84			
1	4589	N	BANC OF AMERICA LEASING	V40901	43011	58	8,256.74	0.00	8,256.74	03/05/2014	03/05/2014	03/05/2014
							Check Amount:		\$8,256.74			
1	1177	N	BOROUGH BOWL	V40901	43014	918392	137.50	0.00	137.50	03/05/2014	03/05/2014	03/05/2014
							Check Amount:		\$137.50			
1	6380	N	BRIANNA VELZKE	V40901	43309	03312014	142.55	0.00	142.55	03/19/2014	03/19/2014	03/19/2014
1	6380	N	BRIANNA VELZKE	V40901	43298	03312014	56.05	0.00	56.05	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$198.60			
1	1197	N	BRUCE MATHIOWETZ	V40901	43296	03312014	90.00	0.00	90.00	03/19/2014	03/19/2014	03/19/2014
1	1197	N	BRUCE MATHIOWETZ	V40901	43295	02182014	16.60	0.00	16.60	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$106.60			
1	1240	N	CERISSE MURPHY	V40901	43304	03312014	61.60	0.00	61.60	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$61.60			
1	6211	N	CHAD WILLIAMS	V40901	43310	03312014	319.20	0.00	319.20	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$319.20			
1	1542	N	CHERI HANNA	V40901	43314	03312014	152.63	0.00	152.63	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$152.63			
1	5310	N	CHUCK KELLER	V40901	43291	03312014	203.84	0.00	203.84	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$203.84			
1	2730	N	DAVE KREFT	V40901	43303	01302014	25.00	0.00	25.00	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$25.00			

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GrpCode	Rcd	W9	Vendor	Batch	Voucher	Inv No	Gross Amount	Disc Amt	Net Payment	Inv Date	Due Date	Disc Date
1	4565	N	DE LAGE LANDEN	V40901	43218	40585205	418.00	0.00	418.00	03/13/2014	03/13/2014	03/13/2014
							Check Amount:		\$418.00			
1	5579	N	EDUCATORS BENEFIT CONSULTA	V40901	43013	21986	202.40	0.00	202.40	03/05/2014	03/05/2014	03/05/2014
							Check Amount:		\$202.40			
1	1435	N	ELLEN VAN RAVENSWAAY	V40901	43315	.2272014	45.78	0.00	45.78	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$45.78			
1	3249	N	GATCHELL IMAGING PRODUCTS	V40901	43155	22349	319.96	0.00	319.96	03/11/2014	03/11/2014	03/11/2014
							Check Amount:		\$319.96			
1	1528	N	GROTH MUSIC	V40901	43162	2160351M	20.00	0.00	20.00	03/11/2014	03/11/2014	03/11/2014
1	1528	N	GROTH MUSIC	V40901	43161	2154045	389.95	0.00	389.95	03/11/2014	03/11/2014	03/11/2014
1	1528	N	GROTH MUSIC	V40901	43159	2116043	43.74	0.00	43.74	03/11/2014	03/11/2014	03/11/2014
1	1528	N	GROTH MUSIC	V40901	43012	2136038	94.92	0.00	94.92	03/05/2014	03/05/2014	03/05/2014
1	1528	N	GROTH MUSIC	V40901	43157	2156153	42.75	0.00	42.75	03/11/2014	03/11/2014	03/11/2014
1	1528	N	GROTH MUSIC	V40901	43156	2151084	37.74	0.00	37.74	03/11/2014	03/11/2014	03/11/2014
1	1528	N	GROTH MUSIC	V40901	43158	2158805	55.80	0.00	55.80	03/11/2014	03/11/2014	03/11/2014
1	1528	N	GROTH MUSIC	V40901	43163	2160234M	47.96	0.00	47.96	03/11/2014	03/11/2014	03/11/2014
1	1528	N	GROTH MUSIC	V40901	43160	2164864	58.94	0.00	58.94	03/11/2014	03/11/2014	03/11/2014
							Check Amount:		\$791.80			
1	3278	N	HUMERATECH	V40901	43353	140135	6,427.00	0.00	6,427.00	03/21/2014	03/21/2014	03/21/2014
							Check Amount:		\$6,427.00			
1	1607	N	ISD 287	V40901	43026	71643	416.92	0.00	416.92	03/05/2014	03/05/2014	03/05/2014
							Check Amount:		\$416.92			
1	2339	N	J W PEPPER & SON INC	V40901	43226	11943699	30.49	0.00	30.49	03/13/2014	03/13/2014	03/13/2014
1	2339	N	J W PEPPER & SON INC	V40901	43225	1943988	35.99	0.00	35.99	03/13/2014	03/13/2014	03/13/2014
							Check Amount:		\$66.48			
1	1202	N	JANIS BUESGENS	V40901	43301	03312014	45.36	0.00	45.36	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$45.36			
1	4268	N	JOSH OTTO	V40901	43305	03312014	62.85	0.00	62.85	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$62.85			
1	4410	N	KEN OLSON	V40901	43383	516014	170.00	0.00	170.00	03/25/2014	03/25/2014	03/25/2014
							Check Amount:		\$170.00			

**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	3120	N	KENNEDY & GRAVEN	V40901	43385	18607	195.00	0.00	195.00	03/25/2014	03/25/2014	03/25/2014
							Check Amount:		\$195.00			
1	5631	N	KERRI WILLIAMSON	V40901	43306	03312014	49.28	0.00	49.28	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$49.28			
1	6381	N	KIRSTEN URKE	V40901	43307	03312014	25.65	0.00	25.65	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$25.65			
1	4843	N	KRIS ANN KRAUSE	V40901	43224	02242014	343.00	0.00	343.00	03/13/2014	03/13/2014	03/13/2014
							Check Amount:		\$343.00			
1	1711	N	LAURIE GREEN	V40901	43292	03312014	117.60	0.00	117.60	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$117.60			
1	5357	N	LIANN HANSON	V40901	43302	01312014	68.86	0.00	68.86	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$68.86			
1	4628	N	LOREE HEINKEL	V40901	43346	03212014	318.80	0.00	318.80	03/21/2014	03/21/2014	03/21/2014
							Check Amount:		\$318.80			
1	1783	N	MARY KAY LUNDBORG	V40901	43308	03312014	65.07	0.00	65.07	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$65.07			
1	5578	N	MAYO CLINIC HEALTH SYSTEMS	V40901	43351	03032014	2,500.83	0.00	2,500.83	03/21/2014	03/21/2014	03/21/2014
							Check Amount:		\$2,500.83			
1	2762	N	MN DEPT LABOR & INDUSTRY	V40901	43365	ALR00376511	100.00	0.00	100.00	03/21/2014	03/21/2014	03/21/2014
1	2762	N	MN DEPT LABOR & INDUSTRY	V40901	43366	ALR00373881	100.00	0.00	100.00	03/21/2014	03/21/2014	03/21/2014
							Check Amount:		\$200.00			
1	4336	N	MOVIE LICENSING USA	V40901	43379	1906948	1,036.00	0.00	1,036.00	03/25/2014	03/25/2014	03/25/2014
							Check Amount:		\$1,036.00			
1	3979	N	MRCI MANKATO	V40901	43022	F59072	144.00	0.00	144.00	03/05/2014	03/05/2014	03/05/2014
							Check Amount:		\$144.00			
1	2582	N	MSHSL	V40901	43352	024306	180.00	0.00	180.00	03/21/2014	03/21/2014	03/21/2014
							Check Amount:		\$180.00			
1	5995	N	MSU - MANKATO	V40901	43384	00795014	2,795.40	0.00	2,795.40	03/25/2014	03/25/2014	03/25/2014
1	5995	N	MSU - MANKATO	V40901	43350	00794205	19,754.16	0.00	19,754.16	03/21/2014	03/21/2014	03/21/2014
							Check Amount:		\$22,549.56			

**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	6155	N	NICHOLAS ZWICK	V40901	43313	03312014	54.54	0.00	54.54	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$54.54			
1	5683	N	OUR LADY OF THE PRAIRIE SCHO	V40901	43348	03212014	1,040.00	0.00	1,040.00	03/21/2014	03/21/2014	03/21/2014
1	5683	N	OUR LADY OF THE PRAIRIE SCHO	V40901	43347	03212014	2,709.80	0.00	2,709.80	03/21/2014	03/21/2014	03/21/2014
							Check Amount:		\$3,749.80			
1	6379	N	OUTFRONT COMMUNITY SERVICE	V40901	43290	456795	80.00	0.00	80.00	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$80.00			
1	6111	N	RAM MUTUAL INSURANCE COMP	V40901	43349	162728	3,795.66	0.00	3,795.66	03/21/2014	03/21/2014	03/21/2014
							Check Amount:		\$3,795.66			
1	3380	N	RENEE MALECHA	V40901	43294	03312014	22.57	0.00	22.57	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$22.57			
1	6110	N	RIVERPORT INSURANCE COMPAN	V40901	43382	84797	13,435.60	0.00	13,435.60	03/25/2014	03/25/2014	03/25/2014
1	6110	N	RIVERPORT INSURANCE COMPAN	V40901	43381	84796	643.20	0.00	643.20	03/25/2014	03/25/2014	03/25/2014
							Check Amount:		\$14,078.80			
1	6382	N	SABRINA SAMMONS	V40901	43311	03312014	31.85	0.00	31.85	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$31.85			
1	5497	N	SARA BUNGARDEN	V40901	43293	03312014	148.40	0.00	148.40	03/19/2014	03/19/2014	03/19/2014
							Check Amount:		\$148.40			
1	4562	N	SARA LINQUIST	V40901	43222	190	960.00	0.00	960.00	03/13/2014	03/13/2014	03/13/2014
							Check Amount:		\$960.00			
1	2066	N	SCHINDLER ELEVATOR CORP	V40901	43362	8103689891	463.32	0.00	463.32	03/21/2014	03/21/2014	03/21/2014
							Check Amount:		\$463.32			
1	2067	N	SCHMITT MUSIC COMPANY	V40901	43017	125285752	6.76	0.00	6.76	03/05/2014	03/05/2014	03/05/2014
1	2067	N	SCHMITT MUSIC COMPANY	V40901	43016	125184578	129.20	0.00	129.20	03/05/2014	03/05/2014	03/05/2014
1	2067	N	SCHMITT MUSIC COMPANY	V40901	43021	125281988	106.12	0.00	106.12	03/05/2014	03/05/2014	03/05/2014
1	2067	N	SCHMITT MUSIC COMPANY	V40901	43020	125285925	156.40	0.00	156.40	03/05/2014	03/05/2014	03/05/2014
1	2067	N	SCHMITT MUSIC COMPANY	V40901	43229	125317696	11.04	0.00	11.04	03/13/2014	03/13/2014	03/13/2014
1	2067	N	SCHMITT MUSIC COMPANY	V40901	43019	25316308	13.30	0.00	13.30	03/05/2014	03/05/2014	03/05/2014
1	2067	N	SCHMITT MUSIC COMPANY	V40901	43228	125310135	11.04	0.00	11.04	03/13/2014	03/13/2014	03/13/2014
1	2067	N	SCHMITT MUSIC COMPANY	V40901	43227	125285919	77.22	0.00	77.22	03/13/2014	03/13/2014	03/13/2014
1	2067	N	SCHMITT MUSIC COMPANY	V40901	43018	125315790	11.78	0.00	11.78	03/05/2014	03/05/2014	03/05/2014
							Check Amount:		\$522.86			
1	2083	N	SCOTT COUNTY	V40901	43401	171527	1,669.00	0.00	1,669.00	03/25/2014	03/25/2014	03/25/2014

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	2083	N	SCOTT COUNTY	V40901	43400	172219	1,669.00	0.00	1,669.00	03/25/2014	03/25/2014	03/25/2014
1	2083	N	SCOTT COUNTY	V40901	43399	213961	2,567.00	0.00	2,567.00	03/25/2014	03/25/2014	03/25/2014
									Check Amount:	\$5,905.00		
1	6138	N	SOUTHWEST METRO EDUCATION	V40901	43025	11572	14,754.75	0.00	14,754.75	03/05/2014	03/05/2014	03/05/2014
1	6138	N	SOUTHWEST METRO EDUCATION	V40901	43024	11560	3,267.07	0.00	3,267.07	03/05/2014	03/05/2014	03/05/2014
1	6138	N	SOUTHWEST METRO EDUCATION	V40901	43023	11609	39,715.00	0.00	39,715.00	03/05/2014	03/05/2014	03/05/2014
1	6138	N	SOUTHWEST METRO EDUCATION	V40901	43398	11645	12,167.80	0.00	12,167.80	03/25/2014	03/25/2014	03/25/2014
1	6138	N	SOUTHWEST METRO EDUCATION	V40901	43380	11629	5,367.06	0.00	5,367.06	03/25/2014	03/25/2014	03/25/2014
1	6138	N	SOUTHWEST METRO EDUCATION	V40901	43015	11603	1,298.80	0.00	1,298.80	03/05/2014	03/05/2014	03/05/2014
1	6138	N	SOUTHWEST METRO EDUCATION	V40901	43153	11624	8,257.59	0.00	8,257.59	03/11/2014	03/11/2014	03/11/2014
									Check Amount:	\$84,828.07		
1	3287	N	SPARETIME INVESTMENT GROUP	V40901	43386	1589	100.00	0.00	100.00	03/25/2014	03/25/2014	03/25/2014
1	3287	N	SPARETIME INVESTMENT GROUP	V40901	43359	1567	212.50	0.00	212.50	03/21/2014	03/21/2014	03/21/2014
1	3287	N	SPARETIME INVESTMENT GROUP	V40901	43358	1566	1,072.50	0.00	1,072.50	03/21/2014	03/21/2014	03/21/2014
1	3287	N	SPARETIME INVESTMENT GROUP	V40901	43357	1573	1,872.50	0.00	1,872.50	03/21/2014	03/21/2014	03/21/2014
1	3287	N	SPARETIME INVESTMENT GROUP	V40901	43356	1569	1,327.50	0.00	1,327.50	03/21/2014	03/21/2014	03/21/2014
1	3287	N	SPARETIME INVESTMENT GROUP	V40901	43355	1546	302.50	0.00	302.50	03/21/2014	03/21/2014	03/21/2014
									Check Amount:	\$4,887.50		
1	2153	N	STASNEY ELECTRIC LLC	V40901	43360	27194	177.96	0.00	177.96	03/21/2014	03/21/2014	03/21/2014
									Check Amount:	\$177.96		
1	2164	N	STIER TRANSPORTATION SERVIC	V40901	43221	33191	227.11	0.00	227.11	03/13/2014	03/13/2014	03/13/2014
									Check Amount:	\$227.11		
1	2188	N	TAHER INC	V40901	43154	0039660-IN	55,999.93	0.00	55,999.93	03/11/2014	03/11/2014	03/11/2014
									Check Amount:	\$55,999.93		
1	5669	N	TITAN ENERGY SYSTEMS	V40901	43364	120209-020	555.79	0.00	555.79	03/21/2014	03/21/2014	03/21/2014
1	5669	N	TITAN ENERGY SYSTEMS	V40901	43363	120209-010	555.79	0.00	555.79	03/21/2014	03/21/2014	03/21/2014
									Check Amount:	\$1,111.58		
1	2250	N	TONY HARTMANN	V40901	43300	03312014	96.12	0.00	96.12	03/19/2014	03/19/2014	03/19/2014
									Check Amount:	\$96.12		
1	5820	N	Tri-City United Community Ed	V40901	43220	02272014	414.05	0.00	414.05	03/13/2014	03/13/2014	03/13/2014
									Check Amount:	\$414.05		

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	2573	N	WHITEWATER WIRELESS INC	V40901	43361	R14098622	309.00	0.00	309.00	03/21/2014	03/21/2014	03/21/2014

Check Amount:

Report Total:

*Does not meet minimum amount

**Exceeds maximum amount

Electronic

Batch	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Print	Recon	Pay Date	Void	Curr	Amount
P408P2	0716	32978	SBC		WX	1	1873	MN.TEACHERS RETIRE.ASSOC	N	Y	2/20/2014	N	USD	38,157.10
P408P2	0716	32979	SBC		WX	1	1977	PERA	N	Y	2/20/2014	N	USD	10,816.46
P408P2	0716	32980	SBC		WX	1	2329	BLUE CROSS BLUE SHIELD of MN	N	Y	2/20/2014	N	USD	106,466.38
P408P2	0716	32980	SBC		WX	1	2329	BLUE CROSS BLUE SHIELD of MN	N	Y	2/20/2014	N	USD	32,495.12
P408P2	0716	32981	SBC		WX	1	2330	FEDERAL	N	Y	2/20/2014	N	USD	24,672.97
P408P2	0716	32981	SBC		WX	1	2330	FEDERAL	N	Y	2/20/2014	N	USD	9,608.94
P408P2	0716	32981	SBC		WX	1	2330	FEDERAL	N	Y	2/20/2014	N	USD	41,086.84
P408P2	0716	32982	SBC		WX	1	2331	STATE OF MINNESOTA	N	Y	2/20/2014	N	USD	11,575.28
P408P2	0716	32983	SBC		WX	1	2581	MN CHILD SUPPORT CENTER	N	Y	2/20/2014	N	USD	654.00
P408P2	0716	32984	SBC		WX	1	2735	MII LIFE - VEBA/HSA	N	Y	2/20/2014	N	USD	2,789.21
P408P2	0716	32985	SBC		WX	1	3319	DEPARTMENT OF EMPLOYMENT AND	N	Y	2/20/2014	N	USD	13.61
P408P2	0716	32986	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	Y	2/20/2014	N	USD	1,114.98
P408P2	0716	32986	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	Y	2/20/2014	N	USD	575.00
P408P2	0716	32986	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	Y	2/20/2014	N	USD	1,727.10
P408P2	0716	32986	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	Y	2/20/2014	N	USD	100.00
P408P2	0716	32986	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	Y	2/20/2014	N	USD	1,765.00
P408P2	0716	32986	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	Y	2/20/2014	N	USD	4,404.36
P408P2	0716	32986	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	Y	2/20/2014	N	USD	612.38
P408P2	0716	32986	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	Y	2/20/2014	N	USD	876.52
p40902	0716	33058	SBC		WX	1	1262	CITY OF BELLE PLAINE	N	Y	2/21/2014	N	USD	3.45
p40902	0716	33058	SBC		WX	1	1262	CITY OF BELLE PLAINE	N	Y	2/21/2014	N	USD	30.63
p40902	0716	33058	SBC		WX	1	1262	CITY OF BELLE PLAINE	N	Y	2/21/2014	N	USD	160.23
p40902	0716	33058	SBC		WX	1	1262	CITY OF BELLE PLAINE	N	Y	2/21/2014	N	USD	316.18
p40902	0716	33058	SBC		WX	1	1262	CITY OF BELLE PLAINE	N	Y	2/21/2014	N	USD	629.47
p40902	0716	33058	SBC		WX	1	1262	CITY OF BELLE PLAINE	N	Y	2/21/2014	N	USD	803.98
P40902	0716	33059	SBC		WX	1	1486	FRONTIER	N	Y	2/24/2014	N	USD	95.24
P40902	0716	33059	SBC		WX	1	1486	FRONTIER	N	Y	2/24/2014	N	USD	101.73
P40902	0716	33059	SBC		WX	1	1486	FRONTIER	N	Y	2/24/2014	N	USD	111.09
P40902	0716	33059	SBC		WX	1	1486	FRONTIER	N	Y	2/24/2014	N	USD	1,807.05
P40902	0716	33060	SBC		WX	1	2336	XCEL ENERGY	N	Y	2/24/2014	N	USD	1,221.12
P40902	0716	33061	SBC		WX	1	2800	MII LIFE - SELECT ACCOUNT	N	Y	2/24/2014	N	USD	523.38
p409p1	0716	33066	SBC		WX	1	1555	HEALTH PARTNERS	N	N	3/5/2014	0 N	USD	11,118.93
p409p1	0716	33067	SBC		WX	1	1873	MN.TEACHERS RETIRE.ASSOC	N	N	3/5/2014	0 N	USD	41,074.50
p409p1	0716	33068	SBC		WX	1	1977	PERA	N	N	3/5/2014	0 N	USD	11,331.98
p409p1	0716	33069	SBC		WX	1	2330	FEDERAL	N	N	3/5/2014	0 N	USD	26,284.11
p409p1	0716	33069	SBC		WX	1	2330	FEDERAL	N	N	3/5/2014	0 N	USD	10,258.40

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Batch	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Print	Recon	Pay Date	Void	Curr	Amount
p409p1	0716	33069	SBC		WX	1	2330	FEDERAL	N	N	3/5/2014	0 N	USD	43,863.20
p409p1	0716	33070	SBC		WX	1	2331	STATE OF MINNESOTA	N	N	3/5/2014	0 N	USD	12,389.72
p409p1	0716	33071	SBC		WX	1	2581	MN CHILD SUPPORT CENTER	N	N	3/5/2014	0 N	USD	654.00
p409p1	0716	33072	SBC		WX	1	2735	MII LIFE - VEBA/HSA	N	N	3/5/2014	0 N	USD	2,789.21
p409p1	0716	33073	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	3/5/2014	0 N	USD	1,014.98
p409p1	0716	33073	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	3/5/2014	0 N	USD	475.00
p409p1	0716	33073	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	3/5/2014	0 N	USD	1,727.10
p409p1	0716	33073	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	3/5/2014	0 N	USD	100.00
p409p1	0716	33073	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	3/5/2014	0 N	USD	1,765.00
p409p1	0716	33073	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	3/5/2014	0 N	USD	4,104.36
p409p1	0716	33073	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	3/5/2014	0 N	USD	512.38
p409p1	0716	33073	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	3/5/2014	0 N	USD	776.52
P40902	0716	33185	SBC		WX	1	3414	CENTERPOINT ENERGY	N	N	3/7/2014	0 N	USD	18.88
P40902	0716	33185	SBC		WX	1	3414	CENTERPOINT ENERGY	N	N	3/7/2014	0 N	USD	169.62
P40902	0716	33185	SBC		WX	1	3414	CENTERPOINT ENERGY	N	N	3/7/2014	0 N	USD	248.23
P40902	0716	33185	SBC		WX	1	3414	CENTERPOINT ENERGY	N	N	3/7/2014	0 N	USD	3,436.66
P40902	0716	33186	SBC		WX	1	2336	XCEL ENERGY	N	N	3/10/2014	N	USD	3,691.44
P40902	0716	33186	SBC		WX	1	2336	XCEL ENERGY	N	N	3/10/2014	N	USD	5,796.67
P40902	0716	33186	SBC		WX	1	2336	XCEL ENERGY	N	N	3/10/2014	N	USD	6,761.28
p409p2	0716	33199	SBC		WX	1	1873	MN.TEACHERS RETIRE.ASSOC	N	N	3/20/2014	N	USD	37,864.14
p409p2	0716	33200	SBC		WX	1	1977	PERA	N	N	3/20/2014	N	USD	9,877.22
p409p2	0716	33201	SBC		WX	1	2329	BLUE CROSS BLUE SHIELD of MN	N	N	3/20/2014	N	USD	107,474.13
p409p2	0716	33201	SBC		WX	1	2329	BLUE CROSS BLUE SHIELD of MN	N	N	3/20/2014	N	USD	32,413.37
p409p2	0716	33202	SBC		WX	1	2330	FEDERAL	N	N	3/20/2014	N	USD	23,645.61
p409p2	0716	33202	SBC		WX	1	2330	FEDERAL	N	N	3/20/2014	N	USD	9,211.20
p409p2	0716	33202	SBC		WX	1	2330	FEDERAL	N	N	3/20/2014	N	USD	39,386.34
p409p2	0716	33203	SBC		WX	1	2331	STATE OF MINNESOTA	N	N	3/20/2014	N	USD	11,107.39
p409p2	0716	33204	SBC		WX	1	2581	MN CHILD SUPPORT CENTER	N	N	3/20/2014	N	USD	654.00
p409p2	0716	33205	SBC		WX	1	2735	MII LIFE - VEBA/HSA	N	N	3/20/2014	N	USD	2,039.21
p409p2	0716	33206	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	3/20/2014	N	USD	1,014.98
p409p2	0716	33206	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	3/20/2014	N	USD	475.00
p409p2	0716	33206	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	3/20/2014	N	USD	1,727.10
p409p2	0716	33206	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	3/20/2014	N	USD	100.00
p409p2	0716	33206	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	3/20/2014	N	USD	1,765.00
p409p2	0716	33206	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	3/20/2014	N	USD	4,104.36
p409p2	0716	33206	SBC		WX	1	5579	EDUCATORS BENEFIT CONSULTANTS	N	N	3/20/2014	N	USD	512.38

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Batch	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Print	Recon	Pay Date	Void	Curr	Amount
P408P2	0716	32987	SBC	56197	CH	1	1123	BELLE PLAINE ED ASSOC	Y	Y	2/20/2014	CN	USD	4,484.94
P408P2	0716	32988	SBC	56198	CH	1	1134	BELLE PLAINE SCHOOL	Y	Y	2/20/2014	CN	USD	4,686.88
P408P2	0716	32989	SBC	56199	CH	1	1178	BPESPA	Y	Y	2/20/2014	CN	USD	895.35
P408P2	0716	32990	SBC	56200	CH	1	5961	STEWART, ZLIMEN & JUNGERS, LTD	Y	Y	2/20/2014	CN	USD	60.61
P40902	0716	33046	SBC	56232	CH	1	6347	B. DWAYNE CRAFT	Y	N	2/25/2014	CN	USD	155.00
P40902	0716	33048	SBC	56233	CH	1	6349	BELLE PLAINE DANCE TEAM	Y	N	2/25/2014	CN	USD	528.03
P40902	0716	33036	SBC	56234	CH	1	2329	BLUE CROSS BLUE SHIELD of MN	Y	Y	2/25/2014	CN	USD	285.00
P40902	0716	33042	SBC	56235	CH	1	4702	CDW-G	Y	N	2/25/2014	CN	USD	2,403.40
P40902	0716	33042	SBC	56235	CH	1	4702	CDW-G	Y	N	2/25/2014	CN	USD	462.00
P40902	0716	33042	SBC	56235	CH	1	4702	CDW-G	Y	N	2/25/2014	CN	USD	10,226.36
P40902	0716	33049	SBC	56236	CH	1	6350	CHRIS HAGER	Y	N	2/25/2014	CN	USD	109.00
P40902	0716	33039	SBC	56237	CH	1	4107	COMMERS	Y	Y	2/25/2014	CN	USD	13.48
P40902	0716	33039	SBC	56237	CH	1	4107	COMMERS	Y	Y	2/25/2014	CN	USD	13.48
P40902	0716	33039	SBC	56237	CH	1	4107	COMMERS	Y	Y	2/25/2014	CN	USD	13.48
P40902	0716	33039	SBC	56237	CH	1	4107	COMMERS	Y	Y	2/25/2014	CN	USD	13.48
P40902	0716	33031	SBC	56238	CH	1	1326	DARYL SANBORN	Y	N	2/25/2014	CN	USD	109.00
P40902	0716	33041	SBC	56239	CH	1	4565	DE LAGE LANDEN	Y	Y	2/25/2014	CN	USD	418.00
P40902	0716	33050	SBC	56240	CH	1	6351	JEFF SELLNOW	Y	N	2/25/2014	CN	USD	109.00
P40902	0716	33032	SBC	56241	CH	1	1660	JORDAN HIGH SCHOOL	Y	N	2/25/2014	CN	USD	189.00
P40902	0716	33047	SBC	56242	CH	1	6348	JORDAN POLITZ	Y	Y	2/25/2014	CN	USD	109.00
P40902	0716	33043	SBC	56243	CH	1	5366	KEVIN MANN	Y	N	2/25/2014	CN	USD	109.00
P40902	0716	33040	SBC	56244	CH	1	4145	MEDICAREBLUE RX	Y	Y	2/25/2014	CN	USD	313.50
P40902	0716	33037	SBC	56245	CH	1	3223	METRO ECSU	Y	N	2/25/2014	CN	USD	30.00
P40902	0716	33038	SBC	56246	CH	1	3609	NATHAN PROSHEK	Y	N	2/25/2014	CN	USD	109.00
P40902	0716	33033	SBC	56247	CH	1	1963	PAT O'MALLEY	Y	N	2/25/2014	CN	USD	109.00
P40902	0716	33044	SBC	56248	CH	1	6111	RAM MUTUAL INSURANCE COMPANY	Y	Y	2/25/2014	CN	USD	3,795.66
P40902	0716	33034	SBC	56249	CH	1	2016	RANDY SAMES	Y	N	2/25/2014	CN	USD	109.00
P40902	0716	33035	SBC	56250	CH	1	2027	REGION 2A - MSHSL	Y	N	2/25/2014	CN	USD	100.00
P40902	0716	33045	SBC	56251	CH	1	6346	SCOTT WEST WRESTLING BOOSTER	Y	N	2/25/2014	CN	USD	559.52
P40902	0716	33051	SBC	56252	CH	1	5678	XCEL ENERGY CENTER BOX OFFICE	Y	N	2/28/2014	CN	USD	1,222.00
P40902	0716	33057	SBC	56253	CH	1	6353	BETSY OLLHOFF	Y	N	2/28/2014	CN	USD	36.00
P40902	0716	33053	SBC	56254	CH	1	2882	JERRY TIEGS	Y	N	2/28/2014	CN	USD	90.00
P40902	0716	33056	SBC	56255	CH	1	6171	MEGAN GORDON	Y	N	2/28/2014	CN	USD	13.85
P40902	0716	33052	SBC	56256	CH	1	2027	REGION 2A - MSHSL	Y	N	2/28/2014	CN	USD	2,120.00
P40902	0716	33055	SBC	56257	CH	1	4422	SUSAN STIER	Y	N	2/28/2014	CN	USD	36.00

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Batch	Co	Pmt No	Bank	Check No	Pay Type	Grp	Code	Vendor	Print	Recon	Pay Date	Void	Curr	Amount
P40902	0716	33054	SBC	56258	CH	1	3610	TONY SCHREPFER	Y	N	2/28/2014	C N	USD	90.00
P40902	0716	33063	SBC	56259	CH	1	2513	BELLE PLAINE BASEBALL ASSOC	Y	N	3/4/2014	OC N	USD	2,000.00
P40902	0716	33065	SBC	56260	CH	1	6358	BOB DETERMAN	Y	N	3/4/2014	OC N	USD	109.00
P40902	0716	33064	SBC	56261	CH	1	6357	GARY JOHNSON	Y	N	3/4/2014	OC N	USD	109.00
P40902	0716	33062	SBC	56262	CH	1	2027	REGION 2A - MSHSL	Y	N	3/4/2014	OC N	USD	50.00
p409p1	0716	33074	SBC	56263	CH	1	1123	BELLE PLAINE ED ASSOC	Y	N	3/5/2014	OC N	USD	4,484.94
p409p1	0716	33075	SBC	56264	CH	1	1134	BELLE PLAINE SCHOOL	Y	N	3/5/2014	OC N	USD	4,686.88
p409p1	0716	33076	SBC	56265	CH	1	1178	BPESPA	Y	N	3/5/2014	OC N	USD	895.35
p409p1	0716	33080	SBC	56266	CH	1	6219	COMO LAW FIRM	Y	N	3/5/2014	OC N	USD	136.10
p409p1	0716	33079	SBC	56267	CH	1	6122	NATIONAL INSURANCE SERVICE	Y	N	3/5/2014	OC N	USD	2,796.88
p409p1	0716	33077	SBC	56268	CH	1	1836	NCBERS MINNESOTA	Y	N	3/5/2014	OC N	USD	48.00
p409p1	0716	33078	SBC	56269	CH	1	5961	STEWART, ZLIMEN & JUNGERS, LTD	Y	N	3/5/2014	OC N	USD	213.71
p409p1	0716	33081	SBC	56270	CH	1	6257	VANDERHEYDEN LAW OFFICE P.A.	Y	N	3/5/2014	OC N	USD	195.17
P40902	0716	33097	SBC	56271	CH	1	1637	JEROLD STAUFFACHER	Y	N	3/6/2014	OC N	USD	284.50
P40902	0716	33100	SBC	56272	CH	1	2424	MAASFEP	Y	N	3/6/2014	OC N	USD	355.00
P40902	0716	33098	SBC	56273	CH	1	1992	PRAIRIE TRUCKING INC	Y	N	3/6/2014	OC N	USD	42,230.67
P40902	0716	33099	SBC	56274	CH	1	2164	STIER TRANSPORTATION SERVICES	Y	N	3/6/2014	OC N	USD	76,921.86
P40902	0716	33101	SBC	56275	CH	1	4802	USPS	Y	N	3/6/2014	OC N	USD	336.68
P40902	0716	33196	SBC	56276	CH	1	1262	CITY OF BELLE PLAINE	Y	N	3/14/2014	C N	USD	625.00
P40902	0716	33197	SBC	56277	CH	1	5092	POCKETS FULL OF FUN	Y	N	3/14/2014	C N	USD	700.00
P40902	0716	33198	SBC	56278	CH	1	6352	UW - RIVER FALLS	Y	N	3/14/2014	C N	USD	99.00
p409p2	0716	33207	SBC	56279	CH	1	1123	BELLE PLAINE ED ASSOC	Y	N	3/20/2014	C N	USD	4,484.94
p409p2	0716	33208	SBC	56280	CH	1	1134	BELLE PLAINE SCHOOL	Y	N	3/20/2014	C N	USD	4,686.88
p409p2	0716	33209	SBC	56281	CH	1	1178	BPESPA	Y	N	3/20/2014	C N	USD	895.35
p409p2	0716	33212	SBC	56282	CH	1	6219	COMO LAW FIRM	Y	N	3/20/2014	C N	USD	5.31
p409p2	0716	33210	SBC	56283	CH	1	5145	RAUSCH, STURM, ISRAEL, ENERSON	Y	N	3/20/2014	C N	USD	48.14
p409p2	0716	33211	SBC	56284	CH	1	5961	STEWART, ZLIMEN & JUNGERS, LTD	Y	N	3/20/2014	C N	USD	96.47
P40902	0716	33225	SBC	56285	CH	1	2329	BLUE CROSS BLUE SHIELD of MN	Y	N	3/20/2014	C N	USD	285.00
P40902	0716	33232	SBC	56286	CH	1	6385	JWP SPEECH BOOSTERS	Y	N	3/20/2014	C N	USD	168.00
P40902	0716	33231	SBC	56287	CH	1	6384	KARLA KOEPP	Y	N	3/20/2014	C N	USD	80.00
P40902	0716	33223	SBC	56288	CH	1	1793	MAYER LUTHERAN HIGH SCHOOL	Y	N	3/20/2014	C N	USD	150.00
P40902	0716	33227	SBC	56289	CH	1	4145	MEDICAREBLUE RX	Y	N	3/20/2014	C N	USD	313.50
P40902	0716	33224	SBC	56290	CH	1	2214	NEFF MOTIVATION, INC	Y	N	3/20/2014	C N	USD	179.81
P40902	0716	33230	SBC	56291	CH	1	6383	PONTIAC TOWNSHIP HIGH SCHOOL	Y	N	3/20/2014	C N	USD	2,500.00
P40902	0716	33226	SBC	56292	CH	1	3942	RUMBLE ON THE RED	Y	N	3/20/2014	C N	USD	450.00

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KREFT DAVID	341504683	1/30/2014	1/31/2014	2/27/2014	5550 0800 0110 9045	INTERSTATEPARKING-2063	12.00
KREFT DAVID	341708536	2/1/2014	2/3/2014	2/27/2014	5550 0800 0110 9045	MARRIOTT 337H7 MINNEAP	19.00
KREFT DAVID	343376020	2/19/2014	2/20/2014	2/27/2014	5550 0800 0110 9045	BARNES&NOBLE #2270	168.64
KREFT DAVID	343376021	2/19/2014	2/20/2014	2/27/2014	5550 0800 0110 9045	BARNES&NOBLE #2270	27.18
DEWITTE KIMBERLY	341960259	2/3/2014	2/5/2014	2/27/2014	5550 0800 0110 9052	EDUCATION WEEK	74.94
DEWITTE KIMBERLY	342413325	2/7/2014	2/10/2014	2/27/2014	5550 0800 0110 9052	DOUBLETREE BLOOMINGTON	148.56
DEWITTE KIMBERLY	342413326	2/7/2014	2/10/2014	2/27/2014	5550 0800 0110 9052	DOUBLETREE BLOOMINGTON	148.56
DEWITTE KIMBERLY	342903472	2/14/2014	2/14/2014	2/27/2014	5550 0800 0110 9052	BARNES&NOBLE*MRKTPLACE	1.96
DEWITTE KIMBERLY	342903473	2/14/2014	2/14/2014	2/27/2014	5550 0800 0110 9052	BARNES&NOBLE*COM	16.44
DEWITTE KIMBERLY	342903474	2/15/2014	2/14/2014	2/27/2014	5550 0800 0110 9052	BARNES&NOBLE*COM	56.46
DEWITTE KIMBERLY	342903475	2/13/2014	2/14/2014	2/27/2014	5550 0800 0110 9052	ZOHO CORPORATION	(19.00)
SD BELLE PLAINE	341213510	1/28/2014	1/29/2014	2/27/2014	5550 0800 0112 0695	ACT*MN Association of	299.00
SD BELLE PLAINE	341504684	1/30/2014	1/31/2014	2/27/2014	5550 0800 0112 0695	NATIONAL AUTISM RESOUR	54.11
SD BELLE PLAINE	341504685	1/28/2014	1/31/2014	2/27/2014	5550 0800 0112 0695	VITALITY MEDICAL INC	94.01
SD BELLE PLAINE	342075993	2/5/2014	2/6/2014	2/27/2014	5550 0800 0112 0695	SQ *LAKES COUNTRY SERV	99.00
SD BELLE PLAINE	343376022	2/19/2014	2/20/2014	2/27/2014	5550 0800 0112 0695	OFFICE MAX	56.72
HIGH SCHOOL BELLE PLAINE	341504686	1/31/2014	1/31/2014	2/27/2014	5550 0800 0112 0711	BIO COMPANY INC	407.20
HIGH SCHOOL BELLE PLAINE	341855105	2/3/2014	2/4/2014	2/27/2014	5550 0800 0112 0711	Amazon.com	45.56
HIGH SCHOOL BELLE PLAINE	342075994	2/5/2014	2/6/2014	2/27/2014	5550 0800 0112 0711	COBORN S SUPERSTORE	51.80
HIGH SCHOOL BELLE PLAINE	342210651	2/7/2014	2/7/2014	2/27/2014	5550 0800 0112 0711	NATL ART EDU ASSOC	150.00
HIGH SCHOOL BELLE PLAINE	342634580	2/11/2014	2/12/2014	2/27/2014	5550 0800 0112 0711	CONTINENTAL CLAY COMPA	451.75
HIGH SCHOOL BELLE PLAINE	342634581	2/11/2014	2/12/2014	2/27/2014	5550 0800 0112 0711	CONTINENTAL CLAY COMPA	(341.35)
HIGH SCHOOL BELLE PLAINE	342634582	2/11/2014	2/12/2014	2/27/2014	5550 0800 0112 0711	CONTINENTAL CLAY COMPA	341.35
HIGH SCHOOL BELLE PLAINE	342750532	2/12/2014	2/13/2014	2/27/2014	5550 0800 0112 0711	PAYPAL *MINNESOTAMI	149.00
HIGH SCHOOL BELLE PLAINE	342903477	2/13/2014	2/14/2014	2/27/2014	5550 0800 0112 0711	DEMCO INC	115.21
HIGH SCHOOL BELLE PLAINE	343538593	2/19/2014	2/21/2014	2/27/2014	5550 0800 0112 0711	AGNT FEE	120.00
HIGH SCHOOL BELLE PLAINE	343538594	2/19/2014	2/21/2014	2/27/2014	5550 0800 0112 0711	PAYPAL *MINNESOTAMI	149.00
HIGH SCHOOL BELLE PLAINE	343725588	2/21/2014	2/24/2014	2/27/2014	5550 0800 0112 0711	SOUTHWES	1,584.00
HIGH SCHOOL BELLE PLAINE	343940306	2/25/2014	2/26/2014	2/27/2014	5550 0800 0112 0711	Amazon Video On Demand	9.99
HIGH SCHOOL BELLE PLAINE	343940307	2/25/2014	2/26/2014	2/27/2014	5550 0800 0112 0711	CONGRESS PLAZA HOTEL C	161.80
HIGH SCHOOL BELLE PLAINE	343940308	2/25/2014	2/26/2014	2/27/2014	5550 0800 0112 0711	CONGRESS PLAZA HOTEL C	161.80
HIGH SCHOOL BELLE PLAINE	343940309	2/25/2014	2/26/2014	2/27/2014	5550 0800 0112 0711	CONGRESS PLAZA HOTEL C	161.80
HIGH SCHOOL BELLE PLAINE	343940310	2/25/2014	2/26/2014	2/27/2014	5550 0800 0112 0711	CONGRESS PLAZA HOTEL C	161.80
DAVIS KRIS	341504687	1/31/2014	1/31/2014	2/27/2014	5550 0800 0112 5405	METRO SALES INC	2,911.73
DAVIS KRIS	342075995	2/5/2014	2/6/2014	2/27/2014	5550 0800 0112 5405	WM EZPAY	187.97
DAVIS KRIS	342075996	2/5/2014	2/6/2014	2/27/2014	5550 0800 0112 5405	WM EZPAY	797.06
DAVIS KRIS	342075997	2/5/2014	2/6/2014	2/27/2014	5550 0800 0112 5405	WM EZPAY	335.39
DAVIS KRIS	342075998	2/5/2014	2/6/2014	2/27/2014	5550 0800 0112 5405	WM EZPAY	756.06
DAVIS KRIS	343091417	2/14/2014	2/17/2014	2/27/2014	5550 0800 0112 5405	THE 2 SISTERS/THEDAILY	3,060.00
DAVIS KRIS	343538595	2/20/2014	2/21/2014	2/27/2014	5550 0800 0112 5405	METRO SALES INC	1,351.69
HEINE JEFF	341095928	1/27/2014	1/28/2014	2/27/2014	5550 0800 0115 9750	V BELT GLOBAL SUPPLY L	32.16
HEINE JEFF	341504688	1/29/2014	1/31/2014	2/27/2014	5550 0800 0115 9750	Mills Fleet Farm #3 20	162.35

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HEINE JEFF	341504689	1/31/2014	1/31/2014	2/27/2014	5550 0800 0115 9750	WW GRAINGER	41.13
HEINE JEFF	341708543	1/31/2014	2/3/2014	2/27/2014	5550 0800 0115 9750	BIMBA MANUFATURING COM	64.52
HEINE JEFF	342210652	2/7/2014	2/7/2014	2/27/2014	5550 0800 0115 9750	LTE COMMUNICATIONS INC	46.74
HEINE JEFF	342210653	2/7/2014	2/7/2014	2/27/2014	5550 0800 0115 9750	WW GRAINGER	198.45
HEINE JEFF	342210654	2/7/2014	2/7/2014	2/27/2014	5550 0800 0115 9750	HILLYARD INC HUTCHINSON	1,297.70
HEINE JEFF	342541340	2/10/2014	2/11/2014	2/27/2014	5550 0800 0115 9750	ANDY MARK INC	29.80
HEINE JEFF	342634583	2/11/2014	2/12/2014	2/27/2014	5550 0800 0115 9750	HILLYARD INC HUTCHINSON	5,184.40
HEINE JEFF	342903478	2/13/2014	2/14/2014	2/27/2014	5550 0800 0115 9750	WW GRAINGER	128.34
HEINE JEFF	342903479	2/14/2014	2/14/2014	2/27/2014	5550 0800 0115 9750	HILLYARD INC HUTCHINSON	2,611.04
HEINE JEFF	343376023	2/19/2014	2/20/2014	2/27/2014	5550 0800 0115 9750	HILLYARD INC HUTCHINSON	49.96
HEINE JEFF	343538596	2/20/2014	2/21/2014	2/27/2014	5550 0800 0115 9750	KULLY SUPPLY	4,259.64
HEINE JEFF	343839393	2/24/2014	2/25/2014	2/27/2014	5550 0800 0115 9750	HILLYARD INC HUTCHINSON	671.00
HEINE JEFF	343940311	2/24/2014	2/26/2014	2/27/2014	5550 0800 0115 9750	CENEX CONVENIE07038920	16.64
HEINE JEFF	344048806	2/26/2014	2/27/2014	2/27/2014	5550 0800 0115 9750	KULLY SUPPLY PC	947.86
KELLER CHUCK	341855106	2/4/2014	2/4/2014	2/27/2014	5550 0800 0119 5663	VZWRLSS*MY VZ VB P	550.85
KELLER CHUCK	343091418	2/15/2014	2/17/2014	2/27/2014	5550 0800 0119 5663	MASBO	480.90
MATHIOWETZ BRUCE	341340234	1/29/2014	1/30/2014	2/27/2014	5550 0800 0081 8612	PAYPAL *NEALPEA	100.00
MATHIOWETZ BRUCE	341504674	1/31/2014	1/31/2014	2/27/2014	5550 0800 0081 8612	AMAZON MKTPLACE PMTS	88.83
MATHIOWETZ BRUCE	341708528	2/2/2014	2/3/2014	2/27/2014	5550 0800 0081 8612	WAL-MART #3513	37.26
MATHIOWETZ BRUCE	341708529	2/2/2014	2/3/2014	2/27/2014	5550 0800 0081 8612	SAMSCLUB #6311	262.72
MATHIOWETZ BRUCE	342541336	2/10/2014	2/11/2014	2/27/2014	5550 0800 0081 8612	PAYPAL *ANDAYANI137	128.00
MATHIOWETZ BRUCE	342634577	2/10/2014	2/12/2014	2/27/2014	5550 0800 0081 8612	TOUGH WELD	152.85
MATHIOWETZ BRUCE	343940318	2/25/2014	2/26/2014	2/27/2014	5550 0800 0133 7455	COBORN S SUPERSTORE	9.00
MATHIOWETZ BRUCE	343940319	2/25/2014	2/26/2014	2/27/2014	5550 0800 0133 7455	COBORN S SUPERSTORE	41.93
MATHIOWETZ BRUCE	344048817	2/26/2014	2/27/2014	2/27/2014	5550 0800 0133 7455	COBORN S SUPERSTORE	24.97
ANDERSON DOUG	341340235	1/29/2014	1/30/2014	2/27/2014	5550 0800 0083 7026	KERNEL CONCESSION SUPP	205.93
ANDERSON DOUG	341340236	1/29/2014	1/30/2014	2/27/2014	5550 0800 0083 7026	BERRY BLENDZ EP	1,717.95
ANDERSON DOUG	341340237	1/29/2014	1/30/2014	2/27/2014	5550 0800 0083 7026	A. H. HERMEL COMPANY	498.48
ANDERSON DOUG	341504675	1/30/2014	1/31/2014	2/27/2014	5550 0800 0083 7026	KWIK TRIP 33000003301	11.88
ANDERSON DOUG	341504676	1/29/2014	1/31/2014	2/27/2014	5550 0800 0083 7026	PIZZA PLUS	65.00
ANDERSON DOUG	341504677	1/29/2014	1/31/2014	2/27/2014	5550 0800 0083 7026	PIZZA PLUS	50.00
ANDERSON DOUG	341504678	1/30/2014	1/31/2014	2/27/2014	5550 0800 0083 7026	RUCKS MEATS MARKET	98.72
ANDERSON DOUG	341855103	2/2/2014	2/4/2014	2/27/2014	5550 0800 0083 7026	PIZZA PLUS	65.00
ANDERSON DOUG	342210647	2/6/2014	2/7/2014	2/27/2014	5550 0800 0083 7026	KWIK TRIP 33000003301	3.96
ANDERSON DOUG	342210648	2/6/2014	2/7/2014	2/27/2014	5550 0800 0083 7026	PIZZA PLUS	95.00
ANDERSON DOUG	342210649	2/6/2014	2/7/2014	2/27/2014	5550 0800 0083 7026	RUCKS MEATS MARKET	65.91
ANDERSON DOUG	342634578	2/10/2014	2/12/2014	2/27/2014	5550 0800 0083 7026	PIZZA PLUS	65.00
ANDERSON DOUG	342634579	2/10/2014	2/12/2014	2/27/2014	5550 0800 0083 7026	PIZZA PLUS	65.00
ANDERSON DOUG	342750530	2/11/2014	2/13/2014	2/27/2014	5550 0800 0083 7026	KWIK TRIP 33000003301	7.92
ANDERSON DOUG	343270948	2/17/2014	2/19/2014	2/27/2014	5550 0800 0133 7463	KWIK TRIP 33000003301	6.87
ANDERSON DOUG	343270949	2/18/2014	2/19/2014	2/27/2014	5550 0800 0133 7463	KERNEL CONCESSION SUPP	155.88
ANDERSON DOUG	343270950	2/18/2014	2/19/2014	2/27/2014	5550 0800 0133 7463	A. H. HERMEL COMPANY	474.28

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ANDERSON DOUG	343270951	2/17/2014	2/19/2014	2/27/2014	5550 0800 0133 7463	RUCKS MEATS MARKET	72.73
ANDERSON DOUG	343376029	2/18/2014	2/20/2014	2/27/2014	5550 0800 0133 7463	KWIK TRIP 33000003301	7.98
ANDERSON DOUG	343940320	2/25/2014	2/26/2014	2/27/2014	5550 0800 0133 7463	A. H. HERMEL COMPANY	413.31
ANDERSON DOUG	344048818	2/25/2014	2/27/2014	2/27/2014	5550 0800 0133 7463	KWIK TRIP 33000003301	5.97
ANDERSON DOUG	344048819	2/25/2014	2/27/2014	2/27/2014	5550 0800 0133 7463	RUCKS MEATS MARKET	19.26
SMITH KELLY	341504672	1/30/2014	1/31/2014	2/27/2014	5550 0800 0069 0144	ACT*MN Association of	299.00
WICK KEN	341213509	1/28/2014	1/29/2014	2/27/2014	5550 0800 0105 3979	APL*APPLE ITUNES STORE	199.80
WICK KEN	341340239	1/29/2014	1/30/2014	2/27/2014	5550 0800 0105 3979	OTHERWORLDC	104.99
WICK KEN	341504680	1/30/2014	1/31/2014	2/27/2014	5550 0800 0105 3979	CELL PHONE SHOP SVCS I	64.77
WICK KEN	341504681	1/31/2014	1/31/2014	2/27/2014	5550 0800 0105 3979	AMAZON MKTPLACE PMTS	13.65
WICK KEN	341504682	1/31/2014	1/31/2014	2/27/2014	5550 0800 0105 3979	AMAZON MKTPLACE PMTS	44.81
WICK KEN	342075992	2/5/2014	2/6/2014	2/27/2014	5550 0800 0105 3979	RENEW COMPUTER	66.48
WICK KEN	342541338	2/10/2014	2/11/2014	2/27/2014	5550 0800 0105 3979	TOUCHFIRE	769.58
WICK KEN	342541339	2/10/2014	2/11/2014	2/27/2014	5550 0800 0105 3979	GENESIS TECHNOLOGIES I	119.85
WICK KEN	342750531	2/12/2014	2/13/2014	2/27/2014	5550 0800 0105 3979	TOUCHFIRE	(99.70)
WICK KEN	342903470	2/13/2014	2/14/2014	2/27/2014	5550 0800 0105 3979	RENEW COMPUTER INC	127.06
WICK KEN	342903471	2/13/2014	2/14/2014	2/27/2014	5550 0800 0105 3979	RENEW COMPUTER INC	127.06
WICK KEN	343195683	2/18/2014	2/18/2014	2/27/2014	5550 0800 0105 3979	CDW GOVERNMENT	1,832.04
GROTBERG CAREN	341504679	1/30/2014	1/31/2014	2/27/2014	5550 0800 0094 2701	MILL END TEXTILES BURN	41.94
GROTBERG CAREN	341855104	2/3/2014	2/4/2014	2/27/2014	5550 0800 0094 2701	WAL-MART #3513	26.24
GROTBERG CAREN	342210650	2/7/2014	2/7/2014	2/27/2014	5550 0800 0094 2701	COBORN S SUPERSTORE	18.73
GROTBERG CAREN	342413324	2/9/2014	2/10/2014	2/27/2014	5550 0800 0094 2701	MILL END TEXTILES BURN	25.04
GROTBERG CAREN	342903469	2/13/2014	2/14/2014	2/27/2014	5550 0800 0094 2701	HAAN CRAFTS	304.38
ACTIVITIES BELLE P	342903476	2/14/2014	2/14/2014	2/27/2014	5550 0800 0111 6198	TARGET CENTER TICKETS	217.00
SPARBY MINDY	341340233	1/29/2014	1/30/2014	2/27/2014	5550 0800 0081 8588	NORCOSTCO	44.50
SPARBY MINDY	341504673	1/30/2014	1/31/2014	2/27/2014	5550 0800 0081 8588	UNIVERSAL ATHLETIC	196.32
SPARBY MINDY	342750528	2/12/2014	2/13/2014	2/27/2014	5550 0800 0081 8588	REGISTER.CORDONCO.COM	336.50
SPARBY MINDY	342750529	2/12/2014	2/13/2014	2/27/2014	5550 0800 0081 8588	SARPINOS PIZZERIA	133.39
SPARBY MINDY	342903463	2/13/2014	2/14/2014	2/27/2014	5550 0800 0081 8588	ST CATHERINE U30034011	149.21
SPARBY MINDY	342903464	2/13/2014	2/14/2014	2/27/2014	5550 0800 0081 8588	ST CATHERINE U30034011	66.00
SPARBY MINDY	342903465	2/13/2014	2/14/2014	2/27/2014	5550 0800 0081 8588	ST CATHERINE U30034011	30.91
SPARBY MINDY	342903466	2/14/2014	2/14/2014	2/27/2014	5550 0800 0081 8588	CULVER S OF SHAKOP	172.96
SPARBY MINDY	342903467	2/13/2014	2/14/2014	2/27/2014	5550 0800 0081 8588	OLD SPAGHETTI FCTRY 26	499.38
SPARBY MINDY	342903468	2/12/2014	2/14/2014	2/27/2014	5550 0800 0081 8588	RIDGES AT SAND CREEK	16.71
SPARBY MINDY	343091415	2/14/2014	2/17/2014	2/27/2014	5550 0800 0081 8588	ST CATHERINE U30034011	289.16
SPARBY MINDY	343091416	2/14/2014	2/17/2014	2/27/2014	5550 0800 0081 8588	COURTYARD BY MARRIOTT	1,480.16
SPARBY MINDY	343376018	2/18/2014	2/20/2014	2/27/2014	5550 0800 0081 8588	RADISSON HOTELS	935.23
SPARBY MINDY	343376019	2/19/2014	2/20/2014	2/27/2014	5550 0800 0081 8588	ST PAUL SAINTS	520.00
SPARBY MINDY	343940305	2/25/2014	2/26/2014	2/27/2014	5550 0800 0081 8588	MN ORCHESTRA	282.00
COMM ED BELLE PLAINE	343270945	2/17/2014	2/19/2014	2/27/2014	5550 0800 0069 0219	LAKESHORE LEARNING MAT	(192.31)
COMM ED BELLE PLAINE	341095931	1/27/2014	1/28/2014	2/27/2014	5550 0800 0131 2656	Discount School Supply	83.24
COMM ED BELLE PLAINE	341213512	1/28/2014	1/29/2014	2/27/2014	5550 0800 0131 2656	USPS 26073001733418328	41.05

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COMM ED BELLE PLAINE	341213513	1/28/2014	1/29/2014	2/27/2014	5550 0800 0131 2656	USPS 26073001733418328	2.24
COMM ED BELLE PLAINE	341213514	1/27/2014	1/29/2014	2/27/2014	5550 0800 0131 2656	THE GRAPHIC EDGE INC	437.22
COMM ED BELLE PLAINE	341340243	1/29/2014	1/30/2014	2/27/2014	5550 0800 0131 2656	INNOVATIVE OFFICE SOLU	81.93
COMM ED BELLE PLAINE	341504695	1/30/2014	1/31/2014	2/27/2014	5550 0800 0131 2656	COBORN S SUPERSTORE	14.26
COMM ED BELLE PLAINE	341504696	1/31/2014	1/31/2014	2/27/2014	5550 0800 0131 2656	UNIVERSAL ATHLETIC	1,475.50
COMM ED BELLE PLAINE	342075999	2/5/2014	2/6/2014	2/27/2014	5550 0800 0131 2656	ISD 196 30658 103	120.00
COMM ED BELLE PLAINE	342076000	2/5/2014	2/6/2014	2/27/2014	5550 0800 0131 2656	USPS 26073001733418328	27.43
COMM ED BELLE PLAINE	342076001	2/4/2014	2/6/2014	2/27/2014	5550 0800 0131 2656	SCHOLASTIC INC. KEY 22	120.60
COMM ED BELLE PLAINE	342210658	2/6/2014	2/7/2014	2/27/2014	5550 0800 0131 2656	TARGET 00012724	85.09
COMM ED BELLE PLAINE	342210659	2/6/2014	2/7/2014	2/27/2014	5550 0800 0131 2656	SAMSCLUB #6311	110.55
COMM ED BELLE PLAINE	342210660	2/7/2014	2/7/2014	2/27/2014	5550 0800 0131 2656	TRIARCO MAIL ORDER	68.32
COMM ED BELLE PLAINE	342413327	2/7/2014	2/10/2014	2/27/2014	5550 0800 0131 2656	ORIENTAL TRADNG CO	26.99
COMM ED BELLE PLAINE	342541343	2/10/2014	2/11/2014	2/27/2014	5550 0800 0131 2656	USPS 26073001733418328	3.71
COMM ED BELLE PLAINE	342750535	2/12/2014	2/13/2014	2/27/2014	5550 0800 0131 2656	USPS 26073001733418328	12.61
COMM ED BELLE PLAINE	342750536	2/12/2014	2/13/2014	2/27/2014	5550 0800 0131 2656	USPS 26073001733418328	490.00
COMM ED BELLE PLAINE	342750537	2/12/2014	2/13/2014	2/27/2014	5550 0800 0131 2656	PIZZA PLUS	85.00
COMM ED BELLE PLAINE	342903493	2/13/2014	2/14/2014	2/27/2014	5550 0800 0131 2656	USPS 26073001733418328	3.22
COMM ED BELLE PLAINE	342903494	2/14/2014	2/14/2014	2/27/2014	5550 0800 0131 2656	USPS 26073001733418328	3.85
COMM ED BELLE PLAINE	342903495	2/14/2014	2/14/2014	2/27/2014	5550 0800 0131 2656	PIZZA PLUS	80.00
COMM ED BELLE PLAINE	342903496	2/13/2014	2/14/2014	2/27/2014	5550 0800 0131 2656	MCEA	219.00
COMM ED BELLE PLAINE	343195686	2/17/2014	2/18/2014	2/27/2014	5550 0800 0131 2656	PIZZA PLUS	80.00
COMM ED BELLE PLAINE	343270946	2/18/2014	2/19/2014	2/27/2014	5550 0800 0131 2656	PIZZA PLUS	102.50
COMM ED BELLE PLAINE	343270947	2/18/2014	2/19/2014	2/27/2014	5550 0800 0131 2656	CTY OF EAGAN-FIN/PKS/R	225.00
COMM ED BELLE PLAINE	343376027	2/19/2014	2/20/2014	2/27/2014	5550 0800 0131 2656	USPS 26073001733418328	14.50
COMM ED BELLE PLAINE	343376028	2/19/2014	2/20/2014	2/27/2014	5550 0800 0131 2656	Discount School Supply	94.74
COMM ED BELLE PLAINE	343538600	2/21/2014	2/21/2014	2/27/2014	5550 0800 0131 2656	TARGET CENTER TICKETS	281.25
COMM ED BELLE PLAINE	343538601	2/20/2014	2/21/2014	2/27/2014	5550 0800 0131 2656	STEFFEN HARDWARE	8.99
COMM ED BELLE PLAINE	343538602	2/20/2014	2/21/2014	2/27/2014	5550 0800 0131 2656	UNIVERSAL ATHLETIC	129.92
COMM ED BELLE PLAINE	343725589	2/22/2014	2/24/2014	2/27/2014	5550 0800 0131 2656	PIZZA PLUS	80.00
COMM ED BELLE PLAINE	343725590	2/21/2014	2/24/2014	2/27/2014	5550 0800 0131 2656	HOLIDAY INNS	195.42
COMM ED BELLE PLAINE	343839394	2/24/2014	2/25/2014	2/27/2014	5550 0800 0131 2656	COBORN S SUPERSTORE	15.56
COMM ED BELLE PLAINE	343940315	2/25/2014	2/26/2014	2/27/2014	5550 0800 0131 2656	USPS 26073001733418328	10.85
COMM ED BELLE PLAINE	343940316	2/25/2014	2/26/2014	2/27/2014	5550 0800 0131 2656	PIZZA PLUS	65.00
COMM ED BELLE PLAINE	343940317	2/25/2014	2/26/2014	2/27/2014	5550 0800 0131 2656	SCHOLASTIC INC. KEY 22	41.00
COMM ED BELLE PLAINE	344048814	2/26/2014	2/27/2014	2/27/2014	5550 0800 0131 2656	COBORN S SUPERSTORE	8.27
COMM ED BELLE PLAINE	344048815	2/26/2014	2/27/2014	2/27/2014	5550 0800 0131 2656	USPS 26073001733418328	2.80
COMM ED BELLE PLAINE	344048816	2/26/2014	2/27/2014	2/27/2014	5550 0800 0131 2656	TARGET CENTER TICKETS	56.25
ELEMENTARY CHATFIELD	341340240	1/29/2014	1/30/2014	2/27/2014	5550 0800 0128 1687	BUREAU OF EDU & RESEAR	229.00
ELEMENTARY CHATFIELD	341340241	1/29/2014	1/30/2014	2/27/2014	5550 0800 0128 1687	BUREAU OF EDU & RESEAR	229.00
ELEMENTARY CHATFIELD	341504690	1/31/2014	1/31/2014	2/27/2014	5550 0800 0128 1687	OFFICEMAX CT*IN#493260	96.50
ELEMENTARY CHATFIELD	341504691	1/31/2014	1/31/2014	2/27/2014	5550 0800 0128 1687	OFFICEMAX CT*IN#502963	21.45
ELEMENTARY CHATFIELD	341504692	1/31/2014	1/31/2014	2/27/2014	5550 0800 0128 1687	BUREAU OF EDU & RESEAR	(229.00)

Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Account Number	Merchant Name	Transaction Amount
ELEMENTARY CHATFIELD	341855107	2/4/2014	2/4/2014	2/27/2014	5550 0800 0128 1687	SSI*SCHOOL SPECIALTY	97.27
ELEMENTARY CHATFIELD	342541341	2/10/2014	2/11/2014	2/27/2014	5550 0800 0128 1687	BUYONLINENOW.COM	54.19
ELEMENTARY CHATFIELD	342634584	2/10/2014	2/12/2014	2/27/2014	5550 0800 0128 1687	ORIENTAL TRADNG CO	(14.17)
ELEMENTARY CHATFIELD	342634585	2/10/2014	2/12/2014	2/27/2014	5550 0800 0128 1687	ORIENTAL TRADNG CO	220.16
ELEMENTARY CHATFIELD	342903480	2/13/2014	2/14/2014	2/27/2014	5550 0800 0128 1687	TARGET 00012724	13.46
ELEMENTARY CHATFIELD	342903481	2/13/2014	2/14/2014	2/27/2014	5550 0800 0128 1687	OFFICEMAX CT*IN#816681	45.57
ELEMENTARY CHATFIELD	342903482	2/13/2014	2/14/2014	2/27/2014	5550 0800 0128 1687	PAYPAL *NOODLEGAMES	105.00
ELEMENTARY CHATFIELD	342903483	2/12/2014	2/14/2014	2/27/2014	5550 0800 0128 1687	SCHOLASTIC BOOK CLUB	140.00
ELEMENTARY CHATFIELD	342903484	2/12/2014	2/14/2014	2/27/2014	5550 0800 0128 1687	SCHOLASTIC BOOK CLUB	292.00
ELEMENTARY CHATFIELD	342903485	2/12/2014	2/14/2014	2/27/2014	5550 0800 0128 1687	SCHOLASTIC BOOK CLUB	224.00
ELEMENTARY CHATFIELD	342903486	2/12/2014	2/14/2014	2/27/2014	5550 0800 0128 1687	SCHOLASTIC BOOK CLUB	178.00
ELEMENTARY CHATFIELD	342903487	2/12/2014	2/14/2014	2/27/2014	5550 0800 0128 1687	THE 2 SISTERS/THEDAILY	765.00
ELEMENTARY CHATFIELD	343195684	2/17/2014	2/18/2014	2/27/2014	5550 0800 0128 1687	BUREAU OF EDU & RESEAR	229.00
ELEMENTARY CHATFIELD	343376024	2/19/2014	2/20/2014	2/27/2014	5550 0800 0128 1687	COBORN S SUPERSTORE	8.17
ELEMENTARY CHATFIELD	343376025	2/19/2014	2/20/2014	2/27/2014	5550 0800 0128 1687	TARGET 00012724	39.06
ELEMENTARY CHATFIELD	343940312	2/25/2014	2/26/2014	2/27/2014	5550 0800 0128 1687	FARMINGTON AREA COMMUN	40.00
ELEMENTARY CHATFIELD	343940313	2/25/2014	2/26/2014	2/27/2014	5550 0800 0128 1687	AMAZON MKTPLACE PMTS	28.97
ELEMENTARY CHATFIELD	343940314	2/24/2014	2/26/2014	2/27/2014	5550 0800 0128 1687	THE 2 SISTERS/THEDAILY	1,530.00
ELEMENTARY CHATFIELD	344048807	2/26/2014	2/27/2014	2/27/2014	5550 0800 0128 1687	OFFICEMAX CT*IN#096296	37.00
ELEMENTARY OAK CREST	341095929	1/27/2014	1/28/2014	2/27/2014	5550 0800 0131 0064	MMEA	150.00
ELEMENTARY OAK CREST	341095930	1/27/2014	1/28/2014	2/27/2014	5550 0800 0131 0064	MMEA	150.00
ELEMENTARY OAK CREST	341213511	1/28/2014	1/29/2014	2/27/2014	5550 0800 0131 0064	SSI*SCHOOL SPECIALTY	83.86
ELEMENTARY OAK CREST	341340242	1/29/2014	1/30/2014	2/27/2014	5550 0800 0131 0064	ANCHOR PAPER COMPANY	153.64
ELEMENTARY OAK CREST	341504693	1/29/2014	1/31/2014	2/27/2014	5550 0800 0131 0064	SCHOLASTIC MAGAZINES	(35.03)
ELEMENTARY OAK CREST	341504694	1/29/2014	1/31/2014	2/27/2014	5550 0800 0131 0064	SCHOLASTIC MAGAZINES	35.03
ELEMENTARY OAK CREST	341855108	2/3/2014	2/4/2014	2/27/2014	5550 0800 0131 0064	PINNACLE PROMOTIONS	575.82
ELEMENTARY OAK CREST	341855109	2/4/2014	2/4/2014	2/27/2014	5550 0800 0131 0064	SSI*SCHOOL SPECIALTY	506.84
ELEMENTARY OAK CREST	341855110	2/4/2014	2/4/2014	2/27/2014	5550 0800 0131 0064	SSI*SCHOOL SPECIALTY	46.48
ELEMENTARY OAK CREST	342210655	2/6/2014	2/7/2014	2/27/2014	5550 0800 0131 0064	PINNACLE PROMOTIONS	575.82
ELEMENTARY OAK CREST	342210656	2/6/2014	2/7/2014	2/27/2014	5550 0800 0131 0064	PINNACLE PROMOTIONS	(575.82)
ELEMENTARY OAK CREST	342210657	2/6/2014	2/7/2014	2/27/2014	5550 0800 0131 0064	MINNESOTA STATE CAPITO	75.00
ELEMENTARY OAK CREST	342541342	2/10/2014	2/11/2014	2/27/2014	5550 0800 0131 0064	SAMSCLUB #6311	166.22
ELEMENTARY OAK CREST	342634586	2/11/2014	2/12/2014	2/27/2014	5550 0800 0131 0064	COBORN S SUPERSTORE	58.84
ELEMENTARY OAK CREST	342634587	2/11/2014	2/12/2014	2/27/2014	5550 0800 0131 0064	CONTINENTAL CLAY COMPA	341.35
ELEMENTARY OAK CREST	342750533	2/12/2014	2/13/2014	2/27/2014	5550 0800 0131 0064	SSI*SCHOOL SPECIALTY	97.84
ELEMENTARY OAK CREST	342750534	2/12/2014	2/13/2014	2/27/2014	5550 0800 0131 0064	SSI*CLASSROOM DIRECT	51.18
ELEMENTARY OAK CREST	342903488	2/13/2014	2/14/2014	2/27/2014	5550 0800 0131 0064	USPS 26073001733418328	170.00
ELEMENTARY OAK CREST	342903489	2/14/2014	2/14/2014	2/27/2014	5550 0800 0131 0064	PARTYCITY.COM	115.51
ELEMENTARY OAK CREST	342903490	2/14/2014	2/14/2014	2/27/2014	5550 0800 0131 0064	RGS Pay*	119.43
ELEMENTARY OAK CREST	342903491	2/14/2014	2/14/2014	2/27/2014	5550 0800 0131 0064	IDITAROD MAIL ORDER DE	24.95
ELEMENTARY OAK CREST	342903492	2/13/2014	2/14/2014	2/27/2014	5550 0800 0131 0064	DEVELOPMENTAL RESOURCE	992.00
ELEMENTARY OAK CREST	343091419	2/15/2014	2/17/2014	2/27/2014	5550 0800 0131 0064	TARGET 00012724	100.63

Feb 2014 Pcard

Card Holder	Transaction ID	Transaction Date	Processing Date	Statement Date	Account Number	Merchant Name	Transaction Amount
ELEMENTARY OAK CREST	343195685	2/17/2014	2/18/2014	2/27/2014	5550 0800 0131 0064	Amazon.com	105.06
ELEMENTARY OAK CREST	343376026	2/19/2014	2/20/2014	2/27/2014	5550 0800 0131 0064	SSI*SCHOOL SPECIALTY	192.82
ELEMENTARY OAK CREST	343538597	2/20/2014	2/21/2014	2/27/2014	5550 0800 0131 0064	THESTUDIOMPLS	650.00
ELEMENTARY OAK CREST	343538598	2/20/2014	2/21/2014	2/27/2014	5550 0800 0131 0064	SSI*SCHOOL SPECIALTY	35.51
ELEMENTARY OAK CREST	343538599	2/20/2014	2/21/2014	2/27/2014	5550 0800 0131 0064	SSI*CLASSROOM DIRECT	107.93
ELEMENTARY OAK CREST	344048808	2/25/2014	2/27/2014	2/27/2014	5550 0800 0131 0064	SHAKOPEE THEATRE-25QPS	93.60
ELEMENTARY OAK CREST	344048809	2/25/2014	2/27/2014	2/27/2014	5550 0800 0131 0064	SHAKOPEE THEATRE-25QPS	463.32
ELEMENTARY OAK CREST	344048810	2/25/2014	2/27/2014	2/27/2014	5550 0800 0131 0064	SHAKOPEE THEATRE-25QPS	463.32
ELEMENTARY OAK CREST	344048811	2/25/2014	2/27/2014	2/27/2014	5550 0800 0131 0064	SHAKOPEE THEATRE-25QPS	431.64
ELEMENTARY OAK CREST	344048812	2/25/2014	2/27/2014	2/27/2014	5550 0800 0131 0064	SHAKOPEE THEATRE-25QPS	495.00
ELEMENTARY OAK CREST	344048813	2/25/2014	2/27/2014	2/27/2014	5550 0800 0131 0064	SHAKOPEE THEATRE-25QPS	463.32
HANSON LIANN	341340238	1/28/2014	1/30/2014	2/27/2014	5550 0800 0094 2727	NAESP.ORG	1,450.00
HANSON LIANN	342541337	2/10/2014	2/11/2014	2/27/2014	5550 0800 0094 2727	ZOHO CORPORATION	19.00

Total	63,925.70
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Chuck Keller
Business Manager
Carol Lagergren
Director of Curriculum & Assessment
Ken Wick
IT Director



Chad Williams
Special Services Director
Jeff Heine
Buildings & Grounds Director
Nelson Ladd
Community Services Director

DATE OF BOARD MEETING: March 31, 2014
 SUBJECT: Gifts and Donations
 RECOMMENDATION: Approve

Therefore, the Director of Finance and Operations recommends the following resolution:

WHEREAS, School Board Policy #706 establishes guidelines for the acceptance of gifts/donations to the District; and

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

BE IT RESOLVED that the School Board of Independent School District No. 716 accept with appreciation the following gifts/donation and permit their use as designated by the donor(s).

DETAIL OF GIFTS/DONATIONS:

Date	Donor	Item and Nature of Donation/Gift	Value or Amount
2.18.14	MVEC	Early Childhood – take home packs	\$300.00
3.3.14	BP Elementary PTO	Chatfield – Kindergarten Info Night	\$1,000.00
3.3.14	BP Elementary PTO	Chatfield – Fund request for learning	\$113.40
3.3.14	BP Elementary PTO	Chatfield – Fund request for learning	\$50.00
12.10.13	K12 Coupons – School Store	Oak Crest	\$135.00
2.18.14	MVEC	Oak Crest – Backpack Program (food)	\$500.00
3.4.14	BP Elementary PTO	Oak Crest – Grade 3 Dance Party Sponsor	\$500.00
3.3.14	BP Elementary PTO	Oak Crest – Planners	\$1,150.00
3.3.14	BP Elementary PTO	Oak Crest – School of Excellence	\$4,000.00
3.3.14	BP Elementary PTO	Oak Crest – Backpack Program	\$427.60
3.7.14	Kopp Family Foundation	Jr/Sr High School – Scholarships for Activities/Field Trips	\$500.00

[HF3171](#)

[Appropriations tracking](#)

[Levy tracking](#)

[House Research Summary](#)

[SF767](#)

[Appropriations tracking](#)

[Levy tracking](#)

[Senate Counsel Summary](#)

FORMULA INCREASE

House: 1% on the formula, \$58 million for FY15

Senate: No change to current law

TELECOMMUNICATIONS ACCESS AID

House: Additional \$5 million in FY15 and \$10 million in FY16-17

Senate: No change to current law

ENGLISH LANGUAGE LEARNERS

House: Increases the maximum number of years a student may receive state-funded English learner services from five to six years. Increases the English learner program basic revenue from \$704 to \$726 per pupil.

Senate: Same

EQUITY REGIONS

House: Beginning in FY16, expands the metro region used for computing equity revenue from the seven county metro area to the federally designated thirteen county Minneapolis-St. Paul-Bloomington statistical area.

Senate: Provides that a district with any of its area located within the seven-county metropolitan area be considered part of the metro equity region.

SCHOOL LUNCH

House: Fully funds reduced-price lunch, \$3.5 million in FY15

Senate: Same

SAFE SCHOOLS LEVY FOR INTERMEDIATE SCHOOL DISTRICTS

House: Increases safe schools levy by \$5 per pupil

Senate: Same

BUILDING LEASE LEVY

House: No change to current law

Senate: Increases lease levy authority by \$50 for regular districts and \$19 for intermediate districts.

REVIEW AND COMMENT

House: Increases the minimum qualifying amount needed to trigger a review and comment from \$1.4 million to \$2 million. Removes the need for a review and comment on most maintenance projects.

Senate: Same

ALIGNING MINNESOTA'S ALTERNATIVE TEACHER PROFESSIONAL PAY SYSTEM AND TEACHER EVALUATION PROGRAM

House: Directs MDE to consult with experts and legislators on better aligning Minnesota's alternative professional pay system and teacher developmental and evaluation program and to report to the legislature by February 1, 2015, on effecting and funding an improved alignment.

Senate: No comparable provision

CAREER AND TECHNICAL EDUCATION PROGRAMS

House: Directs MDE to consult with experts knowledgeable about secondary and post-secondary career and technical education programs to determine the content, status, and resources of specific career and technical education programs available in Minnesota.

Senate: No comparable provision

SPECIAL EDUCATION TASK FORCE RECOMMENDATIONS, RULEMAKING AUTHORITY

House: Directs MDE to use the expedited rulemaking process to make the rule changes recommended by the special education caseload and rule alignment task force in its 2014 report to the legislature.

Requires a public hearing if 100 people request it.

Senate: Included in Senate Education Policy Bill.

Special Education Online Reporting

House: Directs MDE to integrate, customize, and sustain a streamlined statewide online system, with a single, integrated model online form, for collecting and reporting special education-related data. Requires the online system to interface with existing state reporting systems and with local district data systems.

Senate: Same

NATURAL DISASTER DEBT SERVICE EQUALIZATION

House: Defines "eligible natural disaster debt service revenue" as the amount necessary to raise between 105 and 106 percent of the annual repayment of debt for repair of facilities that (1) have been impacted by a natural disaster occurring since January 1, 2005; (2) were damaged by more than \$500,000; and (3) have repair and replacement costs that are not covered by FEMA or insurance.

Senate: No comparable provision

INNOVATIVE DELIVERY PILOT PROJECT

House: Allows the pilot project to continue through June 30, 2018, or for up to a five-year term, whichever comes first. Allows participants to agree to extend the project beyond these timelines.

Senate: Same

DEVELOPMENTAL SCREENING AID

House: Increases developmental screening aid by \$5 for each three and four year old child who is screened.

Senate: No change to current law

SCHOOL READINESS

House: Increases appropriation from \$10.095 million to \$12 million per year.

Senate: Increases appropriation from \$10.095 million to \$14.6 million in FY15 and \$15 million per year beginning in FY16.

EARLY CHILDHOOD FAMILY EDUCATION

House: No change to current law.

Senate: Increases appropriation by \$11.9 million in FY15 and \$35 million per year beginning in FY16. Also changes ECFE formula so it keys off the K-12 per pupil formula.

Amends the ECFE program requirements to require districts to conduct a community needs assessment that identifies new and underserved populations, identifies child and family risk factors, particularly those that affect children's learning and development, assesses family and parenting education needs in the community, and a comparison with school district census data.

In addition, states that programming and services tailored to the needs of families and parents are prioritized in the community needs assessment; and that ECFE programs provide information about and, if needed, assist in arranging for an early childhood health and developmental screening when the child nears their third birthday.

Directs ECFE programs to prioritize programming and services for families and parents identified in the community needs assessment, particularly those families and parents with children with the most risk factors birth to age three.

HOME VISITING

House: No change to current law.

Senate: Requires home visiting to incorporate evidence-informed parenting education practices designed to support the healthy growth and development of children, with a priority focus on those children who have high needs.

States that home visiting program should be provided by licensed parenting educators, certified family life educators, or professionals with an equivalent license that reflect the demographic composition of the community to the extent possible.

Requires ECFE programs to be supervised by a licensed early childhood teacher or a licensed parent educator.

EARLY LEARNING SCHOLARSHIPS

House: No change to current law.

Senate: Removes \$5000 scholarship cap and directs the commissioner to establish a target for the average scholarship amount per child based on the results of the rate survey conducted under section 119B.13.

Clarifies that recipients of Pathway II scholarships may use its established registration process to enroll scholarship recipients and may verify a scholarship recipient's family income in the same manner as for other program participants. Allows Pathway II recipients to be paid directly from MDE.

Appropriates \$12 million in FY15 and an additional \$8 million in per year beginning in FY16.

SCHOLARSHIP EVALUATION REPORT

House: Requires the commissioner to report on the evaluation of the early learning scholarship program by January 15, 2016.

Senate: Requires the commissioner to report on the evaluation of the early learning scholarship program by January 15, 2016. The report must include student outcomes by program setting, including Head Start programs, school-based prekindergarten and preschool programs, and other early education and childcare programs. The report must also include the number of scholarship recipients in school-based, home-based, and center-based programs as well as a geographic summary of scholarship recipients

ADULT BASIC EDUCATION SUPPLEMENTAL SERVICE GRANTS

House: Increases the maximum amount of a supplement services grant to any single organization from 20 to 40 percent of the total amount of supplemental service aid.

Senate: Same

STATE TOTAL ADULT BASIC EDUCATION AID

House: Increases the adult basic education program growth factor from 1.025 to 1.03 for fiscal years 2015 and later. Increases the portion of adult basic education aid available for supplemental service grants from two to three percent of the total program aid.

Senate: Same

MN READING CORPS

House: Appropriates \$500,000 in FY15 and \$1 million in FY16-17

Senate: Appropriates \$2 million in FY15 and \$2 million in FY16-17

NORTHSIDE ACHIEVEMENT ZONE

House: Appropriates \$1.132 million per year, starting in FY15

Senate: Appropriates \$600,000 in FY15

ST PAUL PROMISE NEIGHBORHOOD

House: Appropriates \$1.132 million per year, starting in FY15

Senate: \$600,000 in FY15

**BELLE PLAINE PUBLIC SCHOOLS - ISD 716
GENERAL FUND REVENUE & EXPENDITURES BUDGET
FOR THE FISCAL YEAR ENDING JUNE 30, 2014**

YTD FEBRUARY 2014

Full Year 66.67%
School Year 66.67%

REVENUE

REVENUE CATEGORIES	2nd Prior Year Final	Prior Year	Adopted Budget 2013-14	Revised Budget 2013-14	Change	Percent Change	Received 2014 YTD	Budget Remaining	Current Year
									% of Budget Received
STATE	11,533,225	11,877,679	11,971,927	12,596,638	624,711	5.22%	7,055,505	5,541,133	56.01%
FEDERAL	632,576	493,920	379,463	465,648	86,185	22.71%	156,123	309,525	33.53%
LEVY	1,175,022	1,222,046	1,228,340	675,634	(552,706)	-45.00%	581,488	94,146	86.07%
TUITION	19,482	24,287	18,000	22,000	4,000	22.22%	-	22,000	0.00%
LOCAL (FEES, INTEREST, ETC.)	495,545	398,110	353,620	1,075,235	721,615	204.07%	892,489	182,746	83.00%
TOTALS	13,855,851	14,016,043	13,951,351	14,835,155	883,804	6.33%	8,685,605	6,149,550	58.55%

EXPENDITURES - BY OBJECT

OBJECT SERIES	2nd Prior Year Final	Prior Year	Adopted Budget 2013-14	Revised Budget 2013-14	Change	Percent Change	Total Expenses 2014 YTD	Budget Remaining	Current Year
									% of Budget Expended
SALARIES & WAGES	7,344,620	7,678,195	7,863,145	7,989,073	125,927	1.60%	4,282,823	3,706,250	53.61%
EMPLOYEE BENEFITS	2,529,835	2,610,718	2,790,540	2,814,210	23,671	0.85%	1,711,419	1,102,791	60.81%
PURCHASED SERVICES	2,615,355	2,704,156	2,637,627	2,662,615	24,988	0.95%	1,460,382	1,234,867	54.85%
SUPPLIES	632,444	716,812	646,996	654,778	7,782	1.20%	550,220	104,558	84.03%
EQUIPMENT	499,458	370,319	361,331	1,155,447	794,116	219.78%	1,076,564	46,249	93.17%
DEBT SERVICE	17,258	11,352	15,606	15,000	(606)	-3.88%	14,062	938	93.74%
OTHER EXPENDITURES	27,836	25,796	30,628	30,466	(161)	-0.53%	27,302	3,165	89.61%
TOTALS	13,666,806	14,117,348	14,345,873	15,321,590	975,717	6.80%	9,122,772	6,198,818	59.54%

BELLE PLAINE PUBLIC SCHOOLS

Revised
2013-14

Revenues

General Fund	\$	14,835,155
Food Services Fund	\$	640,000
Community Services Fund	\$	582,277
Debt Redemption Fund	\$	3,445,893
Trust and Agency Fund	\$	2,000
Totals All Funds	\$	19,505,325

Expenditures

General Fund	\$	15,321,590
Food Services Fund	\$	655,000
Community Services Fund	\$	642,802
Debt Redemption Fund	\$	3,295,334
Trust and Agency Fund	\$	2,000
Totals All Funds	\$	19,916,727

Belle Plaine Public Schools Budgeted Fund Balances

June 30, 2014

General Fund	June 30, 2009	June 30, 2010	June 30, 2011	June 30, 2012	Actual June 30, 2013	Revised Budget June 30, 2014	Net Change vs. FY13
Unreserved/Undesignated	\$1,417,304	\$1,248,768	\$1,678,323	\$1,885,237	\$1,837,385	\$1,504,143	(\$333,242)
Nonspendable Fund Balance	\$0	\$0	\$24,869	\$50,563	\$29,835	\$25,000	(\$4,835)
Chatfield Special Account	\$48,216	\$46,747	\$40,972	\$23,558	\$25,004	\$35,000	\$9,996
Oak Crest Special Account	\$49,077	\$55,802	\$58,962	\$62,478	\$55,451	\$50,000	(\$5,451)
Designated For Integration		\$0	\$43,484	\$102,416	\$53,443	\$35,220	(\$18,223)
Designation For Severance		\$180,343	\$180,343	\$180,343	\$180,343	\$180,343	\$0
Designation For Staff Development		\$11,487	\$0	\$0	\$0	\$0	\$0
Total Unreserved	\$1,514,598	\$1,543,148	\$2,026,953	\$2,304,595	\$2,181,461	\$1,829,706	(\$351,755)
Reserved							
Staff Development	\$90,448	\$90,448	\$89,802	\$89,802	\$89,802	\$89,802	(\$0)
Deferred Maintenance	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Health & Safety	(\$52,070)	\$42,100	(\$33,035)	(\$47,290)	(\$55,757)	(\$62,233)	(\$6,476)
Designation For Severance	\$180,343	\$0	\$0	\$0	\$0	\$0	\$0
Operating Capital (facilities & equipment)	\$888,993	\$855,817	\$778,758	\$704,416	\$734,711	\$606,507	(\$128,204)
Safe Schools	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Reserved	\$1,107,714	\$988,365	\$835,526	\$746,929	\$768,757	\$634,076	(\$134,681)
Total General Fund	\$2,622,312	\$2,531,513	\$2,862,479	\$3,051,524	\$2,950,218	\$2,463,782	(\$486,436)
Food Service Fund	\$77,264	\$73,879	\$79,218	\$98,364	\$88,974	\$73,974	(\$15,000)
Community Education							
Restricted Fund Balance	\$24,439	\$16,908	\$13,643	\$9,435	\$9,077	\$5,474	(\$3,603)
Community Ed	\$59,363	\$50,903	\$66,878	\$73,872	\$77,984	\$28,306	(\$49,678)
ECFE	\$0	\$2,503	\$11,435	\$32,401	\$33,003	\$25,759	(\$7,244)
School Readiness	\$0	\$1,025	\$1,792	\$5,245	\$11,421	\$11,421	(\$0)
Total Community Education	\$83,802	\$71,339	\$93,749	\$120,953	\$131,486	\$70,960	(\$60,526)
Debt Service	\$454,370	\$594,543	\$687,221	\$502,478	\$28,048,179	\$28,198,738	\$150,559
Trust Fund	\$1,375	\$1,375	\$1,875	\$1,350	\$1,141	\$1,141	\$0
Total All Funds:	\$3,239,122	\$3,272,648	\$3,724,542	\$3,774,668	\$31,219,998	\$30,808,595	(\$411,403)



Achievement and Integration Plan July 1, 2014 – June 30, 2017

This plan reflects requirements included in the current achievement and integration statutes and desegregation/integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180).

District ISD# and Name:

#716 Belle Plaine Public Schools

District Status: A

Name of Collaborative: Choose an item.

[Click here to enter text.](#)

Superintendent's Name:

Kelly Smith

Phone: 952-873-2400

E-mail: ksmith@belleplaine.k12.mn.us

District Office Address:

Street Address: 130 S Willow Street

City, State, ZIP: Belle Plaine, MN 56011

Document prepared by:

Name: Kelly Smith

Title: Superintendent

Phone: 952-873-2400

E-mail: ksmith@belleplaine.k12.mn.us

Board Approval Date: March 31, 2014

Integration Collaborative Member Districts

List all districts in your integration collaborative and their integration status: RI=Racially Isolated district, RIS=Racially Identified School, RI/RIS=Racially Isolated district and Racially Identified School, A=Adjoining district, V=Voluntary district.

Note: If your district is eligible for this program solely because you have one or more racially identifiable schools within your district, you are not currently required to participate in an integration collaborative and may delete the text boxes below.

1. A Nicollet
2. RI Sibley East
3. A Belle Plaine
4. Choose an item. [Click here to enter text.](#)

Please return this completed plan by March 15, 2014 to mde.integration@state.mn.us.

Electronic submission is required.

Address general questions on the data or plan submission process to Kari-Ann Ediger, Office of Equity and Innovation, 651-582-8269, Kari-Ann.Ediger@state.mn.us.

Racially Identifiable Schools (RIS) within a District

If you have been notified by MDE that your district has one or more racially identifiable schools, please list each of those schools below:

1. [Click here to enter text.](#)
2. [Click here to enter text.](#)
3. [Click here to enter text.](#)

Plans for racially identifiable schools will follow the same format provided for districts within an integration collaborative. The RIS plan section starts on the final page

Achievement Goal One

Goal Statement: The overall achievement experienced in mathematics by all students who are enrolled for the full academic year for all grades tested within the Belle Plaine Public Schools will be increased by 5% per year on all state accountability tests (MCA, MOD, MTAS). (See Table A)

Goal Statement: The proficiency gap experienced in mathematics by the students of ethnicity and the students of poverty who are enrolled for the full academic year for all grades tested within the Belle Plaine Public Schools will be reduced based on achievement on all state accountability tests (MCA, MOD, MTAS). (See Table B)

A. Choose an item. *Proficiency INCREASE: Mathematics*

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Belle Plaine Schools	A	2013				
<i>All students</i>		60%	65%	70%	75%	15%
<i>All Students of Ethnicity</i>		52%	59%	66%	73%	21%
<i>FRP</i>		45%	53%	60%	68%	23%

B. Choose an item. *GAP DECREASE: Mathematics*

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Belle Plaine Schools	A	2013				
<i>All Students of Ethnicity</i>		8%	6%	4%	2%	6%
<i>FRP</i>		14%	12%	10%	7%	7%

Achievement Goal One: Strategies and Activities

Activity 1

Research based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state math assessments.

Activity details:

Differentiated instruction and targeted interventions designed to increase student achievement.

Narrative Description of Strategies/Activities:

The Response to Intervention (RTI) process is a multi-step approach to providing services and interventions to students who struggle with learning at increasing levels of intensity. The progress students make at each stage of intervention is closely monitored. Results of this monitoring are used to make decisions about the need for further research-based instruction and/or intervention in general education, in special education, or both. (National Center for Learning Disabilities, 2006)

Belle Plaine School will hire a 0.667 FTE High School Math Specialist who will provide instruction for students who are not meeting proficiency on statewide assessments. Students will be eligible for this program based on past performance on MCIII and NWEA assessments as well as teacher recommendations. Progress monitoring will occur through classroom formative assessments as well as NWEA End of Course assessments in Geometry and Algebra II. These assessments will be given three times per year to monitor growth.

Key Indicators of Progress (KIP)

1) SMART goal for this strategy/activity:

For 2014-2015: 50% of Belle Plaine High School at-risk students will score at the proficient level on NWEA End of Course assessments by the end of the academic year. (Grade 9 – Geometry, Grade 10 and 11 – Algebra II)

For 2015-2016: 60% of Belle Plaine High School at-risk students will score at the proficient level on NWEA End of Course assessments by the end of the academic year. (Grade 9 – Geometry, Grade 10 and 11 – Algebra II)

2) Measures to track implementation and progress:

NWEA End of Course Assessments will be given in Fall, Winter and Spring to measure student progress towards mastery.

Integration Goal One:

Student Safety Goal Statement: The collaborative will have at least 95% of their students in Grade 5, 8, 9, and 11 participate in the Youth Frontiers program.

Name of District	Status	BASELINE data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Belle Plaine Schools	A	2013				
<i>All students – Grade 5</i>		95%	95%	95%	95%	
<i>All Students – Grade 8</i>		95%	95%	95%	95%	
<i>All Students – Grade 9</i>		95%	95%	95%	95%	
<i>All Students – Grade 11</i>		95%	95%	95%	95%	

Student Safety Goal Statement: The collaborative will have at least 95% of their students in Grade 5, 8, 9, and 11 participate in the Youth Frontiers program.

Name of District	Status	BASELINE data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Belle Plaine Schools	A	2013				
<i>All students – Grade 5</i>		95%	95%	95%	95%	
<i>All Students – Grade 8</i>		95%	95%	95%	95%	
<i>All Students – Grade 9</i>		95%	95%	95%	95%	
<i>All Students – Grade 11</i>		95%	95%	95%	95%	

Integration Goal One: Strategies and Activities

Activity 1

Integrated Learning Environments

Activity details:

Innovative programs that will increase racial and economic integration within the targeted school or district.

Narrative Description of Strategies/Activities:

Youth Frontiers is a nonprofit, non-partisan organization that partners with schools to build positive communities where students thrive socially, emotionally and academically. Their vision is to change the way kids treat each other in every hallway, lunch line and classroom of every school in America.

Belle Plaine Schools will pair with Nicollet and Sibley East students for the following programs: Grade 4 Kindness Retreat, Grade 7 Courage Retreat, Grade 9 Respect Retreat, and Grade 11 Responsibility Retreat. See attached Research Report for Youth Frontiers.

Key Indicators of Progress (KIP)

SMART goal for this strategy/activity:

Student Safety Goal Statement: Belle Plaine Schools will increase by 5% each year the percentage of students who respond “Strongly Agree” to the statement “I feel safe at school.” based on an independent survey given to students in the fall of 2014.

Name of District	Status	BASELINE data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Belle Plaine Schools	A	2013				
<i>All students – Grade 5</i>		57%	62%	67%	72%	15%
<i>All Students – Grade 8</i>		60%	65%	70%	75%	15%
<i>All Students – Grade 9</i>		54%	59%	64%	69%	15%
<i>All Students – Grade 11</i>		60%	65%	70%	75%	15%

Student Safety Goal Statement: Belle Plaine Schools will decrease by 1% each year the percentage of students who respond “Never” to the questions: “During the last 30 days, how often have other students harassed or bullied you for any of the following reasons: your race, ethnicity or national origin; or a physical or mental disabilities.

Name of District	Status	BASELINE data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Belle Plaine Schools	A	2013				
<i>All students – Grade 5</i>		95%	96%	97%	98%	3%
<i>All Students – Grade 8</i>		94%	95%	96%	97%	3%
<i>All Students – Grade 9</i>		90%	91%	92%	93%	3%
<i>All Students – Grade 11</i>		92%	93%	94%	95%	3%

Integration Goal Two:

Integration SMART goal statements for our collaborative:

Student Engagement Goal Statement: The collaborative will have at least 95% of their teaching staff participate in the Cross-Cultural Bias training each school year.

Name of District	Status	BASELINE data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Belle Plaine Schools	A	2013				
<i>All staff</i>			95%	95%	95%	

Integration Goal Two: Strategies and Activities

Activity 1

Choose an item.

Activity details:

Choose an item.

Narrative Description of Strategies/Activities:

Cultural Bias is interpreting and judging perceived through someone’s own culture. In other words, a person may be biased towards someone else because they do not fit into that person’s own culture, or they may be different. To avoid cultural bias in the classroom, educators must recognize cultural biases in their own lives.

All staff in the collaborative will participate in professional development on the topic “Cross-Cultural Differences in School Discipline for all Educators”.

See attached research article on Cultural Bias in the Classroom.

Key Indicators of Progress (KIP)

SMART goal for this strategy/activity:

Student Engagement Goal Statement: Belle Plaine Schools will increase by 5% each year the percentage of students who respond “All of the Time” to the question “How often to you care about doing well in school?” on the Minnesota Student Survey.

Name of District	Status	BASELINE data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Belle Plaine Schools	A	2013				
<i>All students – Grade 5</i>		61.5%	66.5%	71.5%	76.5%	15%
<i>All Students – Grade 8</i>		50%	55%	60%	65%	15%
<i>All Students – Grade 9</i>		39%	44%	49%	54%	15%
<i>All Students – Grade 11</i>		41%	46%	51%	56%	15%

Research-Based Practices

Among other requirements, an eligible district must implement effective, research-based interventions that include formative assessment practices to reduce the disparities in student academic performance among the specific categories of students as measured by student progress and growth on state reading and math assessment (Minn. Stat. § 124D.861, Subd. 2 (b)).

If the activities or strategies you've listed above do not include a research based intervention, please use the space below to describe how your plan will meet this requirement. Please give the name of the intervention, any website information, and attach a PDF copy of the research article. **Not applicable.**

Creating Efficiencies and Eliminating Duplicative Programs

Please briefly explain how your district and/or collaborative is working to create efficiencies and eliminate duplicative programs and services, which may include forming collaboratives or a single, seven-county metropolitan partnership of eligible districts for this purpose (Minn. Stat. § 124D.861, Subd. 2 (c)). **Not applicable.**

Community Planning

An Achievement and Integration plan shall be developed in a formal community planning process where the isolated school district or racially identifiable school sites are represented by community members who are not district employees and were at least part of the voting membership of the planning body (Minn. Rule 3535.0170, Subp. 3). Please briefly describe the community process used for the collaborative portion of your district's plan and for your Racially Identifiable Schools, if applicable.

Multi-District Collaboration Council:

Representatives from the Belle Plaine, Nicollet & Sibley East school districts met several times from July 1st until the grant application was due. In addition staff

attended two MDE training sessions on the updated grant application. The Belle Plaine District also presented information and gathered input for our local curriculum advisory council for guidance on our application.

Community Collaboration Council for each Racially Identifiable School(s):

[Click here to enter text.](#)

Racially Identifiable School(s)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools (RIS), include achievement and integration goals and strategies for *each* Racially Identifiable School within your district. Copy and paste pages two through five of this plan to create at least one achievement goal and at least one integration goal with related activities for each RIS.

If you have not been notified of an RIS within your district, you do not need to complete this section.

**Achievement and Integration Revenue
 FY 2015 Budget Worksheet**

Use this worksheet to provide budget data needed to calculate FY15 integration revenue.
 Address general questions on budget submission to the Office of Equity and Innovation,
 651-582-8462. Return this completed worksheet by March 15, 2015 to mde.integration@state.mn.us.
Electronic submission is required. Delete additional pages or those that do not pertain to your budget.

District Name: Belle Plaine
District ISD Number: 716
Superintendent: Dr. Kelly D. Smith
Collaborative: Sibley East - Nicollet - Belle Plaine

Document Prepared By: Kelly D. Smith, Supt.
Phone: 952-378-2424
E-mail: ksmith@belleplaine.k12.mn.us

If you have been notified by MDE that your district has one or more Racially Identifiable schools in your district, please list those schools here:

Initial Integration Revenue expenditures	\$ 60,560.00
Total incentive revenue expenditures (all FIN 318 expenditures)	
TOTAL REVENUE	\$ 60,560.00

Directions: Please use the FY15 Budget Guide to create this budget. Budget worksheets are now organized around budget ratios explained in the guide. Use the space within each tabbed page to write budget narratives. Add additional pages and delete any you do not use. Consult the Budget Guide for details on allowable expenses. Proposed expenditures that align with budget guidelines may be approved for programs and activities included in a district's achievement and integration plan approved by MDE.

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2015 Integration Revenue budget that was approved by the school board.

Board Approval Date _____

School Board Chair	_____	Date	_____
Superintendent	_____	Date	_____

MDE Approval: _____ **Amount:** _____ **Date:** _____

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative	
	ORG	PROG	FIN	OBJ			Provide a brief description of how these funds will be used to support achievement or integration strategies listed in your plan. List the Goal and Activity numbers from your plan in the column to the right.	Insert Plan Goal & Activity numbers below
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY15 expenditures by 12/1/16.		
TOTAL					\$50,560.00	\$0.00		
<i>Notes or Comments:</i>								

FY 2015 Integration Revenue Budget Worksheet

District Number: 716 **District Name:** Belle Plaine

20% Professional Development
 On this worksheet please list all proposed expenditures for professional development. No more than 20 percent of the budget may be spent on PD costs included in a district's MDE approved plan. See FY15 Budget Guide for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative	
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY15 expenditures by 12/1/16.	Provide a brief description of how these funds will be used to support achievement or integration strategies listed in your plan. List the Goal and Activity numbers from your plan in the column to the right.	Plan Goal & Activity
Provide a 1/2 day workshop for all district employees on "Cultural Bias and the Impact on the Learning Environment"	005	640	313	305	\$10,000.00		The Belle Plaine Schools will contract with Critical Measures, LLC to present important information to our entire staff on Cultural Bias in the Educational Environment. The workshop will be completed during the course of the 2014-15 school year.	

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative	
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY15 expenditures by 12/1/16.	Provide a brief description of how these funds will be used to support achievement or integration strategies listed in your plan. List the Goal and Activity numbers from your plan in the column to the right.	Plan Goal & Activity
TOTAL					\$10,000.00	\$0.00		

Notes or Comments:

FY 2015 Integration Revenue Budget Worksheet

District Number: 716 **District Name:** Belle Plaine

10% Admin/Indirect Costs
 On this worksheet, please list all Administrative/Indirect proposed expenditures from your FY15 budget. No more than 10 percent of the total budget may be spent on Administrative/Indirect costs. See FY 15 Budget Guide for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative	
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY15 expenditures by 12/1/16.	Provide a brief description of how these funds will be used to support achievement or integration strategies listed in your plan. List the Goal and Activity numbers from your plan in the column to the right.	Plan Goal & Activity
					\$0.00		All admin costs will be covered by District 716 general fund revenue	

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative	
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY15 expenditures by 12/1/16.	Provide a brief description of how these funds will be used to support achievement or integration strategies listed in your plan. List the Goal and Activity numbers from your plan in the column to the right.	Plan Goal & Activity
TOTAL					\$0.00	\$0.00		

Notes or Comments:

**Belle Plaine Public Schools
World's Best WorkForce Plan
2013-2014**

Mission Statement

Expecting Excellence from Everyone, Every Day

Belle Plaine Public Schools continue to implement academic standards required under the No Child Left Behind Act and by the Minnesota Department of Education. As successful schools, we expect all students will receive high quality, scientifically based instruction provided by qualified personnel to ensure that any academic difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. *With successful core instruction, approximately 80% of students will master core content.* Students identified as being "at risk" through universal screenings and/or results on state or district-wide tests receive supplemental instruction during the school day through the Response to Intervention program. Approximately 15% of students will require this additional academic support.

World's Best Workforce Guidelines:

Based on legislation adopted in 2013, the Belle Plaine School District has developed this comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce.

Based on legislated guidelines, our World's Best Workforce Plan addresses the following goals:

1. Have all students meet school readiness goals;
2. Have all third grade students achieve grade-level literacy;
3. Close the achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers;
4. Have all students graduate from high school;
5. Have all students attain college and career preparedness.

Student Performance Measurement

Belle Plaine Public Schools uses several universal screening assessments to determine student achievement and progress. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. NWEA MAPs and AIMSweb assessments are used up to three times a year (Fall, Winter and Spring). All other assessments are offered once.

The Minnesota Comprehensive Assessment (MCAIII) is an adaptive Reading, Math and Science test given to students in Grades 3-11. In an adaptive test, the rigor of the questions students must answer will depend on how well they have done on previous questions. If a student responds correctly to a test item, the student will be asked to answer increasingly difficult questions. If a student responds incorrectly, the difficult of questions will decrease. This way, the test can hone in on a student's achievement level. However, students will not be asked to answer any questions that are outside of their grade-level standards.

The Measures of Academic Progress (NWEA MAP) is an adaptive test used to determine student's instructional level and to measure academic growth throughout the school year. MAP tests are unique in that they adapt to be appropriate for each student's level of learning and are not limited to material at a certain grade level.

The AIMSweb Curriculum-Based Measurements (CBMs) are used three times a year (fall, winter and spring) to summarize both a student's level of performance and rate of progress. These assessments give a snapshot of a student's early literacy skills, early numeracy skills, oral reading fluency and/or academic growth in reading and math. They are used to identify students who could benefit from additional support or enrichment. Once students are identified, additional assessments might be needed to determine what kind of support each child might need. Differentiated instruction and intervention, through the RTI program, might take place inside or outside of the classroom.

EXPLORE, PLAN and the ACT were designed to work together to help students make educational and career plans starting in 8th grade and take them through high school and beyond. Most students take EXPLORE in 8th grade or at the beginning of 9th grade. PLAN is for 10th graders and the ACT is for 11th and 12th graders. Each of these programs includes a test with four parts—English, mathematics, reading, and science—and each offers an interest inventory. The inventory leads to career information for students based on their interests, abilities and work preferences. Students can use the test scores to find out how well they know the subject matter and what they need to learn next. This will help them prepare for college and results from EXPLORE and PLAN will help them score better on the ACT.

	Grade Test was Offered in 2013-2014												
	K	1	2	3	4	5	6	7	8	9	10	11	12
MCA				X	X	X	X	X	X		X	X	
NWEA		X	X	X	X	X	X	X	X	X			
AIMSweb	X	X	X	X	X	X	X						
EXPLORE									X				
PLAN											X		

Student Achievement Goals and Action Plan:

World's Best Workforce legislation requires that we review student achievement throughout a student's school career based on the following guidelines:

1. Have all students meet school readiness goals

Current Level of Performance: Currently, 71% of our incoming kindergarten students are proficient on all reading readiness skills based on the AIMSweb assessments. These skills include, letter name/sound recognition and phoneme segmentation or separating words into individual sounds. Our incoming kindergarten students show comparable proficiency rates (71%) on all math readiness skills. These skills include counting/number identification and comparing numbers 1-20.

Goal: Our goal for the 2013-2014 school year is to have at least 80% of our students proficient on all reading readiness assessments and at least 80% of our students proficient on all math readiness assessments by the end of Kindergarten.

Action Plan: In addition to core instruction in reading and math with research based programs, students receive differentiated instruction through a 30-45 minute flex group model. Students who require more academic support receive 20 additional minutes of small group instruction in remedial reading and math skills through the Response to Intervention/Title I/Reading Core programs. Currently 10 students receive additional reading support and 8 students receive additional math support through these intervention programs. Progress is monitored weekly and students are dismissed from the program when they have met their targets.

Beginndergarten will be a new academic program for the 2014-2015 school year offered by the Belle Plaine School District. This program is an option for students who are eligible to enter Kindergarten (5 years old by September 1), who have birthdays during the months of May-August and are not developmentally, socially, and/or academically ready for Kindergarten. Beginndergarten offers children a time to grow and develop to ensure continued success throughout their school careers. The hope is that it will give them a better foundation for reading and other studies. The program will utilize a schedule that includes curriculum and "structured play." Beginndergarten will be an academic-based program that exposes students to the kindergarten common core standards. Students will receive instruction in reading, math, writing, science and social studies. However, concepts will be introduced at a slower pace than Kindergarten. The students in the Beginndergarten program typically will enroll in Kindergarten the following year, giving the child two consecutive years of school before attending First Grade.

2. Have all third grade students achieve grade-level literacy

Current Level of Performance: Currently, 57% of our third grade students scored at or above proficiency on the MCAIII Reading Assessment. Prior proficiency levels on the MCAII were 78 in 2011 and 80% in 2012. Slightly more than 71% of our third grade students scored at or above proficiency on the MCAIII Math Assessment.

Goal: All students will experience at least one year's growth in math and reading by the end of the 2013-2014 school year. In addition, 95% of the students proficient at the beginning of the school year will remain proficient at the end of the school year.

Action Plan: In addition to core instruction in reading and math with research based programs, students in the primary grades receive differentiated instruction through a 30-45 minute daily flex group model. Students who require more academic support receive 20 additional minutes of small group instruction in remedial reading and math skills through the Response to Intervention/Title I program. Currently 45 students in Grades 1 and 2 receive additional reading support and 10 students in Grades 1 and 2 receive additional math support through these intervention programs. An additional 7 reading students and 6 math students receive intervention support in Grade 3. Progress is monitored weekly and students are dismissed from the program when they have met their targets.

Targeted services through a summer school program and an extended day program before or after school is available for students at the elementary level. This remedial program focuses on technology-enhanced instruction in both math and reading. Approximately 8-10 students per grade levels attend these programs.

Professional Learning Communities (PLCs) are present and active in all school buildings with a focus on strategies for improved academic performance for all students. Specific learning initiatives for the 2013-2014 school year have been work on "Unpacking the Standards" to determine essential skills, questions and vocabulary associated with the state-mandated standards, and a focus on published "learning targets" in each classroom. Learning targets provide information to students on what to learn, how deeply to learn it, and exactly how to demonstrate their new learning.

3. Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers

Current Level of Performance: Currently, Belle Plaine at-risk students perform lower than non at-risk students in both reading and math. Our students of color perform 4% lower on the reading test and 7% lower on the math assessment than their more privileged peers. Our students in the free and reduced lunch program perform 16% lower on reading and 14% lower on math than the general population.

Goal: All students will experience at least one year's growth in math and reading by the end of the 2013-2014 school year. In addition, 95% of the students proficient at the beginning of the school year will remain proficient at the end of the school year.

Action Plan: In addition to core instruction in reading and math with research based programs, students in the elementary grades receive differentiated instruction through a 30-45 minute daily flex group model. Students who require more academic support receive 20 additional minutes of small group instruction in remedial reading and math skills through the Response to Intervention program. Currently 109 students in Kindergarten through Grade 6 receive additional academic support and 43 students in Grades 7 and 8 receive additional academic support. Progress is monitored weekly and students are dismissed from the program when they have met their targets.

Targeted services through a summer school program and an extended day program before or after school is available for students at the elementary level. This remedial program focuses on technology-enhanced instruction in both math and reading. Approximately 8-10 students per grade levels attend these programs. A weekly 30 minute intervention time (iTime) has been implemented at the Junior and Senior High levels. This program provides extra specialized support for students struggling with mastery of concepts and homework completion.

Professional Learning Communities (PLCs) are present and active in all school buildings with a focus on strategies for improved academic performance for all students. Specific learning initiatives for the 2013-2014 school year have been work on "Unpacking the Standards" to determine essential skills, questions and vocabulary associated with the state-mandated standards, and a focus on published "learning targets" in each classroom. Learning targets provide information to students on what to learn, how deeply to learn it, and exactly how to demonstrate their new learning.

4. Have all students graduate from high school

Current Level of Performance: The four-year graduation rate cohort model shows the number of students graduating from high school within four years of entering Grade 9. Belle Plaine School's graduation rate is 93% based on the state AYP report.

Goal: Belle Plaine Schools will increase the four-year graduation rate cohort model by 1% in 2013-2014 based on the state AYP report.

Action Plan: In addition to core instruction, students in the High School who require more academic support receive up to 50 additional minutes of small group instruction in remedial reading and math skills through the Response to Intervention reading and math programs. The primary focus of this remediation is proficiency on the MCA exams. Currently the Response to Intervention Reading Program is taught by a Reading Specialist. A Math Specialist will be hired for the 2014-2015 school year with Achievement and Integration monies to provide additional academic support. Progress is monitored weekly and students are dismissed from the program when they have met their targets.

A credit recovery program is available to students within the school building. The Learning Career Development Lab (LCD) is designed to meet the individual needs of learners. Students utilizing the LCD lab can complete academic and credit make-up, enroll in an approved independent study course, or receive study skills help.

Professional Learning Communities (PLCs) are present and active in all school buildings with a focus on strategies for improved academic performance for all students. Specific learning initiatives for the 2013-2014 school year have been work on "Unpacking the Standards" to determine essential skills, questions and vocabulary associated with the state-mandated standards, and a focus on published "learning targets" in each classroom. Learning targets provide information to students on what to learn, how deeply to learn it, and exactly how to demonstrate their new learning.

5. Have all students attain college and career preparedness

Current Level of Performance: Currently, 65% of students in Grade 8 scored at or above proficiency benchmarks on the ACT EXPLORE composite score. 70% of students in Grade 10 scored at or above proficiency benchmarks on the ACT PLAN composite score.

Goal: The percentage of students in Grade 8 and Grade 10 who score at or above proficiency on the ACT ASPIRE (replacing the EXPLORE and PLAN) will increase by 3% annually starting in the 2014-2015 school year.

Action Plan: Students currently complete a Careers unit during their 9th grade Civics class. The focus is on self-exploration through interest, ability and value inventories. This unit uses the Minnesota Career Information System (MCIS) program to structure the discussions on major, career opportunities and post-secondary requirements.

In the 2014-2015 school year, the Junior and Senior High will implement the Ramp Up to Readiness program. This weekly student advisory program will focus on the following standards of career and college preparedness: (1) 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; (2) admissions readiness – the ability to meet admissions requirements at a range of postsecondary institutions; (3) 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; (4) financial readiness – the ability to cover the cost of the first term of study at a postsecondary institution through savings, loans and financial aid; (5) 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.

Students currently have multiple opportunities to participate in concurrent enrollment classes. Courses are offered in English Literature, Writing, Math Modeling, Biology, and Government. These courses are advantageous to students because it allows them to get a head start on their college careers. In addition, participation in concurrent enrollment may ease the transition from high school to college by giving students a sense of what college academics are like.

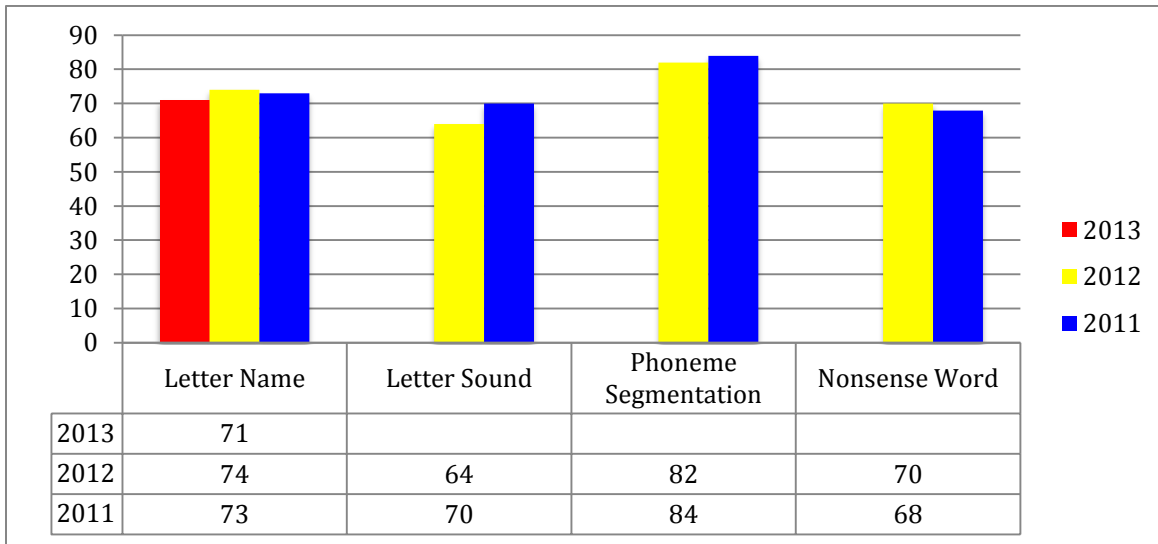
Finally, junior and seniors are given the opportunity to explore vocational career opportunities in the following areas: Automotive Technology, Computer Networking, Computer Repair, Construction Technology, Cosmetology, Criminal Justice, Engineering, Graphic Design and Print, Medical Careers and Certifications, and Photography. These courses are offered through the Southwest Metro Education Cooperative.

Appendix:

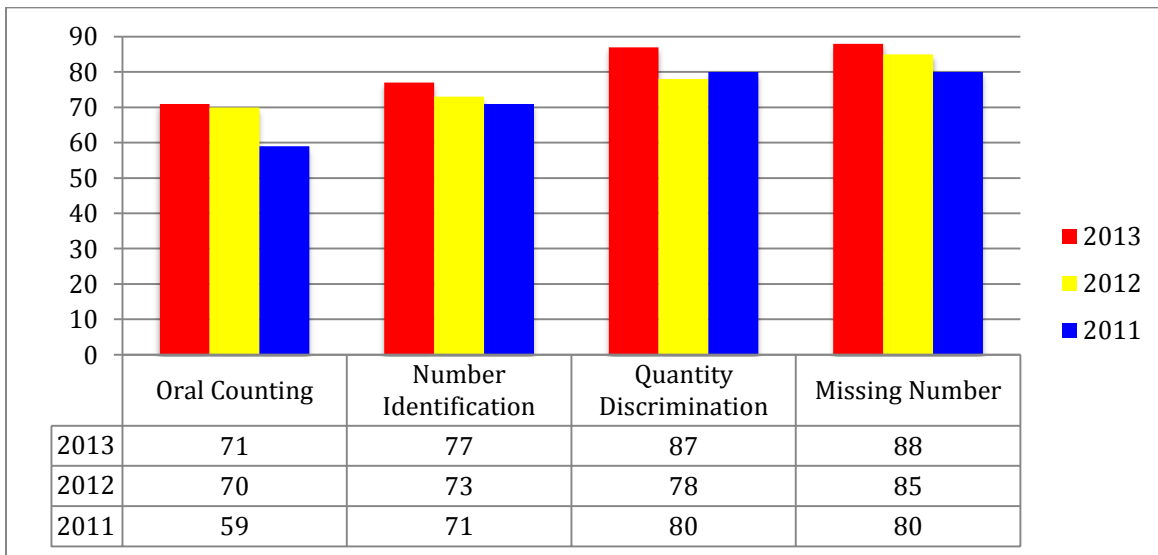
Student Performance Results

World's Best Workforce means striving to have all students meet reading and math readiness goals.

***Reading Readiness – Kindergarten Fall Percent Proficient
(AIMsWEB Test of Early Literacy)***

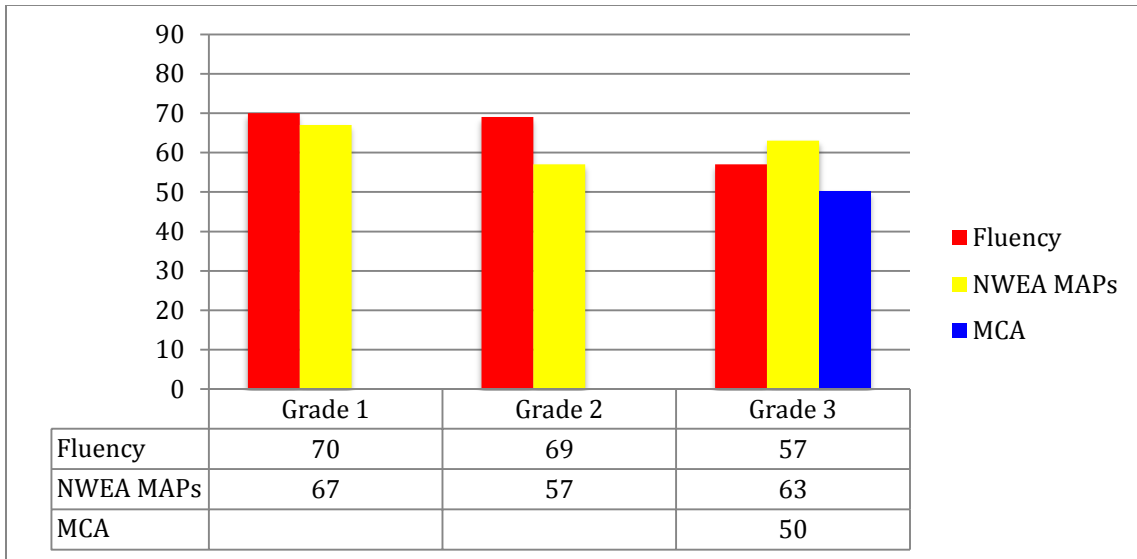


***Math Readiness – Kindergarten Fall Percent Proficient
(AIMsWEB Test of Early Numeracy)***

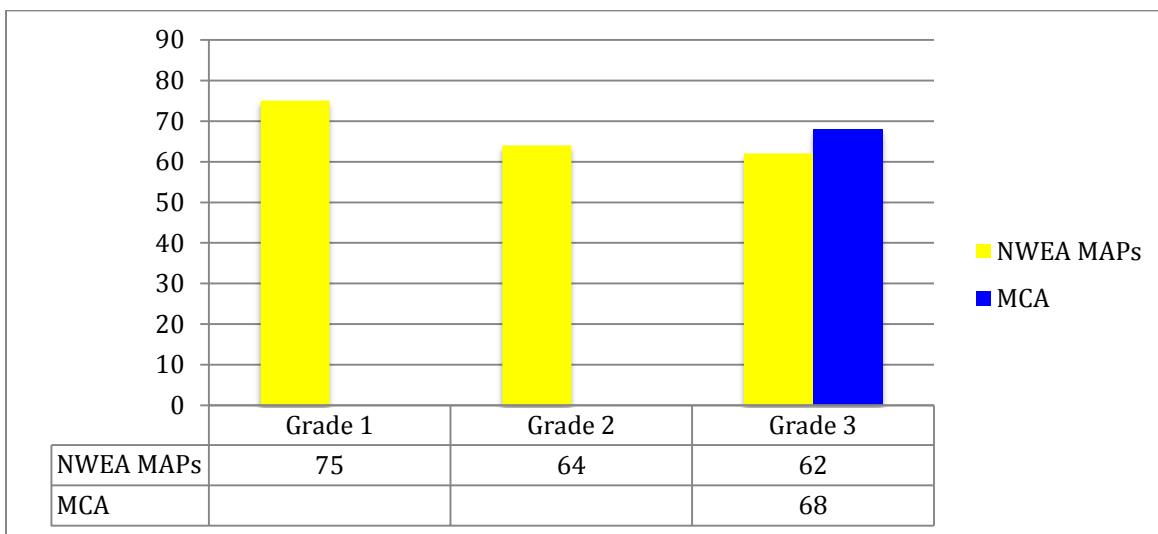


World's Best Workforce means striving to have all third grade students achieve grade-level reading and math literacy.

***Reading Literacy – Spring 2013
Percent Proficient***

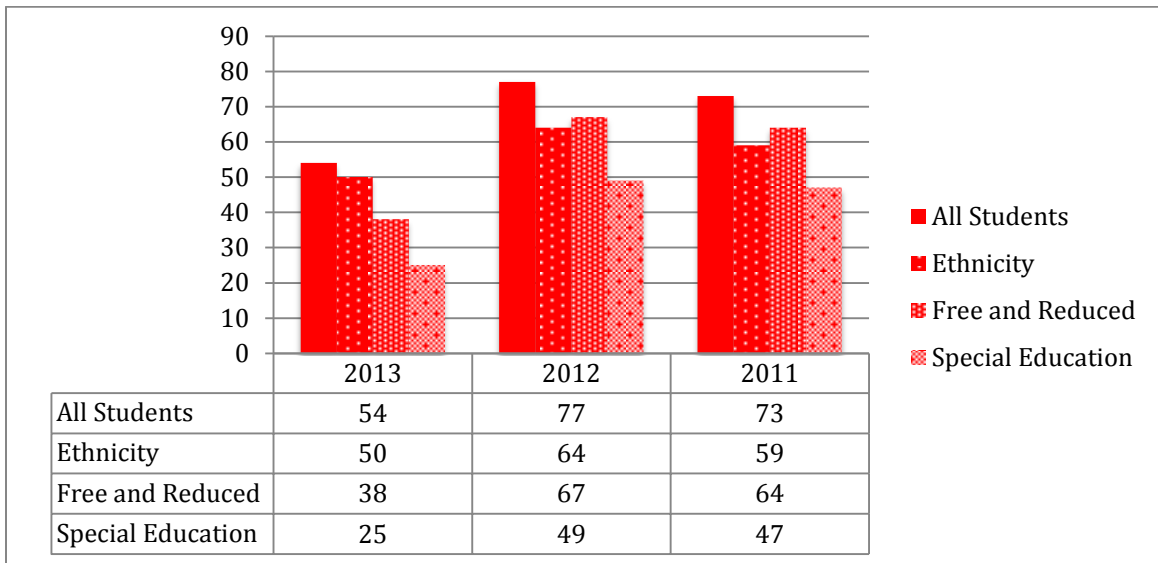


***Math Literacy – Spring 2013
Percent Proficient***

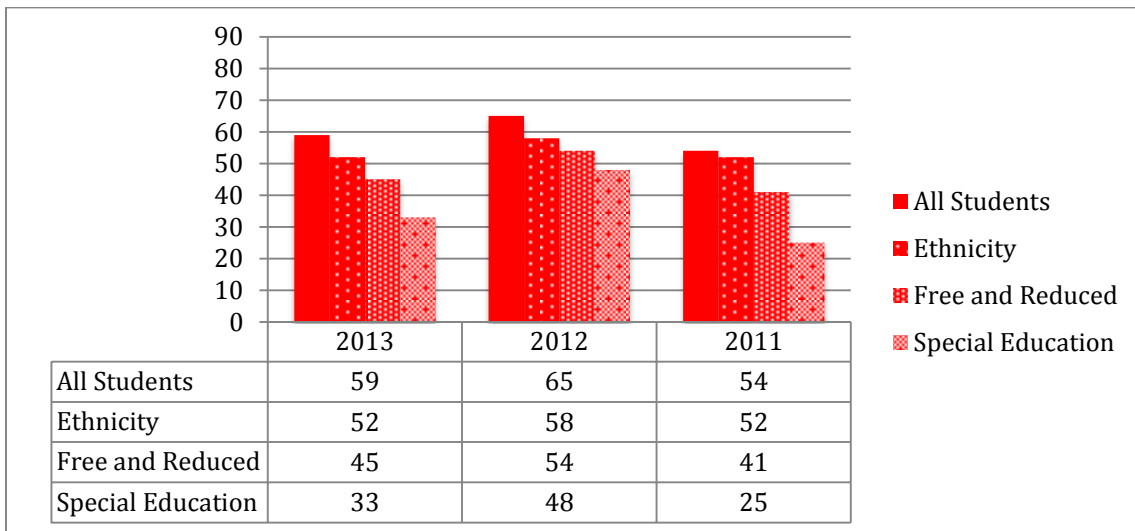


World's Best Workforce means striving to close the achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers.

***Reading Proficiency – MCA Results (Spring 2013)
Percent Proficient***

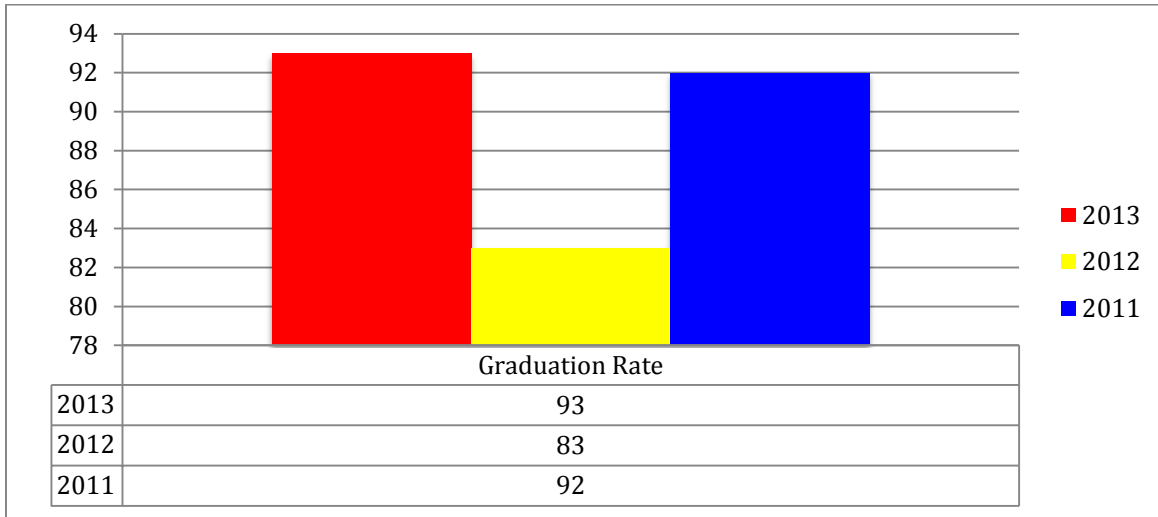


***Math Proficiency – MCA Results (Spring 2013)
Percent Proficient***

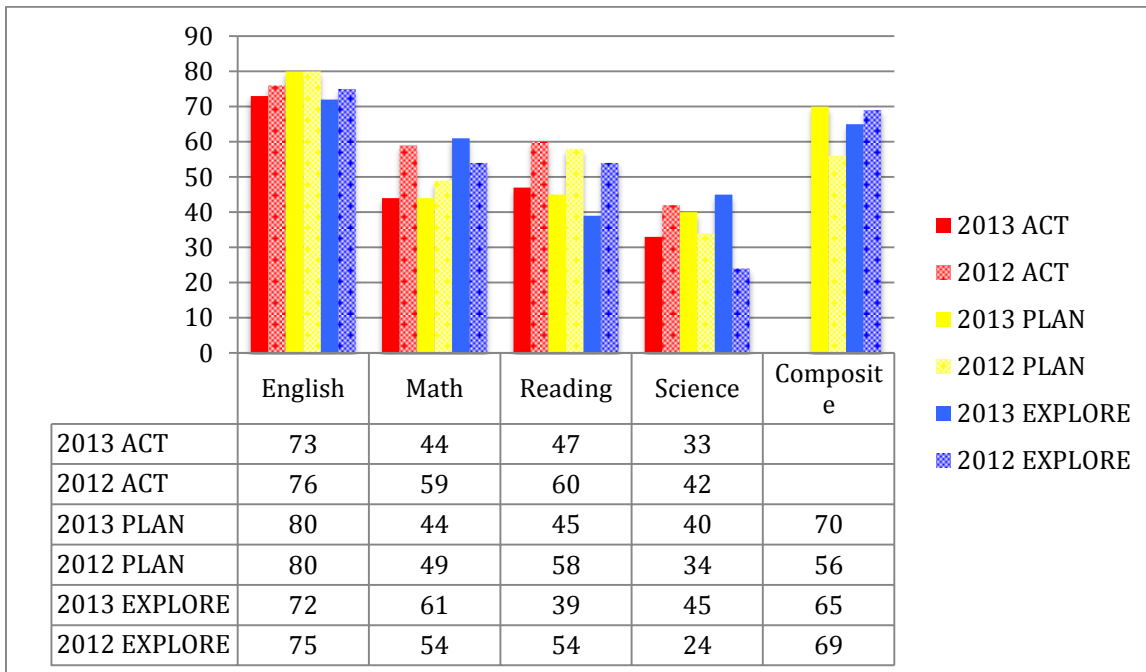


World's Best Workforce means striving to have all students graduate from high school and attain college and career preparedness.

***BP Graduation Rate
Four Year Cohort***

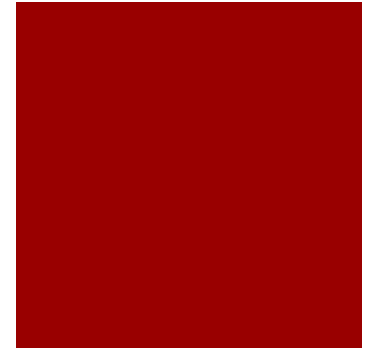


***BP College and Career Preparedness
Percent At/Above Benchmark***





Enhanced Learning
Initiative Proposal



**“Expecting Excellence
from
Everyone, Every Day!”**

District Mission, Core Values and Vision



- **Adopted in Spring, 2012**

- **Mission Statement –**

“Expecting Excellence from Everyone, Every Day!”

- **Core Values**

- **Drivers of our Words and Actions as a District**

- **Vision**

- **What We Intend to Create by 2016**

District Mission, **Core Values** and Vision



■ Core Values

- **L**EARNER'S FIRST – Student's diversity and needs drive decisions & actions
- **E**XCELLENCE – High expectations for all and intentional innovative effort for continuous improvement
- **A**CCOUNTABILITY – Ownership of our individual and collective actions and decisions while being responsive to results
- **R**ESPECT – Display pride for self & others in the schools and community through thoughts and actions
- **N**URTURE – Safe and supportive learning environment focused on individual needs

District Mission, Core Values and **Vision**



■ Vision

- Our district, working in partnership with all families and the community, is a learning organization of engaged, motivated and high achieving lifelong learners who experience daily our

- Community Culture of Engagement through:
 - Recognizing who we are and embracing who we may become
 - Collaboration and communication

- Sustainability for Excellence and Engagement through:
 - Effective management of human, financial & physical resources
 - *Innovative and integrated use of technology*

District Mission, Core Values and **Vision**



■ Vision

- Our district, working in partnership with all families and the community, is a learning organization of engaged, motivated and high achieving lifelong learners who experience daily our
- Academic Excellence through:
 - *Personalized learning and differentiated programming*
 - Switching our focus from teaching to learning
 - Alignment of rigorous, guaranteed and viable curriculum

What do we expect from our students?



- To be engaged in their learning
- To be conscientious about a learning plan that ensures that they are college/career ready by graduation
- That they develop 21st Century Learning skills including Critical thinking and problem solving, Communication, Collaboration, and Creativity & innovation

Proposal



- Embark upon an Enhanced Learning Initiative that will focus on these key areas:
 - Increased student engagement, learning and achievement
 - Increased student fluency in 21st century skills
 - Personalized learning experiences for students
 - Enhanced learning experiences and accessibility for all students
 - Extended learning beyond the classroom and beyond the school day
 - Embedded use of data to inform learning and instruction

Process



- **The Enhanced Learning Initiative that will be based on a foundation of three key components:**
 - **Develop a key group of educators who will be trained in the use of technology to be key resources in their respective buildings. This team, the Technology Vanguard Team, will consist of approximately 20 individuals – administrators, teachers and paraprofessionals.**
 - **Acquire a desktop computer and a tablet device for all teachers in the district for delivery this fall. The desktop computer will replace current teacher workstation computers that will be re-appropriated to upgrade our labs.**
 - **Begin the process of a student 1-1 initiative by acquiring a tablet device for all students beginning this fall.**

What are our expectations with regard to Digital Literacy?



- District 716 Digital Literacy Vision Statement:
 - *Digital literacy is the ability of all members of the school community to use information and communication technologies as a seamlessly integrated part of learning. Members will be able to find, evaluate, create, and communicate information requiring both cognitive and technical skills. Upon graduation, students will be able to learn effectively and live productively in an increasingly global and digital world. (developed by Technology Vanguard Team)*

How will we prepare our educators for this learning model and teaching shift?

The SAMR Model

Redefinition

Technology allows for the creation of new tasks, previously inconceivable

Modification

Technology allows for significant task redesign

Transformation

Augmentation

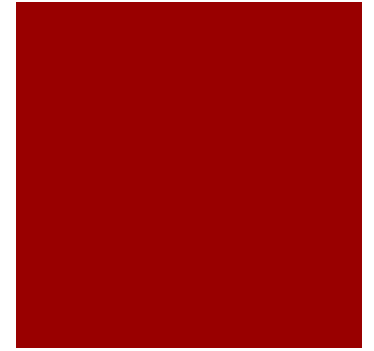
Technology acts as a direct tool substitute, with functional improvement

Substitution

Technology acts as a direct tool substitute, with no functional change

Enhancement

Evaluation of three year Initiative



- How will we evaluate this system change over time
 - Assessments and Educational Outcomes
 - Qualitative Information from Key Stakeholders
 - Artifacts of Student Learning
 - Action Research Projects

Questions?



605 ALTERNATIVE PROGRAMS

I. PURPOSE

The purpose of this policy is to recognize the need for alternative education programs for some school district students.

II. GENERAL STATEMENT OF POLICY

The school board recognizes the importance of alternative program options for some students. Circumstances may be such that some students are put at risk of being able to continue or to complete their education programs. It is the policy of the school board that options shall be made available for some students to select educational alternatives that will enhance their opportunity to complete their education programs, recognizing that some students may become successful learners if given an opportunity to learn in a different environment and through a different learning style.

III. RESPONSIBILITY

- A. It shall be the responsibility of the superintendent to identify alternative program opportunities to be made available to students who may be at risk, to recommend such alternative programs to the school board for approval, and to familiarize students and parents with the availability of such alternative programs. The superintendent shall, through cooperative efforts with other schools, agencies and organizations, periodically recommend additional or modified alternative educational programs to the school board.
- B. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to alternative programs.

Legal References: Minn. Stat. § 120A.22, Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.41, Subd. 11 (Definitions – Alternative Educational Services)
Minn. Stat. § 121A.45, Subd. 1 (Grounds for Dismissal)
Minn. Stat. § 123A.06 (State-Approved Alternative Programs and Services)
Minn. Stat. § 124D.66 (Assurance of Mastery Programs)
Minn. Stat. § 124D.68 (Graduation Incentives Programs)
Minn. Stat. § 124D.74 (American Indian Language and Cultural Educational Programs)
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)

1st Reading: 12/17/07
2nd Reading: 02/25/08
Approved: 03/24/08

614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DUTIES OF SCHOOL DISTRICT TEST ADMINISTRATOR

The school district test administrator as named in Policy 613, Graduation Requirements, shall be responsible for preparing and presenting annually to the school board for approval, and overseeing the publishing of, the basic standards test administration plan. The school district test administrator shall file the plan with the Department of Education ("Department") and deliver the plan to all households in the school district by October 15 of each year. The plan shall include, at a minimum, the following:

- A. The graduation requirements;
- B. The number of opportunities a student shall have to retake tests of basic standards during each year;
- C. The opportunities for remediation for a student who has not passed tests of basic standards;
- D. The process for requesting an additional testing opportunity and accommodations for a senior who has met all other graduation requirements but has not passed one or more basic standards;
- E. The process for appealing the school district's response to requests in item C.;
- F. The method to report breaches in test security procedures to the school district and the Department; and
- G. Procedures for meeting the needs of Limited English Proficient students, students who require an IEP or students who require Section 504 Accommodation.

IV. TEST SECURITY

- A. Security Requirements. When administering tests for the basic standards, the school district shall observe the following test security measures in addition to any requirements imposed by the Minnesota Department of Education:
1. All test booklets, answer sheets, and test materials shall be placed in locked storage before and after the test administration;
 2. The tests, testing materials, and answer sheets are nonpublic data under Minn. Stat. § 13.34;
 3. No copies of test booklets or answer sheets shall be made; and
 4. The school district shall report any violations of test security to the Department. The Department shall receive reports of violations of test security from anyone with knowledge of such an incident.
- B. Security Violations. The Department shall investigate any reported incidents of breaches in test security. The consequences of a violation of test security may include:
1. The invalidation of test scores if a violation is found to justify serious questions about the integrity of the results of the test administration; or
 2. Other reasonable sanctions that are necessary to preserve the security and confidentiality of future tests and test administrations.

V. SCHOOL DISTRICT REPORTING TO THE DEPARTMENT AND PUBLIC

- A. The school district shall report the information specified below to the Department annually by October 15 in a format to be determined by the Department.
- B. The school district shall prepare and disseminate annually by October 15 a public report of the information specified below through the official newspaper or through publications sent to all households in the school district.
- C. The reports required above shall include:
1. The number of students enrolled at each grade level 9 through 12 according to the end of the year Minnesota Automated Reporting Student System (MARSS) report;
 2. The number of students at each grade level 9 through 12 passing each basic standard at the state standards level;

3. The number of students at each grade level 9 through 12 passing each basic standard at an individualized level under an IEP or a Section 504 Accommodation plan;
 4. The number of students at each grade level 9 through 12 passing tests in each basic standard with tests that have been translated into a language other than English;
 5. The number of students at each grade level 9 through 12 exempt from testing in each basic standard; and
 6. For grade 12 of the previous year only, the number of students currently denied a high school diploma because of not passing the state standard for a basic standard when all other graduation requirements have been met.
- D. The superintendent shall submit reports identifying expenditures related to basic standards testing, to the Department as required by law.

VI. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

The school district shall maintain records necessary for program audits conducted by the Department. The records must include documentation that:

- A. Required notifications to parents and students meet the requirements of Minn. Rules Part 3501.0120;
- B. Required student records meet the requirements of Minn. Rules Part 3501.0130;
- C. The school district's process for additional testing of students meets the requirements of Minn. Rules Part 3501.0050;
- D. Test security procedures comply with Minn. Rules Part 3501.0150;
- E. The school district's decisions regarding testing accommodations, modifications, and granting exemptions are in compliance with Minn. Rules Parts 3501.0090 and 3501.0100;
- F. The school district's curriculum and instruction provides appropriate learning opportunities in the basic standards in compliance with Minn. Rules Part 3501.0110;
- G. Remediation plans for students are on file consistent with Minn. Rules Part 3501.0110;
- H. The basic standards test administration plan complies with Minn. Rules Part 3501.0140, subpart 2;

- I. The documentation for students granted accommodations or exempted from testing complies with Minn. Rules Part 3501.0090;
- J. The assessments and documentation of performance for students granted modifications of statewide standards comply with Minn. Rules Part 3501.0090, subpart 2, item C; and
- K. The school district's process for testing considerations for LEP students complies with Minn. Rules Part 3501.0100.

VII. REQUIRED NOTIFICATION TO PARENTS AND STUDENTS

- A. Written Notice. The school district shall establish and maintain a system to provide written notice to parents and students about graduation requirements.
- B. Notice of Graduation Requirements. No later than thirty (30) working days after the date of the entrance into the 9th grade or transfer of a student into the school district during or after 9th grade, the school district shall provide to the parents and the student written notice of:
 - 1. The graduation requirements; and
 - 2. The grade in which the student shall have the first opportunity to take a test in basic standards.
- C. Notice of Test Results and Remediation Opportunities. The school district shall provide no later than ninety (90) days after a student takes a test of basic standards, written notice to the parents and the student of:
 - 1. Basic standards test results; and
 - 2. Consistent with Minn. Rules Part 3501.0050, subpart 3, if the student is in the graduating year:
 - a. The process by which a parent or student can request additional testing and testing accommodations after April 1; and
 - b. The process by which a parent or student can appeal the school district's decision if additional testing or testing accommodation is denied.
- D. Notice Pertaining to Adequate Yearly Progress. If the school district is proposed for identification for school improvement, for corrective action, or for restructuring by the Minnesota Department of Education, the school district shall provide to parents of students in the school district sufficiently detailed summary data of its academic assessments or other academic indicators reviewed to determine whether the school is making adequate yearly progress to permit parents to appeal the Department's proposal.

VIII. STUDENT RECORD KEEPING

- A. Test Results. The school district shall keep a record on each student that includes:
1. The basic standards tests taken; and
 2. The results of the most recent basic standards tests given.
- B. Student Progress. Individual student progress shall be reported on a student record as described in items 1. to 4. below.
1. “Pass-state level” shall be noted on the record of a student who passes a basic standards test under standard conditions or with an accommodation. The records for students passing with an accommodation shall not be different from the records of students passing the test under standard conditions.
 2. “Pass-individual level” shall be noted on the record of a student who passes a basic standards test with a modification established in the IEP or Section 504 Accommodation plan in accordance with Minn. Rules Part 3501.0090.
 3. “Pass-translation” shall be noted on the record of a student who passes a basic standards test that has been translated into a language other than English and has not been validated by the state as a state test with a set passing score.
 4. “Exempt” shall be noted on the record of a student who has been exempted from a basic standards test.

Legal References: Minn. Stat. § 13.34 (Examination Data)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.36, Subd. 2 (Adequate Yearly Progress)
Minn. Stat. § 123B.143, Subd. 1 (Superintendent)
Minn. Rules Parts 3501.0010-3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)
Minn. Rules Parts 3501.0200-3501.0290 (Rules Relating to Graduation Standards - Written Composition)
Minn. Rules Parts 3501.0505-3501.0635 (K-12 Standards)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

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

Adopted: _____

MSBA/MASA Model Policy 614

Orig. 1997

Revised: _____

Rev. 2009

614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

[Note: ~~The provisions of this policy substantially reflect statutory requirements. With the repeal of the graduation-required assessment for diploma (GRAD), school districts no longer are required to comply with any of the provisions of this policy.]~~

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DUTIES OF SCHOOL DISTRICT TEST ADMINISTRATOR

The school district test administrator as named in Policy 613, Graduation Requirements, shall be responsible for preparing and presenting annually to the school board for approval, and overseeing the publishing of, the basic requirements test administration plan. The school district test administrator shall file the plan with the Minnesota Department of Education (MDE) and deliver the plan to all households in the school district by October 15 of each year. The plan shall include, at a minimum, the following:

- A. The graduation requirements;
- B. The number of opportunities a student shall have to retake tests of basic requirements during each year;
- C. The opportunities for remediation for a student who has not passed tests of basic requirements;
- D. The process for requesting an additional testing opportunity and accommodations for a senior who has met all other graduation requirements but has not passed one or more basic requirements;
- E. The process for appealing the school district's response to requests in item D.; and
- F. The method to report breaches in test security procedures to the school district and MDE.

IV. TEST SECURITY

A. Security Requirements.

1. When administering tests for the basic requirements, the school district shall observe the following test security measures in addition to any requirements imposed by MDE:
 - a. All test booklets, answer sheets, and test materials shall be placed in locked storage before and after the test administration;
 - b. The tests, testing materials, and answer sheets are nonpublic data under Minn. Stat. § 13.34; and
 - c. No copies of test booklets or answer sheets shall be made.
2. When administering a graduation-required assessment for diploma (GRAD), the school district must observe the following test security measures:
 - a. All test materials must be secured, either physically or electronically, before and after the test administration;
 - b. All testing materials are nonpublic data under Minn. Stat. § 13.34; and
 - c. A student is required to present valid photo identification before being admitted to the testing site if:
 - (1) the student is not enrolled in the testing district; or
 - (2) the student is unknown to the test proctor.
3. The school district must report any known violations of test security to MDE which must accept reports of violations of test security from anyone with knowledge of such an incident.

B. Security Violations. MDE shall investigate any reported incidents of breaches in test security. The consequences of a violation of test security may include:

1. The invalidation of test scores if a violation is found to justify serious questions about the integrity of the results of the test administration; or
2. Other reasonable sanctions that are necessary to preserve the security and confidentiality of future tests and test administrations.

V. SCHOOL DISTRICT REPORTING TO MDE AND THE PUBLIC

- A. The school district shall report the information specified below to MDE annually

by October 15 in a format to be determined by MDE.

- B. The school district shall prepare and disseminate annually by October 15 a public report of the information specified below through the official newspaper or through publications sent to all households in the school district.
- C. The reports required above shall include:
 - 1. The number of students enrolled at each grade level 9 through 12 according to the end of the year Minnesota Automated Reporting Student System (MARSS) report;
 - 2. The number of students at each grade level 9 through 12 passing each basic requirement at the state standard level;
 - 3. The number of students at each grade level 9 through 12 passing each basic requirement at an individualized level under an IEP or a Section 504 accommodation plan;
 - 4. The number of students at each grade level 9 through 12 passing tests in each basic requirement with tests that have been translated into a language other than English;
 - 5. The number of students at each grade level 9 through 12 exempt from testing in each basic requirement; and
 - 6. For grade 12 of the previous year only, the number of students currently denied a high school diploma because of not passing the state standard for a basic requirement when all other graduation requirements have been met.

VI. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT

The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation that:

- A. Required notifications to parents and students meet the requirements of Minn. Rules Parts 3501.0120 and 3501.1120;
- B. Required student records meet the requirements of Minn. Rules Parts 3501.0130 and 3501.1130;
- C. The school district's process for additional testing of students meets the requirements of Minn. Rules Part 3501.0050;
- D. Test security procedures comply with Minn. Rules Parts 3501.0150 and 3501.1150;

- E. The school district's decisions and processes regarding testing accommodations, modifications, and granting exemptions are in compliance with Minn. Rules Parts 3501.0090, 3501.0100, and 3501.1180;
- F. The school district's curriculum and instruction provides appropriate learning opportunities in the basic requirements in compliance with Minn. Rules Part 3501.0110 and state graduation requirements in compliance with Minn. Rules Part 3501.1110;
- G. Remediation plans for students are on file consistent with Minn. Rules Parts 3501.0110 and 3501.1110;
- H. The basic requirements test administration plan complies with Minn. Rules Part 3501.0140, subpart 2, and the GRAD administration plan complies with Minn. Rules Part 3501.1140;
- I. The documentation for students granted accommodations or exempted from testing complies with Minn. Rules Parts 3501.0090 and 3501.1190;
- J. The assessments and documentation of performance for students granted modifications of statewide standards comply with Minn. Rules Parts 3501.0090, subpart 2, item C, and 3501.1190; and
- K. The school district's process for testing considerations for limited English proficiency students complies with Minn. Rules Part 3501.0100.

VII. REQUIRED NOTIFICATION TO PARENTS AND STUDENTS

- A. Written Notice. The school district shall establish and maintain a system to provide written notice to parents and students about graduation requirements.
- B. Notice of Graduation Requirements.
 - 1. No later than thirty (30) working days after the date of the entrance into grade 9 or transfer of a student into the school district during or after grade 9, the school district shall provide to the parents and the student written notice of:
 - a. The graduation requirements; and
 - b. The grade in which the student shall have the first opportunity to take a test in a basic requirement.
 - 2. The school district shall provide parents and students with annual written notice of the grade in which the student will have the first opportunity to take a GRAD. The school district shall provide written notice to parents and students of GRAD results no later than sixty (60) days after the district receives the results of a GRAD. After the date of receiving test

results, students must have a minimum of six (6) weeks for remediation before the next testing opportunity.

- C. Notice of Test Results and Remediation Opportunities. The school district shall provide no later than ninety (90) days after a student takes a test of basic requirements, written notice to the parents and the student of:
1. Basic requirements test results; and
 2. Consistent with Minn. Rules Part 3501.0050, subpart 3, if the student is in the graduating year:
 - a. The process by which a parent or student can request additional testing and testing accommodations after April 1; and
 - b. The process by which a parent or student can appeal the school district's decision if additional testing or testing accommodation is denied.
- D. Notice Pertaining to Adequate Yearly Progress. If the school district is proposed for identification for school improvement, for corrective action, or for restructuring by MDE, the school district shall provide to parents of students in the school district sufficiently detailed summary data of its academic assessments or other academic indicators reviewed to determine whether the school is making adequate yearly progress to permit parents to appeal MDE's proposal.

VIII. STUDENT RECORD KEEPING

- A. Test Results. The school district shall keep a record on each student that includes:
1. The basic requirements tests taken;
 2. The results of the most recent basic requirements tests given;
 3. The GRADs taken; and
 4. The results of the most recent GRAD given.
- B. Student Progress. Individual student progress shall be reported on a student record as described below.
1. "Pass-state level" shall be noted on the record of a student who passes a basic requirement test under standard conditions or with an accommodation. The records for students passing with an accommodation shall not be different from the records of students passing the test under standard conditions.
 2. "Pass-individual level" shall be noted on the record of a student who

passes a basic requirement test with a modification established in the IEP or Section 504 accommodation plan in accordance with Minn. Rules Part 3501.0090.

3. “Pass-translation” shall be noted on the record of a student who passes a basic requirement test that has been translated into a language other than English and has not been validated by the state as a state test with a set passing score.
4. “Exempt” shall be noted on the record of a student who has been exempted from a basic requirement test.
5. “Pass” or “p” must be noted on the record of a student who passes a GRAD under standard conditions or with an accommodation.
6. “Pass” or “p” must also be noted on the record of a student who passes a GRAD with a modification established in the IEP or Section 504 accommodation plan in accordance with Minn. Rules Part 3501.1190. This notation is also used as a GRAD notation for any other modified or alternate assessment used for accountability purposes for students with disabilities. The records for students passing with an accommodation or a modification or who pass an alternate assessment must not differ from the records of students passing the test under standard conditions.

Legal References:

Minn. Stat. § 13.34 (Examination Data)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.36, Subd. 2 (Adequate Yearly Progress)
Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Mathematics and Reading) ([repealed Minn. L. 2013, Ch. 116, Art. 2, § 22](#))
Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards – Written Composition) ([repealed Minn. L. 2013, Ch. 116, Art. 2, § 22](#))
Minn. Rules Parts 3501.~~0505~~0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) ([repealed Minn. L. 2013, Ch. 116, Art. 2, § 22](#))
[Minn. Rules Parts 3501.1300-3501.1345 \(Academic Standards for Social Studies\)](#)
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

Cross References:

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)

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

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

1st Reading: 12/17/07
2nd Reading: 02/25/08
Approved: 03/24/08

615 BASIC STANDARDS TESTING, ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEP, SECTION 504 ACCOMMODATION, AND LEP STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having IEP, Section 504 Accommodation, or LEP needs to meet the graduation requirements of basic skills testings.

II. GENERAL STATEMENT OF POLICY

A. The school district will utilize the existing annual review of Individualized Education Programs (IEPs) or Section 504 Accommodation plans to review, on a case-by-case basis, the extent of student participation in Minnesota state-wide standardized assessments.

B. Students with LEP needs must be identified and accommodations made.

III. DEFINITION OF TERMS

See the most current “Procedures Manual for the Minnesota Assessments” which can be found on the Minnesota Department of Education’s website.

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR MINNESOTA STATE-WIDE STANDARDIZED ASSESSMENTS

See the “Guidelines for Accommodations in the Minnesota Assessment System” document which can be found on the Minnesota Department of Education’s web site.

V. RECORDS

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

Legal References: Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Rules Parts 3501.0010-3501.0180 (Rules Relating to Graduation Standards - Mathematics and Reading)

Minn. Rules Parts 3501.0200-3501.0290 (Rules Relating to Graduation Standards - Written Composition)

Minn. Rules Parts 3501.0505-3501.0635 (K-12 Standards)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)

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

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

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

Adopted: _____

MSBA/MASA Model Policy 615

Orig. 1997

Revised: _____

Rev. ~~2011~~ 2013

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPs, SECTION 504 PLANS, AND LEP STUDENTS

[Note: In 2013, the Minnesota legislature modified state graduation requirements by making the Graduation-Required Assessments for Diploma (GRAD) tests optional for school districts. A district may decide whether individual students will meet graduation assessment requirements by meeting the GRAD requirements in reading, mathematics, and written composition; by taking the WorkKeys job skills assessment, the Compass college placement test, the ACT assessment for college admission, or a nationally recognized Armed Services Vocational Aptitude Battery test (ASVAB); or by receiving a score on an equivalent assessment. Refer to Table 1b of the Minnesota Assessment System and Requirements Overview 2013-2016 documents, which is posted to the Test Administration page of the Minnesota Department of Education (MDE) website. While a district may choose not to include GRAD retests on the testing calendar, an individual student who requests a GRAD retest must be provided the opportunity to retest.]

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 (504) accommodation, or limited English proficiency (LEP) needs to meet the graduation requirements of basic skills testings and graduation-required assessments for diploma (GRAD) tests.

II. GENERAL STATEMENT OF POLICY

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

1. the student is expected to achieve the statewide standard with or without testing accommodations resulting in a "pass" or "p" notation on the record when achieving a passing score; or
2. the student is expected to achieve the statewide standard at an individually modified level of difficulty, resulting in a "pass" or "p" notation on the record when achieving the modified level. A Minnesota alternative assessment must be used when an IEP team chooses to replace the GRAD. Adoption of modifications for a student must occur concurrently with the adoption of transition goals and objectives as required by Minn. Stat. § 125A.08(a)(1). The IEP or 504 accommodation plan must define an

appropriate assessment of the statewide standard at a modified level of difficulty. Achievement of the individually modified standard shall be certified only through documented student performance of the defined assessment.

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

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

III. DEFINITION OF TERMS

See the current “Procedures Manual for the Minnesota Assessments” which can be found on the Minnesota Department of Education’s (MDE’s) Minnesota Assessments, General Resources, website at: <http://www.mnstateassessments.org/resources/Manuals/2011-12-Procedures-Manual.pdf>~~http://www.mnstateassessments.org/wp-content/uploads/2013/07/2012-13-Procedures-Manual.pdf~~.

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

See Chapter 5 of the current “Procedures Manual for the Minnesota Assessments.” ~~which can be found on MDE’s Minnesota Assessments, General Resources, website at: <http://www.mnstateassessments.org/resources/Manuals/2011-12-Procedures-Manual.pdf>~~.

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the School District Test Administrator. The School District Test Administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Legal References: Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)
~~Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards—Mathematics and Reading)~~
~~Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards—Written Composition)~~

Minn. Rules Parts 3501.~~05050640~~-3501.0655 (Academic Standards for Language Arts)

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

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

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

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

[Minn. Rules Parts 3501.1300-3501.1345 \(Academic Standards for Social Studies\)](#)

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

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and the No Child Left Behind Act.

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. “Course credit” is equivalent to a student successfully completing an academic semester of study or a student mastering the applicable subject matter as determined by the school district.
- B. “Graduation Standards” means the course credit requirements and Profile of Learning content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

- A. School District Goals
The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and the No Child Left Behind Act. The broad goals shall be reviewed annually and approved by the school board
- B. System for Reviewing All Instruction and Curriculum.
Incorporated in the process will be analysis of the school district’s progress toward implementation of the Minnesota Academic Standards.

Review and Analysis Year

2011-2012	Reading/Language Arts/Foreign Language
2012-2013	Social Studies/Career Tech
2013-2014	Art/Music/Physical Education & Health
2014-2015	Math
2015-2016	Science

C. Implementation of Graduation Requirements

1. The school board shall appoint a Curriculum Advisory Committee which shall advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of this committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update these policies at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet state expectations.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or district-wide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with the Department of Education in evaluating school sites and continuous improvement plans, consistent with best practices.
4. Each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
5. The Advisory Committee, working in cooperation with other committees of the school district will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing Minnesota Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
 - d. Making recommendations regarding the development of the "Annual Report on Curriculum, Instruction and Student Achievement."

D. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

1. Each year, the advisory committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The advisory committee, working in cooperation with other committees of the school district will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing Minnesota Graduation Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
 - d. Making recommendations regarding the development of the “Annual Report on Curriculum, Instruction and Student Achievement.”
3. The Advisory Committee shall meet the following criteria:
 - a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. The Advisory Committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community.

5. The advisory committee shall meet four times each year, generally during the months of October, December, February and April.
6. The Advisory Committee shall meet the following criteria:
 - a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Academic Standards.
 - b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
 - e. The advisory committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community.
7. The Advisory Committee shall meet a minimum of four times each year, generally during the months of October, December, February and April.

D. Evaluation of Student Progress Committee.

A committee of professional staff shall develop a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

E. Educational Planning and Assessment System

The school district may elect to participate in the Educational Planning and Assessment System (EPAS) program offered by ACT, Inc., to provide a longitudinal, systematic approach to student educational and career planning, assessment, instructional support, and evaluation.

F. Reporting

An "Annual Report on Curriculum, Instruction and Student Achievement" shall be approved by the school board by October 1 of each year. The school board shall publish the report in the local newspaper with the largest circulation in the

district, by mail, or by electronic means such as the school district website. If electronic means are used, the school district must publish notice of the report in a periodical of general circulation in the school district. The school district must make copies of the report available to the public on request. A copy shall be sent to the Commissioner by October 15 of each year. The public report shall include, but not be limited to, the following:

1. Student achievement goals for meeting the Minnesota Academic Standards;
2. Result of local assessment data and any additional test data, including all data required by Minn. Rules Part 3501.0160;
3. School district improvement plans including staff development goals;
4. Progress on previous improvement plans;
5. Amount and type of revenue attributed to each educational site as defined in Minn. Stat. § 123B.04;
6. Names of advisory committee members, dates their terms expire, method of selection and application dates;
7. Periodic reports on constituencies' satisfaction with schools;
8. Biennial evaluations of the school district testing programs according to the following:
 - a. written objectives of the assessment program;
 - b. names of tests and grade levels tested;
 - c. use of test results; and
 - d. student achievement results compared to previous years.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.35 (Student Achievement Levels)
Minn. Stat. § 123B.04 (Site Decision Making Agreement)
Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards - Mathematics and Reading)
Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards - Written Composition)
Minn. Rules Part 3501.0160 (District Reporting Requirements)
Minn. Rules Parts 3501.0505-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for

Mathematics)

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

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

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma)

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 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

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

MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)

MSBA/MASA Model Policy 618 (Assessment of Standard Achievement)

MSBA/MASA Model Policy 619 (Staff Development for Standards)

MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: _____

MSBA/MASA Model Policy 616

Orig. 1997

Revised: _____

Rev. ~~2009~~ 2013

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

[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 focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and the No Child Left Behind Act.

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. ~~“Course credit Credit” is equivalent to~~ means a student’s ~~successfully completing successful completion of~~ an academic year of study or a student’s ~~mastering mastery of~~ the applicable subject matter, as determined by the school district.
- B. “Graduation Standards” means the ~~course~~ credit requirements and Profile of Learning content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. “Profile of Learning” means content standards formerly required for a high school diploma.

- D. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and the No Child Left Behind Act. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Advisory Committee).
2. The improvement goals should address recommendations identified through the Advisory Committee process. The school district’s goal setting process will include consideration of individual site goals. School district goals may be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

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

[Insert Local Cycle in this space]

C. Implementation of Graduation Requirements

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

Standards Implementation Committee *[will/will not]* be comprised of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.

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

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

D. Advisory Committee for Comprehensive Continuous Improvement of Student Achievement

1. By [date] of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

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

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

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

- 5. The Advisory Committee shall meet the following timeline each year:

Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

Month(s): Review evaluation results and prepare recommendations.

Month: Present recommendations to the school board for its input and approval.

~~Month: Provide direction to and review “Annual Report on Curriculum, Instruction and Student Achievement.”~~

- E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

- F. Educational Planning and Assessment System. The school district may elect to

participate in the Educational Planning and Assessment System (EPAS) program offered by ACT, Inc., to provide a longitudinal, systematic approach to student educational and career planning, assessment, instructional support, and evaluation.

- G. Reporting. ~~An “Annual Report on Curriculum, Instruction and Student Achievement” shall be approved by the school board by October 1 of each year. The~~ Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish a ~~summary of the~~ report in the local newspaper with the largest circulation in the district, by mail, or by electronic means ~~such as~~ on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world’s best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its summary report to the Commissioner. If electronic means are used, the school district must publish notice of the report in a periodical of general circulation in the school district. The school district must make copies of the report available to the public on request. A copy shall be sent to the Commissioner by October 15 of each year. The public report shall include, but not be limited to, the following:
- ~~1. Student achievement goals for meeting the Minnesota Academic Standards;~~
 - ~~2. Result of local assessment data and any additional test data, including all data required by Minn. Rules Part 3501.0160;~~
 - ~~3. School district improvement plans including staff development goals;~~
 - ~~4. Progress on previous improvement plans;~~
 - ~~5. Amount and type of revenue attributed to each educational site as defined in Minn. Stat. § 123B.04;~~
 - ~~6. Names of Advisory Committee members, dates their terms expire, method of selection, and application dates;~~
 - ~~7. Periodic reports on constituencies’ satisfaction with schools;~~
 - ~~8. Biennial evaluations of the school district testing programs according to the following:~~

- a. ~~written objectives of the assessment program;~~
- b. ~~names of tests and grade levels tested;~~
- c. ~~use of test results; and~~
- d. ~~student achievement results compared to previous years.~~

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.128 (Educational Planning and Assessment System (EPAS) Program)
Minn. Stat. § 120B.35 (Student Achievement Levels)
Minn. Stat. § 120B.36 (School Accountability; Appeals Process)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making Agreement)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
~~Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards—Mathematics and Reading)~~
~~Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards—Written Composition)~~
~~Minn. Rules Part 3501.0160 (District Reporting Requirements)~~
Minn. Rules Parts 3501.05050640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma)~~
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
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 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and

Procedure)

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

MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

MSBA/MASA Model Policy 619 (Staff Development for Standards)

MSBA/MASA Model Policy 620 (Credit for Learning)

1st Reading: 1/28/08
2nd Reading: 03/24/08
Approved: 05/01/08

624 ON-LINE LEARNING OPTIONS

I. PURPOSE

The purpose of this policy is to recognize and govern on-line learning options of students enrolled in the school district for purposes of compulsory attendance.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in on-line learning.
- B. The school district shall grant academic credit for completing the requirements of an on-line learning course or program.
- C. The school district shall allow an on-line learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district.
- D. The school district shall continue to provide non-academic services to on-line learning students.
- E. On-line learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.
- F. To the extent the school district provides curriculum to resident students that has both physical and electronic components, the school district must make the electronic component accessible to a resident student in a home school at the request of the student or the student's parent or guardian, provided that the school district does not incur more than an incidental cost as a result of providing access electronically. Incidental cost does not include use of a school district computer or Internet access.

[Note: The school district may itself offer on-line learning. If it does, it is subject to numerous reporting and review requirements but may also be eligible for state funding. To the extent on-line learning is offered by the school district to its enrolled students, it is not subject to the Department of Education reporting or review requirements and cannot generate on-line learning funds. See Minn. Stat. § 124D.095, Subd. 4(e).]

III. DEFINITIONS

- A. "On-line learning" is an interactive course or program that delivers instruction from a teacher to a student by computer, is combined with other traditional

delivery methods that include frequent student assessment and may include actual teacher contact time, and meets or exceeds state academic standards.

- B. “On-line learning student” is a student enrolled in the school district for purposes of compulsory attendance and enrolled in an on-line learning course or program delivered by an authorized provider.
- C. “On-line learning provider” is another school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides on-line learning to students.

IV. PROCEDURES

A. Dissemination and Receipt of Information

- 1. The school district shall make available information about on-line learning to all interested people. The school district may utilize the list of approved on-line learning providers and on-line learning courses and programs developed, published, and maintained by the Minnesota Department of Education.
- 2. The school district will receive and maintain information provided to it by on-line learning providers.

B. Students

- 1. A student may apply to an on-line learning provider to enroll in on-line learning. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.
- 2. An on-line learning student must notify the school district at least thirty (30) days before taking an on-line learning course or program if the school district is not providing the on-line learning.
- 3. An on-line learning provider will notify the school district and the student within ten (10) days of acceptance of the student’s on-line learning course or program and hours of instruction.
- 4. An on-line learning student may enroll during a single school year in a maximum of twelve (12) semester-long courses or their equivalent delivered by an on-line learning provider or the school district.
- 5. An on-line learning student may complete course work at a grade level that is different from the student’s current grade level.
- 6. An on-line learning student may enroll in additional courses with the on-line learning provider under a separate agreement that includes terms for

payment of any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The school district may reduce an on-line learning student's regular classroom instructional membership in proportion to the student's membership in on-line learning courses.
2. The school district may reduce the teacher contact time of an on-line learning student in proportion to the number of on-line learning courses the student takes from an on-line learning provider other than the school district.
3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher with a Minnesota license.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including on-line learning students.
2. The school district shall use the same criteria for accepting on-line learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
3. The school district may challenge the validity of a course offered by an on-line learning provider. Such a challenge will be filed with the Minnesota Department of Education.
4. The school district shall count secondary credits granted to an on-line learning student toward its graduation and credit requirements.
5. If a student completes an on-line learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.

Legal References: Minn. Stat. § 123B.42, Subd. 1 (Curriculum; Electronic Components)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (On-Line Learning Option Act)

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 605 (Alternative Programs)

MSBA/MASA Model Policy 608 (Instructional Services – Special Education)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: _____

MSBA/MASA Model Policy 624

Orig. 2003

Revised: _____

Rev. 2012

624 ONLINE LEARNING OPTIONS

[Note: The provisions of this policy substantially reflect the statutory requirements of Minn. Stat. § 124D.095 ~~(2003)~~, the Online Learning Option Act.]

I. PURPOSE

The purpose of this policy is to recognize and govern online learning options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online learning provider for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online learning.
- B. The school district shall grant academic credit for completing the requirements of an online learning course or program.
- C. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district. An online learning provider must assist an online learning student whose family qualifies for education tax credit to acquire computer hardware and educational software for online learning purposes.
- D. The school district shall continue to provide non-academic services to online learning students.
- E. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.

[Note: The school district may itself offer digital learning to its enrolled students. Such digital learning does not generate online learning funds. To the extent digital learning is offered by the school district only to its enrolled students, it is not subject to the Minnesota Department of Education (MDE) reporting or review requirements unless the school district is a full-time online learning provider. See Minn. Stat. § 124D.095, Subd. 4(d) and (e).]

To the extent the school district provides to resident students curriculum that has both physical and electronic components, the school district must make the electronic component accessible to a resident student in a home school at the request of the home-schooled student or student's parent or guardian, provided that the school

district does not incur more than an incidental cost as a result of providing access electronically. See Minn. Stat. § 123B.42.]

III. DEFINITIONS

- A. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- B. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- C. “Enrolling district” means the school district or charter school in which a student is enrolled under Minn. Stat. § 120A.22, Subd. 4, for purposes of compulsory education.
- D. “Full-time online learning provider” means an enrolling school authorized by the Minnesota Department of Education (MDE) to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.
- E. “Online learning course syllabus” is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online learning course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.
- F. “Online learning” is a form of digital learning delivered by an approved online learning provider under Paragraph III.H.
- G. “Online learning student” is a student enrolled in an online learning course or program delivered by an authorized online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. “Student” is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minn. Stat. §§ 120A.22 and 120A.24.
- J. “Supplemental online learning” means an online learning course taken in place of a course period at a local district school.

IV. PROCEDURES

A. Dissemination and Receipt of Information

1. The school district shall make available information about online learning to all interested people. The school district may utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE.
2. The school district will receive and maintain information provided to it by online learning providers.
3. The online learning provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.
4. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits toward graduation.

B. Student Enrollment

1. A student may apply for full-time enrollment in an approved online learning program. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.
2. The student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.
3. The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online learning course or program. An online learning provider must make available the supplemental online learning course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must

notify the online learning provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.

4. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online learning course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online learning provider; and the online learning provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.
5. An online learning student may enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.
6. An online learning student may complete course work at a grade level that is different from the student's current grade level.
7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.

2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.
3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.
4. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under Minn. Stat. § 124D.095, Subd. 4(d), must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally recognized standards and are described as such in an online learning course syllabus that meets the Commissioner's requirements.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.
2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
3. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.
4. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.
5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 123B.42, Subd. 1 (Curriculum; Electronic Components)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option Act)

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

1st Reading: May 1, 2008
2nd Reading: May 27, 2008
Approved: June 23, 2008

701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

III. REQUIREMENT

- A. The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.
- B. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minn. Stat. § 123B.76.
- C. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document that authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.
- D. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form

prescribed by the Commissioner within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. These budgets, reports of revenue, expenditures, and fund balances must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minn. Stat. § 123B.10.

- E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.
- F. The school district must also post the materials specified in Paragraph III.D. above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website.
- G. The school district must also include the budget information specified in Paragraph III.D. above in the materials provided as part of its truth-in-taxation hearing.

IV. IMPLEMENTATION

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.

- E. The school district shall make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

Legal References: Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)
Minn. Stat. § 126C.23 (Allocation of General Education Revenue)
Minn. Stat. § 275.065 (Truth in Taxation; Proposed Property Taxes; Notice)

Cross References: MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA Service Manual, Chapter 7, Education Funding

Adopted: _____

MSBA/MASA Model Policy 701

Orig. 1995

Revised: _____

Rev. ~~2009~~ 2011

701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

[Note: The provisions of this policy substantially reflect the requirements of Minnesota Statutes.]

I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

III. REQUIREMENT

- A. The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.
- B. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minn. Stat. § 123B.76.
- C. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.
- D. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances

for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minn. Stat. § 123B.10.

- E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.
- F. The school district must also post the materials specified in Paragraph III.D. above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

IV. IMPLEMENTATION

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.
- E. The school district shall make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

Legal References: Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)
Minn. Stat. § 126C.23 (Allocation of General Education Revenue)

Cross References: MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA Service Manual, Chapter 7, Education Funding